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“Haxhi Zeka” University in Peja
Faculty of Arts

ARTISTIC EDUCATION IN INTERPRETATION BA
REACCREDITATION OF THE STUDY PROGRAMME

REPORT OF THE EXPERT TEAM

Zagreb, 20th May 2022



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1. INTRODUCTION

1.1. Context

Date of site visit: 15th of April 2022

Expert Team (ET) member(s):

- A red. prof. art. Marina Novak, University of Zagreb Academy of Music

Coordinators from Kosovo Accreditation Agency (KAA):

- A Leona Kovaçi, KAA Officer

Sources of information for the Report:

- A Self-evaluation Report (SER) “Haxhi Zeka” University in Peja, Faculty of Arts (2022)
- B additional documents (Statute UHZ, Strategic Plan UHZ 2020-2024, The National Qualifications Framework, CV, Syllabuses, other legislative documents)
- C supplemental documents requested by expert (20/4/2022)
- D Information obtained during the on-line meetings with management of the institution, teaching and administrative staff, students, graduates, external stakeholders and employers of graduates; visiting relevant websites, video presentation of the facilities

Criteria used for institutional and program evaluations

- A KAA Accreditation Manual



1.2. Site visit schedule

Time	Meeting	Participants/Comments
09:30 – 10:15	Meeting with the management of the faculty where the programme is integrated	<ul style="list-style-type: none">• Prof. Asoc. Hysen Nimani - Dean• Prof. Asoc. Mimoza Drançolli – Vice Dean• Msc. Shqipe Loshaj - Secretary of Faculty of Arts
10:20 – 11.05	Meeting with quality assurance representatives and administrative staff	<ul style="list-style-type: none">• Prof. Asoc. Syzana Jakupi - Member of Commission for Quality Assurance• Prof. Asoc. Alba Dehiri - Officer for Quality Assurance• Msc. Shqipe Loshaj - Secretary of Faculty of Arts• Lorentina Gashi - Student Officer
11:15 – 12:15	Meeting with the heads of the study programme:	<ul style="list-style-type: none">• Prof.asoc.Mimoza Drançolli• Prof.asoc Dardane Nallbani• Prof.asoc Besa Berberi• Prof.asoc Fatbardh Gashi
12:15 – 13.00	Lunch break	
13:00 – 13:45	Meeting with teaching staff	<ul style="list-style-type: none">• Prof.asoc Astrit Pallaska• Prof.assArsim Kelmendi• Prof.assDardan Gjinolli• Ma.Besim Qorri-Coorepetitor• Mr.Adelina Paloja (engaged Professor)• Prof.Dr.Sokol Saraqi (from University of Arts Tirana)
13:50 – 14:35	Meeting with students	<ul style="list-style-type: none">• Fitore Kutlllovci (Artistic Education on Interpretation)• Alma Delolli (Artistic Education on Interpretation)• Martina Lekaj(Artistic Education on Interpretation)• Albin Mamusha (Artistic Education on Interpretation)• Ilir Qorri (Artistic Education on Interpretation)• Blina Nushi (Artistic Education on Interpretation)• Ela Mullakadria (Artistic Education on Interpretation)



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14:45 – 15:30	Meeting with graduates	<ul style="list-style-type: none">• Rexhep Karaqi (graduates EAIF)• Atdhe Kasapolli (graduates EAIF)• Antigona Dragaj (graduates EM)• Hedije Dragaj (graduates EM)• Donjeta Demalijaj (graduates EPM)
15:35 – 16:20	Meeting with employers of graduates and external stakeholders	<ul style="list-style-type: none">• Naser Gega (Director of the directorate of education in Peja)• Engelbert Zefaj (Member of Advisory body in Faculty of arts)• Rreze Kastrati(Director of the music school- Peja)• Pellumb Vula (Director of the music school- Gjakova)• Albina Jevriq (Vice director of school ‘Lidhja e Prizrenit’ -Peja)• Dardan Selimaj (Manager of Kosovo Philharmony,Director of DAM festival)
16:25 – 16:35	Internal meeting of KAA staff and experts	
16:35 – 16:45	Closing meeting with the management of the faculty and program	<ul style="list-style-type: none">• Prof. Asoc. Hysen Nimani - Dean• Prof. Asoc. Mimoza Drançolli – Vice Dean• Msc. Shqipe Loshaj - Secretary of Faculty of Arts



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1.3. A brief overview of the institution under evaluation

Haxhi Zeka University in Peja (UHZ) was formally established in 2011 in the transformation process from an academic unit of the University of Prishtina to an independent university, as happened with five other regional universities in Kosovo. The relatively long tradition of providing higher education programs, cultural and artistic legacy promoted by the Economics High School, study programs in different majors/profiles, and close connection with the community and industry are some of the elements that have characterized the University of Peja as a good HE institution. Moreover, the attractive geographical position, and the identification of the city of Peja as a city of culture, as a destination of international tourism and mountain sports have necessarily been important in profiling the study programs that the University of Peja offers. These qualities have made UHZ attract students from the area of Peja and Kosovo and other Albanian-speaking countries in the region. Furthermore, as a public higher education institution in the Republic of Kosovo, the UHZ provides specific study programs in the Bosnian language to contribute to the inclusion of HE students and the integration of communities in Kosovo.

University consists of five faculties: *Faculty of Business, Law Faculty, Faculty of Tourism, Hospitality and Environment Management, Faculty of Agribusiness and Faculty of Arts (FA)*. The number of students at the UHZ increased from about 1161 students in the academic year 2011/2012 to 11253 students in 2021, with 50.2% of women in the number of enrolled students. Currently, the Faculty of Arts has 215 students at the bachelor level. The majority of these students come from the western part of Kosovo, Albania and a small number from Montenegro and Bosnia and Herzegovina.

Haxhi Zeka University's mission says: "UHZ is a centre of scientific, artistic and professional education, which prepares competitive students for the labour market, future leaders in relevant fields who shall contribute to the development of society as a whole."

The mission of the FA is "...the training of students in the pedagogical aspect and professional training. According to the mission, the teaching activity is based on the highest standards in



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teaching, learning, and assessing students' knowledge, including scientific research and artistic activities. FA shall make efforts within its mission to be fully incorporated into the most advanced European standards of higher education according to the Bologna Declaration and the reform of European legal higher education. ..."

The Faculty of Arts offers the following study programs:

- Music Education Program (EM), BA-Professional, 240 ECTS, 2012- 2019 and continues to 2020 reaccreditation
- General Music Education Program (EPM), BA-Professional, 240 ECTS, accredited in 2012- 2019 and continues to 2020.
- Artistic Education in Wind Instruments (EAIF), Ba-Mus, 240 ETCS, accredited in 2014-2019
- Theatrical Performance Education (EAI) Program, B-Mus, 240 ETCS, Accredited 2019 -2022, now in reaccreditation
- Film Directing and Television Program (RFT), BA, 240 ECTS, Accredited in 2014-2018.
- Master in Music Education (EMM), M-Mus, 60 ETC, Accredited 2019-2022.

The Music Education Programs have existed since the establishment of the UHZ and the Faculty of Arts respectively, since 2012. From 2012 onwards, FA has programs Music Education and General Education in Music. In 2016, FA started with the study program Artistic Education in Wind instruments, which is in reaccreditation cycle in 2019, expanded to other instrument tracks (Piano, Voice, Guitar and string instruments) and renamed *Artistic Education in Interpretation*. In 2019 FA started with a master study program *Master in Music Education* (EMM).

Artistic Education in Interpretation study program's main goal is to increase the quality of music pedagogy and professional training of students after graduation practice pedagogy and performing arts in the instrument selected by students.

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Name of the institution	University "Haxhi Zeka" in Peja
Faculty / Department	Faculty of Arts (FA)
Name of the study program	Artistic Education in Interpretation (BA)
NQF Qualification Level	NQF Level Six
Accreditation / Reaccreditation	Reaccreditation
academic degree and title of diploma in long and short form	Bachelor of Artistic Education in Interpretation / Wind, String, Solo Singing, Piano, Guitar (BA)
Program profile (specialization)	Arts and Humanities
Erasmus Code	03.2 Music and Musicology
Profile of the academic program (specialization)	-
The minimum duration of the study	4 years / 8 semesters
ECTS	240
Type of study	Regular/Full-time
Modules/Courses (titles)	<p>Modules:</p> <ul style="list-style-type: none">• String instruments (Violin, Viola, Cello, Double Bass)• Solo singing• Piano / Guitar• Wind instruments (Flute, Oboe, Clarinet, Bassoon, Saxophone, Trumpet, Trombone) <p>Courses:</p> <p>Core subjects (main instrument, piano accompaniment, chamber music, orchestra, concert practice)</p> <p>General subjects (Solfeggio, Music Theory, Harmony, Music History, Musical Forms, Obligatory Instrument,)</p> <p>Pedagogical subjects (Psychology of Education, Pedagogy of Instrument, Didactics, Pedagogic Practice)</p>



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	Elective subjects (foreign languages, Ethnomusicology, Folklore, Yoga, Acoustic Engineer, Jazz, Pop and Folk Music, Music Art Management, Music Aesthetics, Practise with Professional Bodies)
Number of students	20 students per year
Full time scientific / artistic staff (Number of staff per category)	Prof. Asoc. (03.2) <ul style="list-style-type: none">- Hysen Nimani- Mimoza Pajaziti-Drançolli- Astrit Pallaska- Arsim Kelmendi- Fatbardh Gashi- Syzana Jakupi- Alba Muçolli- Dardane Nallbani- Dardan Gjinolli- Besa Berberi Piano accompanist: Besim Qorri
Tuition Fees	Last two years, according to the decision of the Ministry, all students have been released from tuition fees.



2. PROGRAM EVALUATION

2.1. Mission, Objectives and Administration

Standard 1.1. The study program mission is in compliance with the overall mission statement of the institution.

According to the Statute (Article 6), the mission of the UHZ is:

- *“...to act as an institution for the advancement of knowledge, ideas and science in the high education system of Kosovo;*
- *to act as an institution in the development of education, science, culture, society and economy of Kosovo;*
- *to help the process of promoting civic democracy;*
- *to aim on creating and supporting the highest standards in the field of teaching and learning, scientific research and artistic creativity;*
- *to utilize its resources most efficiently;*
- *to maximally cooperate and participate in all high education activities at national, regional and international level;*
- *to adapt to the European standards;*
- *to be fully integrated into the European High Education Area in the European Research Area and to take the appropriate reform steps necessary to achieve this mission. ...”*

According to the SER the mission of the program the Artistic Education in Performance (BA) is *”... to educate for deep academic knowledge and high skills related to the field of music, as well as to develop the superior capacities necessary for creative work. The AEI program is the centre of artistic, pedagogical and educational education. professional, which prepares competitive students for the labour market, who will contribute to the overall development of society.”*



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The mission and the objectives of the study program Artistic Education in Performance (BA) are in line with the mission of UHZ, which said that the University is a centre for scientific, artistic and professional education training professionals for the labour market, also a leader of the future in relevant fields that will contribute to the development of the whole society, with particular focus on musical abilities training and enhancing student's professional spectrum.

The study program mission complies with the mission of the UHZ.

Standard 1.2. Relevant academic and professional advice is considered when defining the intended learning outcomes which are consistent with the National Qualifications Framework and the Framework for Qualifications of the European Higher Education Area.

According to The National Qualifications Framework descriptors for the level 6 of the NQF “Individuals must have advanced knowledge in and about the field of work or study, including a critical understanding of theories and principles, advanced practical, cognitive and creative skills and be able to demonstrate mastery and innovation to solve complex and unforeseen problems in the specialized field of work or study. At this level, students should carry out tasks or studies that include managing complex technical and professional activities or projects, which may include decision-making responsibility in unforeseen work or study contexts, or manage the professional development of individuals and groups.

... Programmes in formal higher education Level 6 programmes offer in-depth knowledge and skills that are consistent with first cycle study programmes. They can be professional or academic in content and have credit value, and can last three or four years of full-time study.

These qualifications are in accordance with the first cycle of the Bologna process and relevant Dublin descriptors and lead to a Bachelor's degree. Based on the knowledge and skills necessary for professional practice and may be the basis of a license to practice the profession.”

(pp 45- 46)



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The study program is broadly harmonized with the NQF of the Republic of Kosovo in terms of duration (4 years, 240 ECTS).

Learning outcomes for the proposed study program are set in general and very broad. They should be elaborated on in more detail and specified on practical (skills-based), theoretical (knowledge-based) and generic outcomes on a study and course (subject) level. It is advisable to define which general learning outcomes each subject contributes to clearly.

Standard 1.3. The study program has a well-defined overarching didactic and research concept.

The study program has four modules (tracks): Wind Instruments, String Instruments, Solo Singing, and Piano/Guitar Module. The curriculum is structured by a combination of compulsory and elective courses. The First Year has seven subjects in which basic interdisciplinary knowledge is obtained and corresponds to all modules. Other three years acquired professional knowledge according to the specific requirements of the instruments/modules. There are a group of core subjects: main instrument (Flute, Oboe, Clarinet, Bassoon, Saxophone, Trumpet, Trombone, Violin, Viola, Cello, Double Bass, Voice, Piano, Guitar), Piano Accompaniment, Chamber Music, Orchestra, Concert Practice; general subjects: Solfeggio, Music Theory, Harmony, Music History, Musical Forms, Obligatory Instrument; pedagogical subjects: Psychology of Education, Pedagogy of Instrument, Didactics, Pedagogic Practice and elective subjects which provides competencies from the broader field of study (foreign languages, Ethnomusicology, Folklore, Yoga, Acoustic Engineer, Jazz, Pop and Folk Music, Music Art Management, Music Aesthetics, Practise with Professional Bodies).

The study program does have a well-defined overarching didactic concept.

The concept of artistic/scientific research is not represented in the program.



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Standard 1.4. There are formal policies, guidelines and regulations dealing with recurring procedural or academic issues. These are made publicly available to all staff and students.

According to the submitted documents, there are regulations and procedures related to academic affairs (enrolment, course of studies, exams, manner of completing studies, etc.). They are mainly regulated at the level of the University. All documents are publicly available in the Albanian language (mainly) on the website of the UHZ/FA.

Formal policies, guidelines and regulations dealing with recurring procedural or academic issues, stated in the SER and other submitted documents, are following general principles applicable to the performance of the activities at the FA and UHZ.

Standard 1.5. All staff and students comply with the internal regulations relating to ethical conduct in research, teaching, assessment in all academic and administrative activities.

Based on the Statute of UHZ and Code of Ethic the academic and administrative staff and students respectively must show courtesy and have high ethics in their research work, teaching and assessment. UHZ official website provides all documents, including the brochure “Rules of procedure of the Ethics Council and Code of Ethics for Academic Staff and Students”, which summarizes the rights to academic appeals: appeal to teachers' appraisals, appeals of decisions of the study committee, disciplinary committee, dean, council, Senate, etc. Student representatives also take care to promote these rights.

Teachers, associates, staff, and students comply with the Ethics Code UHZ and other related documents.



Standard 1.6. All policies, regulations, terms of reference and statements of responsibility relating to the management and delivery of the program are reviewed at least once every two years and amended as required in the light of changing circumstances.

According to the document *Regulation on Quality Assurance and Quality Assessment System at UHZ*, all university and faculties bodies should regularly review their policies, laws, terms of reference, and declarations relating to program management. In SER is reported that FA reviews their documents every year.

A review of the policies, regulations, terms of reference and statements of responsibility relating to the management and delivery of the program is carried out on a one-year basis

FA provides explanations for the following performance indicators (p. 13-15 in SER)

Performance indicator 1.1. The institution has set Key Performance Indicators (KPIs) at the level of the study program. The data they provide is reviewed at least annually with overall performance reported to the decision-making structures.

Performance indicator 1.2. Systems are established for central recording and analysis of course completion, program progression, completion rates and program evaluations, with summaries and comparative data distributed automatically to senior administrators and relevant committees at least once each year.

Performance indicator 1.3. Policies and procedures include action to be taken to deal with situations where standards of student achievement are inadequate or inconsistently assessed.

Performance indicator 1.4. Statistical data on indicators, including grade distributions, progression and completion rates are retained in an accessible central database and regularly reviewed and reported in periodic program reports.

Compliance level: substantially compliant



ET recommendations:

- 1. define QA procedures and indicators of QA specifically for music-related study programs*
- 2. define precisely practical (skills-based), theoretical (knowledge-based) and generic outcomes and link the learning outcomes of each subject with the general learning outcomes at the study level*
- 3. introduce the concept of artistic/scientific research in the study program*

2.2. Quality Management

Standard 2.1. All staff participate in self-evaluations and cooperate with reporting and improvement processes in their sphere of activity.

According to the QA Manual and SER **all staff of the FA participates in self-assessments and cooperates with the processes of reporting and improvement in their field of activity.**

Evaluation results from the questionnaire "Self-assessment of academic staff" are used to improve and enhance the quality of working conditions and professional development

The results and recommendations for improvement are implemented once a year, at the beginning of the academic year and are based on the University Statute (Article 211), which regulates the quality evaluations to achieve the objectives, adjust the work and keep the measures taken.

Standard 2.2. Evaluation processes and planning for improvement are integrated into normal planning processes.

The QA is regulated through the *Regulation on Quality Assurance and Quality Assessment System* at UHZ which explains that quality policies, procedures, processes and initiatives focus



on continuous improvement through regular periodic self-evaluation at least once a year, with objectives, standards of performance, progress review and overall evaluation.

It can be concluded that evaluation processes and planning for improvement are integrated into normal planning processes.

Standard 2.3. Quality assurance processes deal with all aspects of program planning and delivery, including services and resources provided by other parts of the institution.

According to SER and *Regulation on Quality Assurance and Quality Assessment System at UHZ* and *Quality Assurance Guide* it can be concluded that **QA processes deal with all aspects of program planning and delivery, including services and resources provided by other parts of the institution.**

Standard 2.4. Quality evaluations provide an overview of quality issues for the overall program as well as of different components within it; the evaluations consider inputs, processes and outputs, with particular attention given to learning outcomes for students.

Office for Academic Development makes evaluations of the quality. They serve as an overview of the efficiency and effectiveness of the functioning of the FA and faculty programs with all their components. Performance appraisals and quality assurance processes deal with all aspects of program planning and delivery, including services and resources provided by other parts of the Faculty and the University. The report about the assessment are made at the end of each semester. It serves the leadership of the FA and the responsible governing bodies of the UHZ for quality assurance and quality improvement measures, as well as for decisions related to the learning outcomes for students.



Standard 2.5. Quality assurance processes ensure both that required standards are met and that there is continuing improvement in performance.

FA in SER emphasizes that the *Revised Strategic Plan for quality assurance 2020–2024* has set, in addition to the revision of the strategy for quality assurance, a special strategic objective for quality – a consolidated quality assurance system in accordance with international standards.

According to the SER and additional documentation, it can be concluded that **there is a mechanism that checks, evaluates, analyses and provides guidelines for QA system improvement.**

Standard 2.6. Survey data is being collected from students, graduates and employers; the results of these evaluations are made publicly available.

FA in SER reports that UHZ has developed the SEMS system (Electronic System for Student Management). It managed the learning process, including student assessment and the publication of syllabi and teaching materials. From 2021 student teaching staff evaluation and student administration are done through this system at the end of a semester. In addition, UHZ added a new Quality Management System (QMS) module to the SEMS to collect data from the student surveys. FA reports that the questionnaires are adopted and updated regularly.

Moreover, from 2020 FA conducts student evaluations of the administration. Besides dean assessment, teaching staff self-evaluates their work.

For the same purposes, they also, once a year, collect data from graduates and employers through the Alumni Association. Statistical data is stored and used digitally through a central database. They publish the quality assessment results on the website of UHZ.



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Standard 2.7. Results of the internal quality assurance system are taken into account for further development of the study program. This includes evaluation results, investigation of the student workload, academic success and employment of graduates.

FA reports that results of the internal quality assurance system are taken into account for further development of the study program. The data from the evaluations (assessment results, student workload, academic success and graduate employment) are taken as a basis for the development of study programs with a focus on student support.

Standard 2.8. The institution ensures that reports on the overall quality of the program are prepared periodically (e.g. every three years) for consideration within the institution indicating its strengths and weaknesses.

According to the SER, a review and evaluation of the program are carried out during the reaccreditation process, and changes are made where there is room for improvement. Faculties in UHZ are obliged to perform self-evaluation reports every year. Moreover, FA ensures that reports on the overall quality of the program are prepared on a quarterly basis for review within the institution, indicating its strengths and weaknesses when the program self-evaluation reports are reviewed and revised.

Standard 2.9. The quality assurance arrangements for the program are themselves regularly evaluated and improved.

In SER is stated that it is constant attention to improving weak points and overcome the challenges, especially on the content of the learning process and the development of the study program. FA states that, besides standard methods of data collection and analysis (questionnaires), other methods are used, such as thematic discussions and ad hoc



commissions, to solve specific problems. Nevertheless, there is no evidence of assessment of the quality assurance system itself, i.e. how its efficiency and the work of its bodies are measured and improved.

FA provides explanations for the following performance indicators (p. 26-28 in SER)

Performance indicator 2.1. Appropriate program evaluation mechanisms, including graduates' surveys, employment outcome data, employer feedback and subsequent performance of graduates are used to provide evidence about the appropriateness of intended learning outcomes and the extent to which they are achieved.

Performance indicator 2.2. Reports are provided to program administrators on the delivery of each course and these include details if any planned content could not be dealt with and any difficulties found in using planned strategies. Appropriate adjustments are made in plans for teaching after consideration of course reports.

Performance indicator 2.4. A comprehensive reassessment of the program is conducted at least once every five years. Policies and procedures for conducting this reassessment are published. Program review involves experienced people from relevant industries and professions, and experienced faculty from other institutions.

Performance indicator 2.5. Students participate in the design and implementation of quality assurance processes.

Compliance level: Fully compliant

ET recommendations:

- 1. define specific standards appropriate to the art fields, especially music*
- 2. develop and elaborate quality indicators*
- 3. develop new QA procedures based on the results of self-evaluations and external evaluations of quality assurance systems*



4. *increase student participation in academic life, including active involvement in the design and implementation of quality assurance processes*
5. *develop additional activities that would monitor the professional development of graduates.*

2.3. Academic Staff

Standard 3.1. Candidates for employment are provided with full position descriptions and conditions of employment. To be presented in tabular form data about full time (FT) and part time (PT) academic/ artistic staff, such as: name, qualification, academic title, duration of official (valid) contract, workload for teaching, exams, consulting, administrative activities, research, etc. for the study program under evaluation.

SER provides proscribed data about full time (FT) and part-time (PT) academic staff. There are listed 11 FT and 8 PT members of the academic staff. Table 1 does not list the courses taught by full time academic/ artistic staff in this study programme. For the part-time staff, it is given just the plan of engagement of eight teachers. There is no data for the other part-time teaching staff who teach the following courses: *Oboe 1-8, Trombone 1-8, Bassoon 1-8, Viola 1-8, Cello 1-8 Guitar 1-8; Chamber music 1-4; Italian language, Didactic, Jazz, Pop, Folk Music, Jazz Improvisation, Music Aesthetic 1-2, Music art management 1-2, Scenic Movement, and Informatic Technology.*

Standard 3.2. The teaching staff must comply with the legal requirements concerning the occupation of teaching positions included in the Administrative instruction on Accreditation.

Procedures, selection criteria and evaluation of regular staff and associates are defined and developed in accordance with the Law on Higher Education, Labour Law, UHZ Statute,



Regulation on Evaluation Procedure for Election and Advancement of Academic Personnel, Regulation on Evaluation Procedure for the Engagement of UHZ Foreign Associates and Administrative Instruction no. 015/2018. These legal criteria are taken into account as for election, re-election, and advancement in academic titles.

FA provides evidence that teaching staff comply with all legal requirements. The listed full time staff and their qualifications are good basis for the current study programme.

Standard 3.3. Academic staff do not cover, within an academic year, more than two teaching positions (one full-time, one part-time), regardless of the educational institution where they carry out their activity.

The holder of the study program claims that the teaching staff that are part of this program comply with the legal requirements related to the profession and teaching positions. Article 166 of the UHZ Statute proscribes that staff in regular employment cannot have another full-time employment contract in any Higher Education institution. Also, full-time staff, which may be engaged, elected or appointed to another public institution, do not have the right to be elected to governing bodies but have the right to vote.

Standard 3.4. At least 50% of the academic staff in the study program are full time employees, and account for at least 50% of the classes of the study program.

A total of 19 teachers, 11 full-time employees, and 8 external associates are for now involved in the performance of this study program's obligatory subjects. According to their planned workload the **full time employees perform majority of the classes**. However, by enrolling students in fields that did not exist before (string instruments, solo singing, guitar, piano and other wind instruments), there will be a need in the future to hire more permanent and external associates.



Standard 3.5. For each student group (defined by the statute of the institution) and for every 60 ECTS credits in the study program, the institution has employed at least one full time staff with PhD title or equivalent title in the case of artistic/applied science institutions.

FA proves that they fulfilled Administrative Instruction no. 15/2018. So far, they have four full-time teachers who have specialisation in the narrow field of the specific instrument. Due to the nature of the study field, in which are teaching in small groups or individual (one-to-one) dominant, the workload of the teaching staff is dependent mainly on the number of students.

Standard 3.6. Opportunities are provided for additional professional development of teaching staff, with special assistance given to any who are facing difficulties.

UHZ and FA provide teaching staff opportunities for presenting research and artistic work in a local and broader context. However, these activities are not sufficiently financially supported. In a conversation with the management of FA and academic staff, they mentioned that during the pandemic period, teachers had support and training in online teaching and the creation of teaching content in the online environment. However, **there is no evidence of support for the continued development of teaching competencies** or for testing and support for teaching staff starting their academic careers.

Standard 3.7. The responsibilities of all teaching staff, especially full-time, include the engagement in the academic community, availability for consultations with students and community service.

There is an obligation for the full-time academic staff of 40 working hours weekly. According to the obligations deriving from article 182 of the Statute of UHZ, during this time teaching staff fulfils the following tasks:

- Prepare and offer lessons, seminars, exercises and other forms of lecture.



- Prepare university textbooks and literature suitable for studies within the course structure.
- Supervise seminar papers, papers and master's thesis
- Ensure the proper running of exams during the set exam period.

They also have consultations for students, where each academic staff must set a day for consultations within the week, lasting at least two (2) hours. The engagement of teaching staff in the academic and broader community is good elaborated, as well their contacts with students outside the regular teaching and consultation hours.

[Standard 3.8. Academic staff evaluation is conducted regularly at least through self-evaluation, students, peer and superiors' evaluations, and occur on a formal basis at least once each year. The results of the evaluation are made publicly available.](#)

FA reports regular assessment of teachers and associates by students twice a year. Academic staff is obliged to perform self-evaluation of their work and they are also evaluated by dean and other colleagues on annual basis. Some of the results (student survey) is publicly available in appropriate way.

[Standard 3.9. Strategies for quality enhancement include improving the teaching strategies and quality of learning materials.](#)

The FA reports that they have organized several workshops for teaching staff through various projects. Mainly to introduce new or different methods that they can implement in lectures and exercises. Academic staff is required to supplement curricula with contemporary literature. However, there is no evidence of a system that would provide continuous support to teachers in their professional development nor an incentive to create new professional and academic literature in the narrower field of specialization. There is **no evidence for quality assurance procedures regarding improving teaching strategies and the quality of learning materials.**



Standard 3.10. Teachers retired at age limit or for other reasons lose the status of full-time teachers and are considered part-time teachers.

According to the Labor Law of the Republic of Kosovo a member of the academic staff retires at the age of 65, but with the possibility of engaging in the teaching process even after retirement. In case of need, University may engage academic staff in the teaching process and research until the age of seventy (70) years.

FA provides sufficient explanations for the following performance indicators (p. 35-36 in SER)

Performance indicator 3.3. The extent to which teaching staff are involved in professional development to improve quality of teaching is being monitored.

Performance indicator 3.4. The results of the academic staff evaluation are taken into account for promotion purposes and renewal of contracts.

Compliance level: Substantially compliant

ET recommendations:

- 1. conclude long-term contracts with external teaching staff to guarantee continuous and quality teaching in study tracks whose teaching of the main subject (instrument) is not covered by permanent employees*
- 2. employ new teaching staff, especially teaching assistants and another piano accompanist*
- 3. define in more detail within the QA system indicators related to the development of teaching and related skills, their transfer within the FA and other collaborating institutions (e.g. public and music schools)*
- 4. develop teacher continuous training programs and support, especially for newly employed*
- 5. encourage continuous improvement of teaching and other academic skills*



6. *establish a publishing board at FA, make a publishing plan*
7. *encourage the development of new and improvement of existing teaching materials*

2.4. Educational Process Content

Standard 4.1. The study program is modelled on qualification objectives. These include subject-related and interdisciplinary aspects as well as the acquisition of disciplinary, methodological and generic skills and competencies. The aspects refer especially to academic or artistic competencies, to the capability of taking up adequate employment, contributing to the civil society and of developing the students' personality.

The study programme is based on the objectives and needs of the labour market. It includes main aspects related to the future vocation and the acquisition of disciplinary, pedagogical and generic skills and knowledge. **Individual components of the study programme are comparable to similar study programs at other European higher education music institutions.**

Standard 4.2. The study program complies with the National Qualifications Framework and the Framework for Qualifications of the European Higher Education Area. The individual components of the program are combined in a way to best achieve the specified qualification objectives and provide for adequate forms of teaching and learning.

As mentioned in the standard 1.2., the study program is broadly harmonized with the NQF of the Republic of Kosovo in terms of duration and general learning outcomes. Individual program components are combined in a way to best meet the specified training objectives and provide adequate forms of teaching and learning.



Standard 4.3. The disciplines within the curriculum are provided in a logical flow and meet the definition and precise determination of the general and specific competencies, as well as the compatibility with the study programs and curricula delivered in the EHEA. To be listed at least 7 learning outcomes for the study program under evaluation.

Disciplines within the study program are provided in a logical flow. As mentioned in standard 1.2., learning outcomes for the proposed study program are set in general and very broad. **They should be elaborated on in more detail and specified on practical (skills-based), theoretical (knowledge-based) and generic outcomes on a study and course (subject) level.** It is preferable to interconnect the learning outcomes of each subject with appropriate, general learning outcomes at the study programme level. Learning outcomes at the study level are described quite generally. In this way, it is difficult to monitor and evaluate their realization. It would be good to consult AEC recommendations¹ when defining more specific outcomes.

Standard 4.4. The disciplines within the curriculum have analytical syllabuses which comprise at least the following: the discipline's objectives, the basic thematic content, learning outcomes, the distribution of classes, seminars and applicative activities, students' assessment system, the minimal bibliography, etc. The full course description/ syllabuses of each subject/ module should be attached only in electronic form to the self-assessment report for the study program under evaluation.

In SER, some syllabuses are missing (Trumpet 1-2, Trombone 1-8, etc.). Some courses appeared with different names (for example: Basics of Psychology –Psychology of Education). There are differences in the data in the tables of study descriptions by semesters and syllabi (in the name of the course, the number of teaching hours and the number of ECTS credits). In the syllabuses for Saxophone and Oboe, it is described that teaching work is distributed between

¹ https://www.aec-music.eu/userfiles/File/customfiles/aec-learning-outcomes-2017-english_20171218113003.pdf



the teacher, the assistant and the so-called rehearsal coach; however, there are no persons with such titles and responsibilities in the list of engaged teachers.

In some syllabuses, there is no literature, or the descriptions are taken (copied) from some other subjects. For Bassoon 1-8, only syllabi in Albanian are attached. In the syllabus for the course "Informatics technology", the content of the course according to the weekly schedule is the same in both semesters.

In the context of improving the quality but also its cost-effectiveness, following recommendations should be considered:

- the number of teaching hours for the main subject (4 hours per week) is too high. Students must show greater independence in their work at this academic level, so 2 hours of individual teaching per week with 1 hour of rehearsal with piano should be enough.
- the role of the course *Concert practice* is unclear. With 2 hours of teaching in the summer semesters on the 2nd, 3rd and 4th year of study, the teacher workload is overloaded. Suggestion is that this course's content and student obligations fit into the main subject as it is an integral part of it and adds an appropriate burden to ECTS.
- it is necessary to harmonise the requirements on the courses *Obligatory Instrument (Second instrument – Flute, Clarinet, Solo singing, Saxophone)* they differ significantly between individual instruments.
- in the subject *Italian Language* (which should be compulsory for the singing module), it is necessary to harmonise the content and LO to meet the needs of music studies. A similar is with the English course. Consider the introduction of the German language in the Solo Singing module.
- it is necessary to harmonise and standardise the description of LOs in all syllabi. As mentioned earlier in this chapter, LOs at the study level should be more detailed. The course descriptions should clearly state to which general LOs this course contributes.



- indicate full titles and years of required literature publication, and include more up to date literature.
- in the course *Instrumental pedagogy*, more attention should be paid to learning all aspects of teaching methods. In the Piano module, switch course *Correpetition 1-2* from the first to the senior year.
- critically consider the actual workload of students and the number of hours (individual work) required for each part of the course.

Standard 4.5. If the language of instruction is other than Albanian, actions are taken to ensure that language skills of both students and academic staff are adequate for instruction in that language when students begin their studies. This may be done through language training prior to the commencement of the program.

The program is offered in Albanian, but the study material in some subjects are in other languages. The study program provides English language as elective course.

Standard 4.6. The student-teacher relationship is a partnership in which each assumes the responsibility of reaching the learning outcomes. Learning outcomes are explained and discussed with students from the perspective of their relevance to the students' development.

Through discussion with the students and teaching staff on the existing study program, it was noted that communication between them is clear and that the goals and learning outcomes at the individual level of communication are well explained.

Standard 4.7. Teaching strategies are fit for the different types of learning outcomes programs are intended to develop. Strategies of teaching and assessment set out in program and course specifications are followed with flexibility to meet the needs of different groups of students.



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Teaching strategies correspond to the specifics of this study program and individual subjects. Since most work is teaching in small groups or one-to-one instruction, the flexibility that achieves optimal results for each student is meant.

Standard 4.8. Student assessment mechanisms are conducted fairly and objectively, are appropriate for the different forms of learning sought and are clearly communicated to students at the beginning of courses.

Assessment methods are mainly appropriate. As mentioned before, teachers communicated all information clearly at the beginning of the course. Procedures for appealing the exam grades are clear.

Standard 4.9. Appropriate, valid and reliable mechanisms are used for verifying standards of student achievement. The standard of work required for different grades is consistent over time, comparable in courses offered within a program, and in comparison with other study programs at highly regarded institutions.

According to the proposed study program, student engagement is not greater than 20 hours per semester of lectures and exercises and 30 ECTS per semester, including lectures, exercises, research activities, presentations, practical work, seminars, individual work (in the library or home) and various forms of work and examination.

Due to the specific, mainly student-centred approach, the assessment system includes specific monitoring methods such as seminar papers and colloquiums. In addition, according to the national sample of grading criteria, the scoreboard is from 5 (negative / no passing) to 10 (excellent).



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Standard 4.10. Policies and procedures include actions to be taken in to dealing with situations where standards of student achievement are inadequate or inconsistently assessed.

In SER, policies and procedures in situations where standards of student achievement are inadequate or inconsistently assessed are well described. Mainly they are regulated by UHZ Statute and Undergraduate Studies Regulation. Besides, there are mechanisms of "Tutorial" and "Peer to Peer" at the disposal for students to provide additional support for achieving results.

Standard 4.11. If the study program includes practice stages, the intended student learning outcomes are clearly specified and effective processes are followed to ensure that those learning outcomes and the strategies to develop that learning are understood by students. The practice stages are allocated ETCS credits and the work of the students at the practical training organisations is monitored through activity reports; students during practice stages have assigned tutors among the academic staff in the study program.

The courses *Pedagogical practice 1 and 2* includes practical training in music schools. The attached descriptions of the course *Pedagogical Practice 1, 2* (flute, clarinet, violin, piano) do not indicate the exact number of hours of practice (it is assumed that it is 30 hours per semester). The internship has taken place in music schools in Peja, Mitrovica, Prizren, Gjakova and Gjilan. **Unfortunately, neither the syllabuses nor the SER describes how the training occurs and its monitoring and evaluation procedures.**

Standard 4.12. In order to facilitate the practice stages, the higher education institution signs cooperation agreements, contracts or other documents with institutions/organisations/practical training units.



SER does not explicitly underline this area. However, additional documents prove that FA has such support from external stakeholders. In conversation with external stakeholders, they provided evidence of cooperation with FA and continuous support for student practical training. They provide support for concert activities of FA as well.

FA provides sufficient explanations for the following performance indicators (p. 97 in SER)

Performance indicator 4.1. The academic feasibility of the study program is ensured by taking into account the expected entry qualifications, a suitable design of the curriculum, a student workload that has been checked for plausibility as well as an adequate number of examinations.

Performance indicator 4.3. The effectiveness of planned teaching strategies in achieving different types of learning outcomes is regularly assessed and adjustments are made in response to evidence about their effectiveness.

Compliance level: Substantially compliant

ET recommendations:

- 1. consult AEC recommendations¹ when defining more specific outcomes at the study program level*
- 2. link learning outcomes in individual courses with general outcomes at the study level*
- 3. unify and provide detail in descriptions of all syllabuses (literature, assessment methods, course objectives) and determine specific differences in LO between them*
- 4. develop procedures related to the monitoring of student practice in music schools (protocols, selection of mentors in schools, reports, methods of monitoring and evaluation)*

¹ https://www.aec-music.eu/userfiles/File/customfiles/aec-learning-outcomes-2017-english_20171218113003.pdf



5. *formalize cooperation with other educational and cultural institutions through signed agreements*
6. *consider recommendations given in the comment of Standard 4.4. (p. 27,28)*
7. *consider the possibility of including more elective courses from other UHZ studies*

2.5. Students

Standard 5.1. There is a clear and formally adopted admission procedure at institutional level that the study program respects when organising students' recruitment. Admission requirements are consistently and fairly applied for all students.

The admission procedures are clear and formally adopted. They are consistently and fairly applied for all students.

Standard 5.2. All students enrolled in the study program possess a high school graduation diploma or other equivalent document of study, according to MEST requirements.

A high school graduation diploma (or equivalent document for international students) is obligatory at the moment of enrolment in the study program.

Standard 5.3. The study groups are dimensioned so as to ensure an effective and interactive teaching and learning process.

The size of study groups is optimal to ensure an effective and interactive teaching and learning process for this kind of study. Therefore, the lessons are taken individually (main instrument) in a group (4 to 12 students) and a collective (15 and more students).



Standard 5.4. Feedback to students on their performance and results of assessments is given promptly and accompanied by mechanisms for assistance if needed.

Feedback to students on their performance and assessment results is given promptly, directly by the teaching staff and accompanied by mechanisms for assistance if needed. The final grade for the course is published within one week after the exam, and students have the right to refuse the mark.

Standard 5.5. The results obtained by the students throughout the study cycles are certified by the academic record.

The results obtained by the students throughout the study cycles are certified by the academic record.

Standard 5.6. Flexible treatment of students in special situations is ensured with respect to deadlines and formal requirements in the program and to all examinations.

Through meetings with students and graduates and teachers at FA UHZ, it was emphasized that there is the flexible treatment of students concerning deadlines and formal requirements in the program and examinations in exceptional situations.

Standard 5.7. Records of student completion rates are kept for all courses and for the program as a whole and included among quality indicators.

Records of student completion rates are kept for all courses and the program as a whole. According to provided documents, they are also considered in the context of QA.



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Standard 5.8. Effective procedures are being used to ensure that work submitted by students is original.

Although this BA study program does not envisage writing a final thesis but performing a diploma exam in one or two parts, SER reports that FA and UHZ give special attention to this area. The MEST Administrative Instruction regulates the submission of the Diploma thesis in digital form. In addition to this rule of law, UHZ has sanctioned acts of plagiarism. If the research is not original, it is refused. Ethical aspects are considered in the UHZ Statute, Regulation for Bachelor Studies and Code of Ethics.

Standard 5.9. Students' rights and obligations are made publicly available, promoted to all those concerned and enforced equitably; these will include the right to academic appeals.

Students rights and obligations are regulated through UHZ Regulations for undergraduate students and Statute. All documents are publicly available.

Standard 5.10. The students' transfer between higher education institutions, faculties and study programs is clearly regulated in formal internal documents.

SER reported that UHZ has signed a Cooperation Agreement with the University of Prishtina regarding the transfer of students between the two universities. The formal side of transfer between higher education institutions, faculties and study programs regulate UHZ Statute (art. 138-140) and Regulation on Bachelor Studies (art. 14).

Standard 5.11. Academic staff is available at sufficient scheduled times for consultation and advice to students. Adequate tutorial assistance is provided to ensure understanding and ability to apply learning.



SER reports that academic staff is available in sufficient time for student counselling and office hours. Each professor involved in the program has a fixed four (4) hour weekly consultation schedule. These consultations will ensure students' comprehension and ability to incorporate learning. Professors offer advice to students about the study program through the tutorial system, counselling students in the case of social, financial or family problems. Students interested in mobility at international universities contact International Cooperation Officers. Faculty Legal Officer and student representatives give legal advice to students.

The performance indicators for this area are not clearly described (p. 101- 102 in SER).

Compliance level: Fully compliant

ET recommendations:

1. *form of a searchable database of final and diploma works and recordings of artistic performances*
2. *provide training and support to the teaching staff regarding counselling students*
3. *establish a counselling team to support students with needs which are outside the academic area, consolidate and publish relevant information related to this area*
4. *develop support measures and programs for students with special needs*

2.6. Research

Standard 6.1. The study program has defined scientific/applied research objectives (on its own or as part of a research centre or interdisciplinary program), which are also reflected in the research development plan of the institution; sufficient financial, logistic and human resources are allocated for achieving the proposed research objectives.



According to the SER, these artistically oriented study programs do include some specific scientific research objectives in music pedagogy. FA reports that academic staff is included in scientific and artistic activities, respectively. There is a financial plan for the realization of these objectives. In follow up part of SER, it is stated that the Central Commission for the strategy and plan for scientific research and artistic activities at the university level is formed. However, there is **no evidence provided for other documents**, like the research development plan of FA.

Standard 6.2. Expectations for teaching staff involvement in research and scholarly activities are clearly specified, and performance in relation to these expectations is considered in staff evaluation and promotion criteria.

The evaluation criteria and the promotion of academic staff include research and scholarly activities and artistic (music) performance. To promote scientific research in the field of music pedagogy Faculty of Arts has already started organizing the annual international conference. The Research Strategy of UHZ for the period 2019-2024 plan the organization of the annual international festival by the FA, participation of the staff and student in international festivals, organization of the local and international festival, organization of the Student Art Week and semester concerts. For all of these activities, some budget is planned.

Standard 6.3. Clear policies are established for defining what is recognized as research, consistent with international standards and established norms in the field of study of the program.

The field of artistic research in music is, at present, generally inadequately defined, which makes it difficult to compare to the scientific research international standards and established



norms. However, scientific research in the Music Education and Musicology field must meet the international standards and established criteria as set in the policy and regulations of UHZ.

Standard 6.4. The academic staff has a proven track record of research results on the same topics as their teaching activity.

In SER and the CV of full-time teachers, evidence of their artistic and professional activity in the field they teach is provided.

Standard 6.5. The academic and research staff publish their work in speciality magazines or publishing houses, scientific/applied/artistic products are presented at conferences, sessions, symposiums, seminars etc. and contracts, expertise, consultancy, conventions, etc. are provided to partners inside the country and/or abroad.

The FA, in corporation with the Faculty of Law, organized International Conference on Law and Arts in the framework of the UHZ in 2018 and 2020. Despite the limited opportunities for public presentation during the pandemic, SER reports that each academic staff member has concerts and participates in artistic events in Kosovo and abroad and has published or presented at least one scientific work and/or artistic performance per year.

Standard 6.6. Research is validated through: scientific and applied research publications, artistic products, technological transfer through consultancy centres, scientific parks and other structures for validation.

There is no specific evidence about achieving this standard.



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Standard 6.7. Each academic staff member and researcher has produced at least an average of one scientific/applied research publication or artistic outcome/product per year for the past three years.

According to the provided information about concerts and other art events of the FA teaching staff in Kosovo and abroad, at least a satisfactory average artistic presentation was achieved. Due to the smaller number of scientific research publications, it is not possible to determine whether this standard is reached or not.

Standard 6.8. Academic and research staff publish under the name of the institution in Kosovo they are affiliated to as full time staff.

Academic and research staff publishes under the name of the "Haxhi Zeka" University.

Standard 6.9. Academic staff are encouraged to include in their teaching information about their research and scholarly activities that are relevant to courses they teach, together with other significant research developments in the field.

Academic staff are encouraged to include in their teaching relevant information about research and artistic and scientific activities relevant to the course they teach as well as other significant artistic and research developments in the field of the study program.

Standard 6.10. Policies are established for ownership of intellectual property and clear procedures set out for commercialization of ideas developed by staff and students.

Related to intellectual property and procedures for the commercialization of ideas developed by staff, UHZ has established clear rules through the Publishing regulation. This regulation



defines the terms and procedures of the publication, reproduction and translation of the publications which are issued by UHZ.

Standard 6.11. Students are engaged in research projects and other activities.

Regarding the nature of the study program, students are included in concerts and other artistic activities and masterclasses. In addition, they can participate in scientific sessions, symposia, conferences, round tables etc. However, SER does not show the evidence of engagement of the student in this study program in research projects.

FA provides sufficient explanations for the following performance indicators (p. 114-115 in SER)

Performance indicator 6.1. Assistance and support is given to teaching staff to develop collaborative research arrangements with colleagues in other institutions and in the international community.

Performance indicator 6.2. The study program periodically organizes scientific sessions, symposiums, conferences, round tables, with the involvement of teaching staff, researchers, students and graduates, while proceedings are published in ISBN, ISSN scientific reports or in magazines dedicated to that particular activity.

Performance indicator 6.4. Strategies are introduced for identifying and capitalizing on the expertise of teaching staff and students in providing research and development services to the community.

Compliance level: Partially compliant

ET recommendations:

- 1. introduce formal measures to encourage research in and about the arts at the FA*
- 2. encouraging teachers to publish their scientific/artistic works in relevant publications*



3. *draw up an appropriate research development plan for FA*
4. *organizing of professional development trainings related to research in the field of music*

2.7. Infrastructure and Resources

Standard 7.1. The adequate long-term implementation of the study program is ensured in quantitative terms as regards premises, human resources and equipment. At the same time, it is guaranteed that qualitative aspects are also taken into account.

FA provide evidence of current premises, human resources and equipment. Currently, all study programs at FA have at disposition five classrooms, five individual learning cabinets, a library/reading room with 40 seats, a computer room with ten seats, and a concert hall with a capacity of 70 seats. Faculty of Arts is settled in an object inherited from the army and now adopted for teaching. This object with a space of 5000m² is shared with the Faculty of Law. In 2018, begins the construction of the new building of the Faculty of Arts with about 5600m². The finalization of the construction is planned for autumn 2022. UHZ guarantees funds for equipping the new building (instruments and other classroom equipment and technical equipment for the concert hall) and financing the utilities and maintenance costs. In addition, the FA and UHZ plan to raise funds to purchase concert pianos in collaboration with the local community and private organizations. In addition to the current 11 employed teachers, the Ministry of Education has consented to employ two new teachers at the FA. As mentioned in standard 2.3., it is necessary to conclude long-term contracts with external teaching staff to guarantee continuous and quality teaching in study tracks whose teaching of the main subject (instrument) is not covered by permanent employees and employ new teaching staff, especially teaching assistants and another piano accompanist as well.



Standard 7.2. There is a financial plan at the level of the study program that would demonstrate the sustainability of the study program for the next minimum three years.

SER reports that there is a financial plan of the FA at the level of the study program that will demonstrate the sustainability of the study program at least for the next four years. However, provided information shows that, even though FA is part of a public and state-funded University, there are financial difficulties in conducting study programs of this type.

Standard 7.3. The higher education institution must demonstrate with adequate documents (property deeds, lease contracts, inventories, invoices etc.) that, for the study program submitted for evaluation it possesses the following, for the next at least three years:

- a) owned or rented spaces adequate for the educational process;
- b) owned or rented laboratories, with the adequate equipment for all the compulsory disciplines within the curriculum, wherever the analytical syllabus includes such activities;
- c) adequate software for the disciplines of study included in the curriculum, with utilisation licence;
- d) library equipped with reading rooms, group work rooms and its own book stock according to the disciplines included in the curricula.

UHZ, respectively, the FA possesses all the necessary documents to prove the facilities available for the FA (property deeds, inventories, invoices, etc.) that, for the study program submitted for evaluation, is foreseen for the next four years.

FA is now settled in the object of the Law Faculty at about 500 m². The library and reading room are shared with Law Faculty. Unfortunately, due to the pandemic conditions, there was no possibility to check the conditions live.



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The FA is in the process of constructing a new facility with about 5600 m² which will be completed within a short time. It is planned to be fully available for use at beginning of the academic year 2022/2023.

Due to limitations caused by the pandemic in the past and this academic year, UHZ developed the opportunity to attend lectures and exercises online through the Student Electronic Management System (SEMS) based on Google Platform (Google Meet), giving students and academic staff access to distance learning.

There is no evidence provided about adequate licenced music software. For the core of the study program, it is much more important to be equipped with acoustical adopted classrooms and practice rooms, appropriate music instruments, ergonomic musician chairs, music stands, audio-video reproduction systems and a relevant number of music books and scores, as well as have approach to the relevant online databases.

The library does not have a large number of books, sheet music and music records. Still, it is emphasized that the databases of scientific papers the University of Tirana are available to students and teachers.

Standard 7.4. The number of seats in the lecture rooms, seminar rooms and laboratories must be related to the study groups' size (series, groups, subgroups); the applicative activities for the speciality disciplines included in the curricula are carried out in laboratories equipped with IT equipment.

According to the available data, the number and size of classrooms should correspond to the nature of teaching and the size and number of students groups. The number of seats in the classrooms for the current number of students are adequate. The FA is in the process of building a new facility which should meet certainly all needs.

Standard 7.5. The education institution's libraries must ensure, for each of the study programs:

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- a) a number of seats in the reading rooms corresponding to at least 10% of the total number of students in the study program;
- b) a number of seats in the group work rooms corresponding to at least 10% of the total number of students in the study program;
- c) their own book stock from Albanian and foreign speciality literature, enough to cover the disciplines within the curricula, out of which at least 50% should represent book titles or speciality courses of recognised publishers, from the last 10 years;
- d) a book stock within its own library with a sufficient number of books so as to cover the needs of all students in the cycle and year of study the respective discipline is provided for;
- e) a sufficient number of subscriptions to Albanian and foreign publications and periodicals, according to the stated mission.

As mentioned before, the library of the FA provides a sufficient number of seats in the reading room. Professional music literature is missing, especially in Albanian. During the online meeting, faculty members stated that FA enabled their employees and students to use online databases through the University of Tirana. Regardless of that fact, it would be necessary to systematically enrich the book, music score and audio and video recordings fund of the specialized library and encourage the translation of the essential professional literature to the Albanian. In addition to the EBSCO database, it is advisable to subscribe to databases that include scientific works in art, especially in music, such as RILM, JSTOR, etc. Furthermore, it would be good to have a subscription to one of the online services specializing in classical and jazz music, such as Naxos Music Library.



Standard 7.6. The infrastructure and facilities dedicated to the implementation of the program is adapted to students with special needs.

FA provides evidence that infrastructure and facilities dedicated to the implementation of the program are adapted to students with special needs.

FA provides sufficient explanations for the following performance indicator (p. 124 in SER)

Performance indicator 7.1. Formal plans are developed for the provision and improvement of infrastructure and resources, and the implementation and effectiveness of those plans is monitored on a regular basis.

Compliance level: Partially compliant

ET recommendations:

- 1. continuous procurement of necessary and maintenance of existing musical instruments and other equipment for teaching and practising, IT equipment and software,*
- 2. make a plan and purchase relevant textbooks, literature, music sheets, audio and video recordings,*
- 3. subscribe to specialized databases and online services,*
- 4. educate of teaching staff and professional person help to adapt teaching materials to students with special needs,*
- 5. encourage translation of the essential literature to the Albanian language*



3. FINAL RECOMMENDATION OF THE ET

“Haxhi Zeka” University in Peja has developed policies, legal frameworks and procedures related to the operation of the quality assurance system. It would be good to show an even more significant connection between the mechanisms of QA and concrete measures and actions related to the functioning of the Faculty of Arts and improving the performance of studies.

FA expand his BA study program *Artistic education in Interpretation* adding new modules (String Instruments, Solo Singing, Piano/ Guitar) and tracks (instruments) within the Wind Instruments module. This shows that FA monitors and respects current labour market needs and future students' interests.

The teaching staff is competent and motivated. It is advisable that artistic and scientific activities are (financially) supported and indicators developed to show success in that area. FA should consider the possibility of employing another piano accompanist and younger professionals to be teaching assistants to improve the structure of the teaching staff and guarantee its continuous quality in the future. It is necessary to conclude long-term contracts with external teaching staff to guarantee continuous and quality teaching in study tracks whose teaching of the main subject (instrument) is not covered by permanent employees.

Moving to a new and entirely appropriate building will provide the Faculty of Arts with opportunities to implement current study programs and new modules, respectively. Adequate financing of material costs should accompany this process.

Therefore, recommendations follow that could contribute to that:

1. *define QA procedures and indicators of QA specifically for music-related study programs,*
2. *define specific standards appropriate to the art fields, especially develop and elaborate quality indicators,*
3. *develop new QA procedures based on the results of self-evaluations and external evaluations of quality assurance system,*



4. *increase student participation in academic life, including active involvement in the design and implementation of quality assurance processes,*
5. *develop additional activities that would monitor the professional development of graduates,*
6. *conclude long-term contracts with external teaching staff to guarantee continuous and quality teaching in study tracks whose teaching of the main subject (instrument) is not covered by permanent employees,*
7. *employ new teaching staff, especially teaching assistants and another piano accompanist,*
8. *define in more detail within the QA system indicators related to the development of teaching and related skills, their transfer within the FA and other collaborating institutions (e.g. public and music schools),*
9. *develop teacher continuous training programs and support, especially for newly employed,*
10. *encourage continuous improvement of teaching and other academic skills,*
11. *establish a publishing board at FA, make a publishing plan,*
12. *encourage the development of new and improvement of existing teaching materials,*
13. *define precisely practical (skills-based), theoretical (knowledge-based) and generic outcomes and link the learning outcomes of each subject with the general learning outcomes at the study level,*
14. *consult AEC recommendations¹ when defining more specific outcomes at the study program level,*
15. *link learning outcomes in individual courses with general outcomes at the study level,*
16. *unify and provide detail in descriptions of all syllabuses (literature, assessment methods, course objectives) and determine specific differences in LO between them,*

¹ https://www.aec-music.eu/userfiles/File/customfiles/aec-learning-outcomes-2017-english_20171218113003.pdf



17. *develop procedures related to the monitoring of student practice in music schools (protocols, selection of mentors in schools, reports, methods of monitoring and evaluation),*
18. *formalize cooperation with other educational and cultural institutions through signed agreements,*
19. *consider recommendations given in the comment of Standard 4.4. (p. 27,28),*
20. *consider the possibility of including elective courses from other UHZ studies,*
21. *introduce the concept of artistic/scientific research in the study program,*
22. *form of a searchable database of final and diploma works and recordings of artistic performances,*
23. *provide training and support to the teaching staff regarding counselling students,*
24. *establish a counselling team to support students with needs which are outside the academic area, consolidate and publish relevant information related to this area,*
25. *develop support measures and programs for students with special needs,*
26. *introduce formal measures to encourage research in and about the arts at the FA,*
27. *encouraging teachers to publish their scientific/artistic works in relevant publication,s*
28. *draw up an appropriate research development plan for FA,*
29. *organize professional development trainings related to research in the field of music,*
30. *continuously procure necessary and maintenance of existing musical instruments and other equipment for teaching and practising, IT equipment and software,*
31. *make a plan and purchase relevant textbooks, literature, music sheets, audio and video recordings,*
32. *subscribe to specialized databases and online services,*
33. *educate of teaching staff and professional person help to adapt teaching materials to students with special needs,*
34. *encourage translation of the essential literature to the Albanian language.*



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Agencija Kosova za Akreditaciju
Kosovo Accreditation Agency

In conclusion, the Expert Team considers that BA study program *Artistic education in Interpretation* offered by “Haxhi Zeka” University in Peja Faculty of Arts is *Substantially compliant* with the standards included in the *KAA Accreditation manual* and, therefore, recommends *to accredit* the study program for a duration of *5 years* with a number of *20* students to be enrolled in the program.

Compliance level: Substantially compliant

Student quota recommended: 20 students per academic year

Duration of reaccreditation: five years

1. APPENDICES

1. A Compliance calculation

Expert Team

Chair

(Signature)

(Marina Novak)

(20.05.2022)

