



Republika e Kosovës
Republika Kosova - Republic of Kosovo



Agjencia e Kosovës për Akreditim
Agencija Kosova za Akreditaciju
Kosovo Accreditation Agency

UNIVERSITY OF PRISHTINA

BACHELOR OF SCIENCE IN HISTORY

RE-ACCREDITATION

REPORT OF THE EXPERT TEAM



Republika e Kosovës
Republika Kosova - Republic of Kosovo



Agjencia e Kosovës për Akreditim
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DATE, PLACE

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1. INTRODUCTION

1.1. Context

Date of site visit: 24 February 2022

Expert Team (ET) members:

- Prof. Dr Neven Budak
- Stefan Marius Deaconu (student expert)

Coordinators from Kosovo Accreditation Agency (KAA):

- Leona Kovaci

Sources of information for the Report:

- Self-evaluation report “Bachelor of Economics”, 2019 (no precise date) including course catalogue
- KAA Accreditation Manual 11.07.2018
- Syllabi
- Staff CVs
- Additional documents:
- Requested documents and clarifications:
 - Table 5 - The total number of full time and part-time BA students.
 - In which currency are mentioned the operating costs? Are there lump sums per student or global costs?
 - What is the sum received from the Ministry of Education per BA or MA student? Is the sum received annually or as a grant?
 - What are the 'symbolic prices' for monthly accommodation and student cafeteria?
 - Describe briefly steps to be made on 'internationalisation at home' both at the faculty (if the case) and university level.
 - Describe the status of the Academic Writing discipline briefly.
 - Present some examples of Syllabus changes after receiving feedback.



- Can we receive the list of books acquired for the library last year, regardless of the language?
 - Describe the future archaeological park.
 - Examples of cooperation between students from the Department of History and other university departments, if the case.
 - What is the ratio between students who apply for both programs and those who are finally accepted and enrolled?
- Received documents:
 - Raport i përgjithshëm për studentët e regjistruar (BA)
 - Raport i përgjithshëm për studentët e regjistruar (MA)
 - List of books bought in 2021
 - Syllabus for World Historiography, 19th-20th Centuries
 - Written answers to questions posed by the Expert Team

Criteria used for institutional and program evaluations

- Standards & performance indicators for external evaluation according to the Accreditation Manual of KAA, July 2018
- Criteria of Relevance, Efficiency, Effectiveness, Impact, Sustainability

1.2. Site visit schedule

Programme Re-accreditation Procedure at Faculty of Philosophy at University of Prishtina “Hasan Prishtina”	
Programme:	History, BA History of Modern Time, MA
Online site visit on:	24.02.2022
Expert Team:	<ul style="list-style-type: none">● Prof Dr. Neven Budak● Student expert, Stefan Marius Deaconu
Coordinators of the KAA:	<ol style="list-style-type: none">1. Leona Kovaçi, KAA Officer2. Ilirjana Ahmeti Ademaj, KAA Officer

Site Visit Programme

Time	Meeting	Participants/Comments
09:00 – 09:45	Meeting with the management of the faculty where the programme is integrated	Dashmir Bërxulli Selim Bezeraj



Time	Meeting	Participants/Comments
		Adem Beha Muhamet Qerimi
09:50 – 10:35	Meeting with the heads of the study programme: BA	Gazmend Rizaj, Bujar Dugolli, Selim Bezeraj
10:40 – 11:25	Meeting with the heads of the study programme: MA	Albina Drançolli Ramadani, Kujtime Boshtrakaj Camaj
11:25 – 12:15	Lunch break (provided at the evaluation site)	
12:15 – 13:00	Meeting with quality assurance representatives and administrative staff	Besnik Loxha Dorajet Imeri Lumnije Ahmeti Mentor Maka
13:05 – 13:50	Meeting with teaching staff	Muhamet Mala Nuri Bexheti Arben Hajdari Ibrahim Gashi Mentor Hasani Muhamet Qerimi Çlirim Duro Enver Hoxhaj
13:55 – 14:40	Meeting with students	Odesa Xhemajli Drin Hasani Albiona Parallangaj Blerina Kastrati Bjondina Salihu Albert Brahimi
14:45 – 15:30	Meeting with graduates	Aranit Krasniqi Mrika Limani Kaltrina Ramadani Nard Gjata Nutrika Lajçi Flamur Basha
15:35 – 16:10	Meeting with employers of graduates and external stakeholders	Besiane Musmurati Bedri Zyberaj Ajet Leci Izet Miftari Martin Berishaj
16:10 – 16:20	Internal meeting of KAA staff and experts	
16:20 – 16:25	Closing meeting with the management of the faculty and program	Dashamir Bërçulli Selim Bezeraj Adem Beha

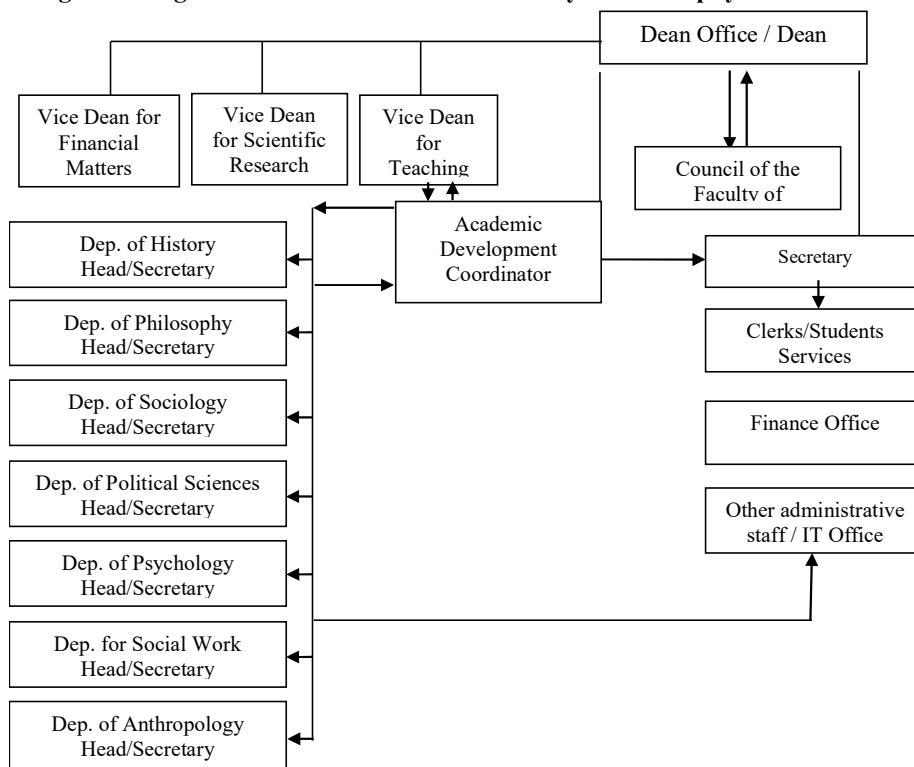


Time	Meeting	Participants/Comments
		Muhamet Qerimi

1.3. A brief overview of the institution under evaluation

The Faculty of Philosophy is the first academic unit of higher education in Kosovo, which was founded on 30 October 1960, whose mission has been and is the proper education of the youth of Kosovo, to prepare them as worthy and useful citizens for the country. The vision (although not declared literally) is to become an academic institution at the level of prestigious international universities and a serious competitor in the academic market, not only in the region but also beyond. This should be achieved by and strengthening academic staff capacity, enriching the academic tradition with advanced European and international experiences and practices, through expanding cooperation, increasing professionalism, intensifying scientific research, and digitalization of administration and all services for students.

Figure 1. Organizational structure of the Faculty of Philosophy.





The Faculty of Philosophy, as well as the whole University, is obliged to create equal circumstances and opportunities for all citizens of Kosovo to study in this institution. These opportunities are equal without discrimination on the grounds of sex, race, sexual orientation, marital status, language, religion, political belief, nationality, ethnicity or socioeconomic status, birth status or any other status. However, due to the well-known political situation, there are no Kosovo citizens of Serbian nationality studying at this faculty.

The Faculty of Philosophy has 43 professors and 21 assistants in full-time employment. Moreover, 8 professors and 10 part-time assistants are engaged in teaching (Table 6 in the Annex to the SER lists 7 professors and 9 assistants). Within the Faculty of Philosophy, the provision of administrative services for students is covered by 15 administrators. 3360 students were enrolled in the BA programs in 2020-21, while 732 were enrolled in MA programs in 2021-22. This gives a ratio of 50 students per one teacher, which is rather unfavourable.

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.

The chapter explaining the mission of the BA program contains parts which do not explain the mission, but describe the meaning of History and the specific goals of the program. The definition of the mission should be concise. It would be good if besides the mission, the SER would contain a precisely defined vision. However, the program mission follows the overall mission statement of the institution.

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.

Regarding the consistency of the program with the National Qualifications Framework and the Framework for Qualifications of the European Higher Education Area, the evidence provided in the SER was vague. No explicit formulations which would link the intended learning outcomes of the program to specific level descriptors relevant to the program were provided. No use was made of the Revised Bloom's Taxonomy which is an overall accepted tool for



defining learning outcomes. Therefore, it is difficult to compare the imprecise definitions of the learning outcomes with the NQF or FQEHEA.

The SER does not contain clear KPIs, and mechanisms for measuring performance are just being developed.

During the visit, we were informed that recommendations from the previous external evaluation were considered and implanted into the program.

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

The SER contains no relevant information on the didactic concept, apart from the very general statements like “there are various student education programs and research on teaching” (the last part of the sentence is unclear, maybe due to translation) and “Students will build research skills while writing seminars and research.” There is no mention of teaching methods related to student-centred learning, and no explanation about the way student research is being conducted and related to learning.

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.

As we can learn from the submitted material and from our visit, we assume that program topics related to administration and quality assurance of the program as well as the interaction between teachers and students as subjects of academic rights and duties are well developed and well-known to these groups.

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.

According to the SER and the provided documentation, as well as our discussion with teachers and students, we concluded that internal regulations related to ethical conduct in research, teaching, assessment in all academic and administrative activities are well elaborated. During our visit we were informed that there is no software for plagiarism detection, but efforts are made to prevent such malpractice.



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 SER, program reviews are conducted *ad hoc* depending on the needs and dynamics which come from the provision of study programs. Program assessment is subject to the Statute of the University of Prishtina and the Faculty's Studies Committee - an advisory body that monitors the implementation of study programs. The process of reviewing policies, regulations, terms of reference and statements of responsibilities go beyond the competencies of the Department. However, as we learned from our visit, students' comments are regularly considered in order to revise elements of the program.

Standard	Compliance	
	Yes	No
Standard 1.1. The study program mission is in compliance with the overall mission statement of the institution.	x	
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.	x	
Standard 1.3. The study program has a well-defined overarching didactic and research concept.		x
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.	x	
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.	x	
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.	x	

Compliance level: Substantially compliant

ET recommendations:

- The mission of the program should be defined concisely and clearly.



- The program should contain a concise vision defining its goals in the future.
- The program should contain well defined KPIs.
- Learning outcomes should be defined according to the Revised Bloom's Taxonomy with clear progress in the complexity of learning outcomes from the first to the sixth semester. The sum of learning outcomes of all courses should match the final learning outcomes of the whole program.
- Both the didactic and the research concept should be defined more precisely and less general. It should be made clear what methods will be used to achieve student-centred learning and learning-through-research.
- It would be necessary to acquire as soon as possible software for plagiarism detection, especially because of the growing use of internet by students.

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 SER, all members of the Department participate in self-evaluations.

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

Evaluation processes are conducted by the use of questionnaires for staff, students and administrative staff. In this way, data is collected regularly, enabling the Department, in coordination with the Faculty, to evaluate, plan and improve the quality of teaching, research and administration. According to the SER and the information provided during the visit, results of these questionnaires are discussed at the level of the Dean, the Faculty Council and the Department. Remarks, suggestions and recommendations are integrated during the program planning process, courses and syllabi. However, it seems that the University and Faculty authorities lack means to sanction teachers who do not perform according to the University regulations, which is the weakest point in quality management. One of the measures that could be implemented in order to improve the quality of teaching are peer reviews of the teaching practice by colleagues from the Department or even other departments. This method has proven itself as very valuable for enhancing the quality of teaching.



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.

Quality assurance processes are conducted through all levels of the Faculty and the University, including the Dean, the Quality Assurance Coordinator, the Academic Development Office, the Quality Commission and the Study Commission and the Rector. In this way all aspects of program planning are considered.

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.

Each study program goes through an evaluation procedure in the department, where the head of the department engages the program providers in accordance with the SQC criteria for accreditation and re-accreditation of programs. Subsequently, the Academic Development Coordinator at the level of the academic unit, together with the Vice Dean for Teaching and the Dean, organize and supervise the entire process of drafting and submitting the SER according to the deadlines set by the Rectorate and the SQC. In addition to the academic staff of the department, a crucial part of the evaluation of programs is the involvement and inclusion of students. However, it is not clear how much attention in this process is paid to learning outcomes and teaching methods, because both these aspects are not very well documented in the SER.

The newly established alumni organisation might provide useful information about the quality of learning outcomes. Unfortunately, as we were informed, the functioning of this organisation was prevented by the epidemic. In the future, however, periodical meetings with the alumni should be organised in order to gain knowledge about the satisfaction of former students with the skills they acquired during their study.

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

According to the SER, the Department of History by implementing the accreditation recommendations has continuously modified the program, from the first accreditation process



in 2011. Apart from information given during the visit, however, there is no documentation supporting such a claim.

During our visit we were informed that the University organises programs for early career teachers in order to improve their teaching skills. They cannot be promoted without attending such programs.

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

According to the SER, the University prepares electronic questionnaires for students through which it evaluates the quality of teaching, students' complaints and suggestions. The questionnaires are distributed electronically through SEMS at the end of each semester. This data is analysed by the Quality Office at PU. Within the Faculty, data is collected on student performance such as the percentage of passing the exams, the duration of studies, the number and type of complaints. The Dean of the Faculty addresses these shortcomings at the level of the Faculty Council and along with the vice deans proposes a plan for quality improvement. Survey data is not collected from graduates and employers. It remains unclear to whom is the data collected from students made available – only to the management and Faculty Council, or to all teachers and students? However, during our visit we were able to talk to some graduates and most important employers. They all expressed a very good opinion about the program. The questionnaires are distributed electronically through SEMS at the end of each semester. During our visit we were able to talk to some graduates and most important employers. They all expressed a very good opinion about the program.

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.

According to the SER, this process is centralized at the rectorate level and there is still no specific data on the implementation of evaluation results. No data in this sense was provided to us during our visit either.

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



There is no data on periodical overall quality reports apart from the re-accreditation reports. In the case when the re-accreditation is granted for a period of three years, the period meets the required standard. However, the previous re-accreditation granted a five-year period.

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

According to the SER, the BA in History program is designed in accordance with the standards required for quality assurance at the University. In accordance with the University Statute, the Senate approved the Regulation on Quality Assurance and Evaluation at the University of Prishtina. This regulation defines the mechanisms and procedures of quality assurance and evaluation at the University. This regulation also defines the role and responsibility of organizational and academic units at the University for the implementation of quality assurance and evaluation activities. The regulation defines the mechanisms and processes that align with ENQA standards for quality assurance and evaluation.

Standard	Compliance	
	Yes	No
Standard 2.1. All staff participate in self-evaluations and cooperate with reporting and improvement processes in their sphere of activity.	x	
Standard 2.2. Evaluation processes and planning for improvement are integrated into normal planning processes.	x	
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.	x	
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.	x	
Standard 2.5. Quality assurance processes ensure both that required standards are met and that there is continuing improvement in performance.	x	
Standard 2.6. Survey data is being collected from students, graduates and employers; the results of these evaluations are made publicly available.	x	



Standard	Compliance	
	Yes	No
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.		x
Standard 2.8. The institution ensures that reports on the overall quality of the program are prepared periodically (eg. every three years) for consideration within the institution indicating its strengths and weaknesses.		x
Standard 2.9. The quality assurance arrangements for the program are themselves regularly evaluated and improved.	x	

Compliance level: Substantially compliant

ET recommendations:

- Even though the Department of History has a well-trained academic staff, it is essential to extend the number of teachers to lower the ratio to the total number of students. Also, this could be one of the most critical factors to enhance the student-centred learning.
- Certain measures should be introduced for those members of the teaching staff who do not fulfil the expected criteria for research excellence, as well as for those who do not fulfil their duties in teaching in a satisfactory way.
- Peer reviews (class attendance) by colleagues from the Department or other departments could enhance the quality of teaching.
- During quality evaluations additional attention should be paid to learning outcomes and teaching methods required for student-centred learning and learning through research.
- Data collected through SEMS should be presented as transparent as possible, so that both students and the teaching staff understand the importance of such evaluation and can estimate the quality of measures undertaken on the basis of the collected information.
- The implementation of results of the internal quality assurance should be presented and implemented as soon as possible.



2.3. Academic Staff

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

The Department of History provided a list of full-time academic staff for the proposed program as it contained: first and last name, academic title, date of birth, date of employment and the last date when contractual changes occurred. Data regarding the program overview, number of works in SCOPUS, number of scientific monographs and other texts are also attached to the report. During the evaluation, we learned that the academic staff is committed to a strong relationship with students, which implies consulting hours, especially non-formal.

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.

The Department of History recruits' full-time staff on a procedural base that respects both the Statue of PU and the Regulation on selection procedures regarding appointment, reappointment, and promotion of academic staff at PU. The academic staff employed in this program is full time and with adequate professional training, by the Administrative Instruction of the Ministry of Education, Science and Technology of 2018, Article 26, point 5.3.

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.

Also, the academic staff does not cover, within an academic year, more than two teaching positions (one FT, one PT), in full compliance with the provisions of the Administrative Instruction of the Ministry of Education Science and Technology of 2018, Article 26, points 5.3.14 and 5.3.15.



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.

All academic staff involved in the program is on full-time employment. The situation complies with the criteria of the Administrative Instruction, which in Article 26, point 5.3.3, requires at least 50%.

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.

83,3% of full-time staff has obtained a doctoral degree as the rest of the academic staff is enrolled currently in doctoral studies. It is an indication that the Department of History both fully complies with the Administrative Instruction of the Ministry of Education, Science and Technology of 2018, Article 26, point 5.3.4, and has a qualitative approach to acquiring academic staff.

First name	Last name	Year	Higher education institution
Rizah	Gazmend	1995	University of Prishtina
Ibrahim	Gashi	2003	University of Prishtina
Nuri	Bexheti	2005	University of Vienna
Muhamet	Mala	2006	University of Prishtina
Bujar	Dugolli	2007	University of Prishtina
Arben	Hajdari	2013	Université Pierre Mendès France-Grenoble 2
Arsim	Sinani	2013	University of Tirana
Kujtime Boshtrakaj	Camaj	2016	University of Prishtina
Albina Drançolli	Ramadani	2016	University of Prishtina
Mead	Osmani	2018	Uludağ University

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

The Department of History and Faculty of Philosophy from the University of Prishtina strive to accomplish professional training in cooperation with international organizations throughout the Center for Excellence in Teaching, based at the university level since 2017. Part of the staff



was encouraged to attend scientific conferences and further academic events. We highlight that persistent defunding of higher education prevents academic staff from attending more such events. Nevertheless, several international projects such Erasmus+, Heras or Horizon 2020, as part of 'internalisation at home', provided the academic staff with the opportunity to participate as a visiting professor in several universities outside Kosovo.

Some of the academic staff have individual contacts (agreements) and cooperate in the field of academia and scientific research, with the University of Regensburg, University of Grenoble, University of Lyon II, University of LaSapienza, University of Perugia, University of CotDazur, University of Vienna, John Hopkins University, London School of Economics, University of Ljubljana, Polytechnic Institute of Porto, Dokuz Eylul University or the University of Tirana.

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.

The meeting with the external stakeholders submitted solid evidence that the teaching staff strongly committed to community service, especially concerning the Municipality of Prishtina and other national-level institutions related to historical, cultural, artistic, and architectural heritage. Both students and graduates comprehend that the academic staff is engaged and usually available for student consultation.

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.

Quality assurance procedures at the University of Prishtina provide a questionnaire to evaluate the teaching process and other responsibilities towards QA of studies. Questionnaires are completed electronically and managed by SEMS (Questionnaire for academic staff; Questionnaire for administrative and support staff of the university; Student questionnaire). Through this survey, the students have the prospect to share their assessment for each subject, including the lecturer, so that certain measures are carried out for additional improvement based on their answers. Even though strong commitment regarding this issue was shown by the leadership from the Department of History and Faculty of Philosophy, certain aspects in the national labour legislation can determine a soft response in case the academic staff does



not fully comply tot standards. Nevertheless, until this moment, the problematic situations were managed adequately.

Standard 3.9. Strategies for quality enhancement include improving the teaching strategies and quality of learning materials.

There are certain follow-up procedures for improvement and utilization of earlier evaluation results, as the University regularly conducts external and internal evaluations by the Law on Higher Education of MEST and the Statute of PU, the Instruction mentioned above no. 1/438 dated 18.05.2018, and the standards set by the Kosovo Accreditation Agency. Following the completion of internal and external evaluations, follow-up actions follow to use the evaluation results for the eventual improvement of curricula and quality in general. Continuous curriculum improvement is the responsibility of the teacher. Based on the student assessment questionnaire results for the subject and teaching, the teacher must review any criticisms and improve the curriculum. This is one of the evaluation mechanisms, and the other depending on the follow-up of new literature and innovations encountered in the given field, the teacher constantly updates the subject he teaches. Recommendations from the external evaluation report are the starting point for taking measures eliminate any flaws that may have been encountered during the configuration of educational programs, which have experienced the evaluation process, as well as a good basis for the suitable design of other programs, which in the future are expected to go through the evaluation process.

As there are only 12 members in the Department of History, there was proper monitoring of their involvement in professional development to improve the quality of their teaching work throughout a yearly performance review.

Department of History has stated that teaching staff is encouraged to develop strategies to improve their teaching and keep a track record of assessments and improvement strategies. Nevertheless, further benchmarking activities should be established in order to provide a suitable comparison with the development of teaching staff from other similar institutional departments across EHEA.

After the COVID-19 pandemic erupted, the transfer into online education has stressed the academic staff across the world. Specific teaching skills should be acquired or developed to maintain a certain degree of quality among the study programs. The University of Prishtina



has organized several pieces of training for the academic staff regarding the advancement of their teaching capacities, especially on construction abilities in the use of new technology. Nevertheless, this process should continue and develop to provide both academic staff and students with the necessary capabilities to use the ICT infrastructure in their field of studies. Subsequently, proper software in this regard should be used.

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.

Issues related to the regulation of labour relations between academic and administrative staff are provided by the Statute of the PU, specifically in Article 170. It states that full-time staff can not have another full-time employment contract at another university, and the retirement age of academic staff is 65 years. The retired academic staff could be hired as part-time staff, but only until 70.

Standard	Compliance	
	Yes	No
Standard 3.1. Candidates for employment are provided with full descriptions of the position and conditions of employment. To be presented in tabular form the data for the academic / artistic staff Full Time (FT) and Part Time (PT) such as: name, qualification, academic title, duration of the (valid) official contract, teaching load, exams, consultations, administrative activities, research, etc. for the study program under evaluation.	x	
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.	x	
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.		
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.	x	
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	x	



Standard	Compliance	
	Yes	No
or equivalent title in the case of artistic/applied science institutions.		
Standard 3.6. Opportunities are provided for additional professional development of teaching staff, with special assistance given to any who are facing difficulties.	x	
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.	x	
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.	x	
Standard 3.9. Strategies for quality enhancement include improving the teaching strategies and quality of learning materials..		x
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.	x	

Compliance level: Substantially compliant

ET recommendations:

- Even though the Department of History has a well-trained academic staff, it is essential to extend the number of teachers to lower the ratio to the total number of students. Also,
- this could be one of the most critical factors to enhance the student-centred learning approach adopted at the Department of History from the University of Prishtina.
- Further support should be offered to the academic staff to acquire additional professional development of teaching staff. As part of the 'internalisation at home' process, it is worth mentioning that more visiting stages abroad should be made. Co-financing from the University of Prishtina should increase when speaking about projects such as Erasmus+ or Fulbright.
- Benchmarking should be applied to develop and improve further learning strategies.
- Academic staff and students should achieve the necessary capabilities to use the ICT infrastructure in their field of study using proper software in this regard.



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.

Department of History modelled the study program to answer to several measurable objectives. Nevertheless, those were stated more than ten years ago, after the first accreditation. Also, the use of proper instruments such as Revised Bloom's Taxonomy in order to categorise educational goals is not used. We strongly encourage the Department of History to adopt such techniques to improve the quality of both monitoring and measuring the educational outcomes. Certain subjects broaden the perspective of future graduates as they tackle an interdisciplinary approach.

Nevertheless, the ability to obtain adequate employment is affected to a certain point due to labour market conditions, especially in Kosovo. There is a general lack of courses to provide soft skills and leadership. Also, to some degree, the student-centred learning approach from EHEA is not applied as students cannot opt for supplementary courses to individualise their educational path.

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.

This study program is developed to comply with the European Higher Education Area standards. This BA program constitutes the first cycle of studies with 180 ECTS and enables students to move within EHEA. The program's components are combined to achieve the specified qualification 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.

The curriculum covers a broad field of subjects, but at some point, it seems that it is not equilibrated. For instance, two modules are dedicated to the History of Diplomacy, but neither one to acquire proper ICT qualifications that could be used in their studies. Students learn, acquire and advance academic writing from the mandatory courses of the first semester to the courses of the final semester, especially through the course Methodology of History, Introduction to History, Oral History, specifically for research methods, for citation forms, for the use of sources, for historical methods, for the construction of paragraphs, for finding and researching literature, for the use of historical sources and realization of interviews.

Generally, professional courses with mandatory status have the design and presentation of seminars, where students are monitored, instructed, oriented, and evaluated by professors concerning Academic Writing and professional advancement. Nonetheless, the Department should consider introducing a dedicated subject for Academic Writing.

Due to the COVID-19 pandemic context, teachers were obliged to use IT resources as the educational process continued basically online. Nevertheless, the academic staff fails to facilitate certain software that could be used by the students, such as Zotero, Tropy, Scrivener or Tableau.

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.

Disciplines within the curriculum have analytical syllabi that include at least: discipline objectives, basic thematic content, learning outcomes, class distribution, seminars and application activities, student assessment system and minimum bibliography. Syllabi were presented in English for the evaluation team. There seems to be a disbalance between workload and participation in the final grading in the case of several subjects. Only 40 to 50 hours are dedicated to reading a recommended bibliography of up to 12 books. Even though the



academic staff stated that only three are compulsory, it should be stated more clearly in the syllabus. Also, benchmarking with similar study programs should be realized in order to have a continuous improvement of the study program.

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.

Even though the study program is in the Albanian language, English literature is provided to students to compensate for the lack of literature in the Albanian language in some areas. Most course syllabi contain relevant international literature, and teachers provide this literature to students to supplement Albanian language literature. There are two compulsory English language courses in the program, but the outcomes are not necessarily those expected as students' comprehension is rather low to medium. As the Faculty of Philosophy considers introducing a second foreign language in parallel with the Albanian language, we urge to improve how English is learned qualitatively and quantitatively.

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.

There is a strong partnership between students and teachers even though many difficulties arose on the graduates' employability. The study program intends to provide students with professional skills and prepare them to be good professionals. A significant number of graduates become themselves teachers in secondary education, for instance. Students can conclude their BA thesis by working with a mentor. A dimension of this partnership lies in the development of expertise in international relations and diplomacy to learn about the responsibilities and understanding of the various institutions in which they will work in the future, led by a faculty member. Nevertheless, a certain lack of soft skills does not empower students for the labour market as it should.

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.

To a certain degree, the learning outcomes of this program ensure that the learning objectives, curriculum objectives, approved learning/teaching strategies and assessments used are consistent with each other. Learning outcomes are usually linked to the curriculum to help students understand what is meant to be learned. The means of evaluation are described in the evaluation objectives, based on knowledge, critical understanding and explanations in construction, and the interpretation and evaluation of study subjects. At the beginning of the academic year, these aspects are presented to students. Nevertheless, a revision of the learning outcomes should be realized with proper instruments. Also, it is to be stated that the Department of History has a rather normative approach to the teaching strategies than a practical one. Besides the regulations that should be respected, it is important to have extensive practice on this subject.

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.

Evaluation mechanisms are defined in the evaluation objectives, which are based on knowledge, critical understanding and explanations in construction, and the interpretation and evaluation of study subjects. No issues concerning a potential unfairly or unobjectively assessment arose during the visit.

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.

There is an appropriate mechanism to verify standards of student achievement. Usually, the workload required is consistent over time and equitably distributed, with certain situations where the amount of literature required is too much, as mentioned above. Both students nor graduates did not mention any concerns on this subject.



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.

There are certain policies and procedures that include actions to be taken to address situations where student achievement standards are insufficient or assessed inconsistently. For instance, the faculty organizes ad-hoc committees of student assessment in case students fail to pass the exams.

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 organizations is monitored through activity reports; students during practice stages have assigned tutors among the academic staff in the study program.

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

The program has a practical phase that is operationalised throughout an internship. The faculty provides enough internship places, mainly in the secondary education units and the National Archives, but some students opt for other cultural institutions such as museums. Even though there are professional and personal connections between the academic staff from the Department of History and the internship providers, there is a lack of signed agreements. Department of History should provide improved supervision of the internships, both with the partners and the students. The internships should be the subject of a daily monitorisation in the placement period. Also, the internship place in the program overview should be added.

Standard	Compliance	
	Yes	No
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		x



Standard	Compliance	
	Yes	No
adequate employment, contributing to the civil society and of developing the students' personality..		
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.	x	
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.		x
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.	x	
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.	x	
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..	x	
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.		x



Standard	Compliance	
	Yes	No
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.	x	
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.	x	
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.	x	
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 organizations is monitored through activity reports; students during practice stages have assigned tutors among the academic staff in the study program.	x	
Standard 4.12. In order to facilitate the practice stages, the higher education institution signs cooperation agreements, contracts or other documents with institutions/organizations/practical training units.		x

Compliance level: Substantially compliant

ET recommendations:

- The Department of History should adopt techniques such as Revised Bloom's Taxonomy to improve the quality of monitoring and measuring educational outcomes.
- Soft skills should be developed through distinct as there is a general lack of courses to provide them. We encourage the Department of History to permit the students to take supplementary courses from other faculties in this sense.
- The employability of the graduates should be surveyed and analysed to improve and adapt the curriculum to some particularities of the labour market.



- The Department of History should consider introducing a dedicated subject for Academic Writing and cut at least one subject dedicated to Diplomacy.
- As the academic staff fails to facilitate specific software that the students could use, such as Zotero, Mendeley or Tableau (the list is not extensive), we urge to introduce a dedicated discipline for ICT competencies in connection to humanities.
- Benchmarking with similar study programs (from the best universities in EHEA) should be realised to continuously improve the study program.
- Syllabi should state more clearly that the bibliography is recommended, and only several books or papers are compulsory.
- As the Faculty of Philosophy considers introducing a second foreign language parallel with the Albanian language, we suggest improving how English is learned qualitatively and quantitatively.
- The internships should be the subject of a daily monitorisation in the placement period. Also, the internship place in the program overview should be added. The Department of History should officialise the informal agreements with the internship places providers.

2.5. Students

Standard 5.1. There is a procedure officially accepted at the institutional level that the study program adheres to when organizing student recruitment. Admission requirements are consistently and fairly applied to all students.

The statute of the University of Prishtina regulates the admission procedures. Among the criteria required is successful completion of a secondary school, as required by the MEST, and a grade point average above 8.5. in primary studies, knowledge of English (even though it resembles somewhat from a theoretical point of view rather than practical), and successful passing of the admission exam, which must be taken by all students who apply. Last year, for instance, 169 candidates applied, and 89 were accepted, while 84 enrolled. Nevertheless, the concept of gender justice and the promotion of equal opportunities for students in unique situations seem not to be applied for other criteria rather than those mainly ethnically based.

Standard 5.2. All students enrolled in the study program possess a secondary school diploma or other equivalent study document, as required by the MEST.



The study program fully complies with the requirements of MEST in terms of admission. They have to prove that they possess a secondary school diploma or equivalent study document.

Standard 5.3. Study groups are dimensioned in order to ensure an effective and interactive teaching and learning process

The seminar groups are formed between 15 and 35 students. There are usually two study groups in the first year and only one in the latter years. The internal regulations on the subject are based on financial matters. In order to embrace an entirely student-centred learning process, it is essential to have an adequate student-academic staff ratio when speaking about seminar groups. It is to be said that the ratio was improved in the latest years as a 1:15 report is desirable shortly. Also, when hiring new academic staff, gender balance will also be considered. We strongly support at least two study groups for all three years of BA degree.

Standard 5.4. Feedback to students on their performance and assessment results is provided promptly and accompanied by support mechanisms if needed.

Both students and graduates admitted that they usually received proper feedback from academic staff. We acknowledged a strong relationship between students and teachers during the meetings, as feedback is provided informally and formally. Also, on the other side, academic staff, quality assurance representatives and administrative staff assured that there are both practices and regulations that stipulate how feedback provided by students should be considered.

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

The University of Prishtina developed SEMS - Electronic Student Management System, as each student has his or her hard copy and electronic file. The latter includes data on students' educational performance and outcomes of all the previous levels of study. There were no issues concerning this system during the study visit meetings. Also, as the COVID-19 pandemic arose and the education process was transferred online, specific means such as the above-mentioned electronic student management system became more critical.

Standard 5.6. Flexible handling of students in specific situations is ensured in relation to the deadlines and formal requirements in the program and in all examinations.



The SER acknowledges that for specific reasons such as health, special needs, business trips or other cases, flexible treatment is provided for students, based on the information and prior arrangement. Students by the statute of the university, in exceptional cases, can increase the duration of studies and exam deadlines. This means that the permitted period of studies can be no more than double the duration of studies, but this deadline can be expanded with a reasoned request and approval by the Faculty Studies Council. This issue is regulated in point 2, Article 150 of the PU statute. Students were keen on the flexibility of students.

Standard 5.7. Student completion level records are kept for all courses and for the program as a whole and are included among the quality indicators.

The general assessment of students is stored in SEMS for all subjects in the grade list. The overview picture offers an indicator of quality and a general assessment for students. Nevertheless, there is also a qualitative approach as the Faculty organizes ad hoc commissions of student assessment if students fail to pass the exams.

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

Both the academic staff and the students acknowledged that the evaluation is done periodically to perceive students' evolution in their educational path. Such an approach practically determines that the work submitted by the students is mainly original as there was constant monitoring of their evolution. SER states that suitable measurements have been taken to guarantee the integrity, quality and ethical aspects of research and study work to protect students from possible copying or misuse. There are ethical and disciplinary structures both at the faculty and University level to tackle such violations.

Standard 5.9. The rights and obligations of students are made public, promoted to all who are interested and applied equally; these will include the right to academic appeal.

SER states that the fundamental rights and obligations are publicly available and promoted to those interested, as articulated in the Statute of the University of Prishtina. They have the right to elect and be elected in the most critical governmental bodies from the university. This right is expressed throughout the Student Parliament. There were no complaints from the students or graduates concerning the possible misinterpretation of their rights or obligations.

There are two student representatives in the Council of the Faculty of Philosophy. They have the right to vote for all issues raised in the Council and usually, students have a sound



representation. Both Department of History and Faculty of Philosophy representatives acknowledge that they have a strong relationship with students' representatives. They communicate both formal and informal and they part of the decision-making process on a daily basis.

Nevertheless, it should be stated that the Faculty of Philosophy did not build up a system to monitor and coordinate student workload across courses. Even though there is a sense of coordination in the Department of History, the exact amount of student workload should be further discussed and monitored.

The annual progress rates and program progress are not precisely monitored. A complete analysis of the dropout rates and student categories that encountered such a possibility has not been made. As the number of students is continuously decreasing, it should be Faculty/Department's priority to avoid as much as possible student dropout, even though the average is rather low compared to other HEIs (approximately 10%).

Also, SER specifies that the cases of students with disabilities are 'done through institutions that deal more specifically with this category'. Several specific measures such as adaptive learning strategies should be acquired.

Monthly accommodation (20 Euro) and student cafeteria (15 Euro) are subsidised to be as accessible as possible.

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

Both Administrative Instruction of the Ministry of Education, Science and Technology of 2018, Article 26, point 5.4.2 and the Regulation of Quality Assurance and Evaluation at the University of Prishtina regulate how students' transfer has to be done. The latter documents also describe academic mobility and the ECTS system.

Standard 5.11. Academic staff is available in sufficient time for counseling for students. Adequate tutorial assistance is provided to ensure understanding and the ability to apply the lesson.

Both students and graduates have highlighted that the academic staff invests time in counselling if necessary. They consider that the close relationship between students and



teachers ease the contact and encourage them to make further contact with the academic staff outside the compulsory classes also.

Standard	Compliance	
	Yes	No
Standard 5.1. There is a procedure officially accepted at the institutional level that the study program adheres to when organizing student recruitment. Admission requirements are consistently and fairly applied to all students.	x	
Standard 5.2. All students enrolled in the study program possess a secondary school diploma or other equivalent study document, as required by the MEST.	x	
Standard 5.3. Study groups are dimensioned in order to ensure an effective and interactive teaching and learning process		x
Standard 5.4. Feedback to students on their performance and assessment results is provided promptly and accompanied by support mechanisms if needed.	x	
Standard 5.5. The results obtained by students throughout the study cycles are certified by academic records.	x	
Standard 5.6. Flexible handling of students in specific situations is ensured in relation to the deadlines and formal requirements in the program and in all examinations.	x	
Standard 5.7. Student completion level records are kept for all courses and for the program as a whole and are included among the quality indicators.	x	
Standard 5.8. Effective procedures are being used to ensure that the work submitted by the students is original.	x	
Standard 5.9. The rights and obligations of students are made public, promoted to all who are interested and applied equally; these will include the right to academic appeal.	x	
Standard 5.10. The transfer of students between higher education institutions, faculties and study programs is clearly regulated in the formal internal documents.	x	
Standard 5.11. Academic staff is available in sufficient time for counseling for students. Adequate tutorial assistance is provided to ensure understanding and the ability to apply the lesson.	x	

Compliance level: Substantially compliant



ET recommendations:

- Operationalization of the concept of gender justice and the promotion of equal opportunities for students in unique situations should also apply to categories such as persons with disabilities. Several specific measures such as adaptative learning strategies or proper infrastructure to increase the accessibility of the building should be achieved.
- In order to embrace an entirely student-centred learning process, it is essential to have an adequate student-academic staff ratio when speaking about seminar groups. We strongly support at least two study groups for all three years of BA degree.
- The Faculty of Philosophy should build up a system to monitor and coordinate student workload across courses.
- Annual progress rates should be precisely monitored as an analysis of the dropout rates and student categories that encountered difficulties should be done on a yearly basis.

2.6. Research

Standard 6.1. The study program has defined scientific/applied research objectives (on its own or as part of a research center 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.

The SER provides in this respect contradictory statements. Firstly, it states that the objectives of the study program reflect those of Development Strategy 2018-2023 and are covered with the financial resources of the University. The financial costs of implementation have been analysed and calculated in advance. The financial means will be provided from the education budget of the Government of Kosovo and from the part of the self-financing of the University (it is not clear how big is this self-financing). On the other hand, the SER claims that it should be noted that potential research, which could be conducted for certain modules of this curriculum, is limited due to poor financial support. Budget lines at the national level for science are almost non-existent. We must conclude that financial means for conducting adequate research are not sufficient, although that is not the sole responsibility of the Department or even the Faculty.



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 University has regulated the issue of promotion of the teaching staff, through a mandatory requirement for scientific research and their publication in journals with international credibility, defined by the Statute of PU, articles: 164, 165, 166, 167, 168 and 175, 176, 177, as well as the Recommendations of the PU Senate no.1/344 dt. 22/06/2016, which defines the platforms for publishing works by the academic staff of PU, preferring the Web of Science platform and Scopus, as the most valued platforms.

As a result, the teaching staff is obliged to engage in research and academic activity and that their performance in this regard is a basic criterion for their promotion in academic degrees. Organizing and participating in conferences, as well as publishing research results is a prerequisite for the promotion of every teacher. However, it is not clear what happens to those teachers who do not meet prescribed requirements. They most probably cannot be promoted, but it seems that there are no other sanctions.

Also, the bibliographies of several teachers show that the majority of their work is published in Kosovo publications and by Kosovo publishers. Clearly, the international position of Kosovo remains an obstacle for a more intense international engagement and cooperation of the teaching staff, but more effort should be invested in placing articles or book chapters in renowned international journals or books edited by internationally recognised publishers. Even more regional cooperation in this respect would be a step forward in improving the quality of research done by the teaching staff.

Online publishing should also be considered as a means to bridge the lack of finances for publications. International peer reviews could be organised, securing higher level of published papers.

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 University has regulated the issue of evaluating the professional and scientific contribution of teachers. In particular, the issue of scoring publications in local and international journals with impact factor is regulated, based on the University Statute, MEST Instruction and Senate Recommendation. It must be said that, like in many other countries, evaluating research in the



field of humanities does not consider the nature of these disciplines which are mostly nation-oriented. That does not mean that all publications should be in Albanian and published on Kosovo or in Albania, but it must be remembered that humanist scholars, and historians maybe most of all, write for a broader domestic audience. Therefore, it is necessary to find a good balance between evaluating publications in important international journals and those published in Albanian. Another problem is the evaluation of books, which are the most important product of historiography and should have a prominent role in evaluating the contribution of a scholar.

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

The SER claims that profiling of research activities towards areas of narrow specialization of teaching, is one of the basic criteria for advancement of academic staff, set out in the Regulation on selection procedures regarding the appointment, reappointment and promotion of academic staff of the University. The bibliographies of individual teachers provided with the SER show that that is really the case. On the other hand, it is a question whether such a narrow specialization is good for the development of research and for the opening up of new topics and methodologies.

Standard 6.5. The academic and research staff publish their work in specialty 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.

A substantial part of the articles of the teaching staff are published in international journals. However, many of them are published in Albania, and the majority, as we could see from the bibliographies provided as part of the SER, are published on Kosovo. This is true of the books as well. More effort must be made to publish in journals published in other countries and in languages common to the international scientific community. This is a general remark and it does not fit every single teacher. According to the SER, the Department also offers expertise or other necessary support to entities within the country from certain areas for which it is competent.



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

Research is mainly confirmed through books and publications in domestic and international scientific research journals. Organizing seminars and conferences represents a way of promoting scientific research.

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.

This standard is fulfilled by all teaching staff.

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

The academic staff mainly publishes their research in their name but by addressing the academic unit where they are engaged as teachers within the University of Prishtina. It is necessary that in all publications by the teaching staff the University is cited, because this enhances the visibility of the University and may ease access to international funding.

Standard 6.8. 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.

The answer provided to this question by the SER is irrelevant, because it discusses the encouragement of the teaching staff to participate in conferences. However, since the research done by the teaching staff is closely connected to the topics of their courses, it may be assumed that information about research done by the teaching staff is included into their courses.

Standard 6.9. Policies are established for ownership of intellectual property and clear procedures set out for commercialization of ideas developed by staff and students.



In Kosovo there is a law for the protection of intellectual property. The University has clearly defined the rules regarding the ownership of scientific creation and has also defined punitive measures for its misuse.

Standard 6.10. Students are engaged in research projects and other activities.

The statement from the SER that “This study program will offer students the opportunity to engage in research and research projects as part of study programs and graduation itself” suggests that at the moment students are not included in research projects. However, including students into research projects is more relevant for the MA program, though limited research projects are important for research-based learning also at the BA level.

Standard	Compliance	
	Yes	No
Standard 6.1. The study program has defined scientific/applied research objectives (on its own or as part of a research center 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.		X
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.	X	
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.	X	
Standard 6.4. The academic staff has a proven track record of research results on the same topics as their teaching activity.	X	
Standard 6.5. The academic and research staff publish their work in specialty 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.		X
Standard 6.6. Research is validated through: scientific and applied research publications, artistic products, technological transfer through consultancy centers, scientific parks and other structures for validation.	X	



Standard	Compliance	
	Yes	No
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.	x	
Standard 6.8. Academic and research staff publish under the name of the institution in Kosovo they are affiliated to as full-time staff.	x	
Standard 6.8. 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.	x	
Standard 6.9. Policies are established for ownership of intellectual property and clear procedures set out for commercialization of ideas developed by staff and students.	x	
Standard 6.10. Students are engaged in research projects and other activities.	x	

Compliance level: Substantially compliant

ET recommendations:

- Financial means for research should be enlarged in order to enable research-based teaching and learning. However, this is not the sole responsibility of the Department, although more effort should be invested in reaching international funds/projects.
- More effort should be invested in placing articles or book chapters in renowned international or regional journals or books edited by internationally recognised publishers.
- Although it is not the responsibility of the Department, it is necessary to find a good balance between evaluating publications in important international journals and those published in Albanian. The evaluation of books (monographs or edited volumes), which are the most important product of historiography, should have a prominent role in evaluating the scientific contribution of a scholar.
- It is necessary that in all publications by the teaching staff the University is cited, because this enhances the visibility of the University and may ease access to international funding.
- Small research projects should be available to BA students in order to provide for research-based learning.



- Online publishing with international peer reviews should be considered.

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.

According to the SER and the video provided to us, the Department has sufficient quality premises for lectures and seminars. There are enough teachers to ensure the execution of the program. However, the younger staff (first of all assistants) are underrepresented, which may very soon cause problems if several professors at more or less the same time will retire. Regarding equipment, there are computers at students' disposal but it is not clear if their number is sufficient. We were informed that only recently internet had been provided to students.

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.

The program is financed mainly by the Ministry of Education which provides salaries for the staff, a certain amount for research and maintenance costs. Additional money is provided for the acquisition of new books for the library. There is no threat to the financial sustainability of the program.

Standard 7.3. The higher education institution must demonstrate with adequate documents (property works, lease contracts, inventories, invoices, etc.) that, for the study program submitted for evaluation, there are at least the next three years: a) owned space or suitable rent for the educational process; b) laboratories owned or rented, with adequate equipment for all compulsory disciplines within the curriculum, wherever the analytical curriculum includes such activities; c) adequate software for the study disciplines included in the curriculum, with a use license; d) library equipped with reading rooms, group work rooms and its own book stocks according to the disciplines included in the curricula.



The building of the Faculty of Philosophy and the campus space in front of the Faculty are the property of the University. All documents proving ownership are kept by the University and are easily accessible. All spaces, classrooms, library, reading room and rooms for work in smaller groups are equipped with all necessary equipment. The Faculty Library has over 11,000 volumes catalogued by departments. In general, the literature possessed by the faculty library meets the curriculum needs of the program. The Faculty allocated recently an annual fund for the purchase of new titles, giving priority to the literature which is included in the curricula. Furthermore, an amount of 15.000.00 Euros has been allocated for the modernization of the library in order to facilitate students' access to the literature in the library. However, both teachers and students pointed out during our visit that the access to digital libraries and data basis is not satisfying.

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 specialty disciplines included in the curricula are carried out in laboratories equipped with IT equipment.

The space possessed by the Faculty of Philosophy is enough to implement this program. A Conference Room is being renovated and adapted for conferences, roundtables and symposia.

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

a) a number of seats in the reading rooms corresponding to at least 10% of the total number of students in the study program;

The library reading room has a total of 78 reading places. For a certain number of hours per week, regarding there are seven study programs at the Faculty, it covers the needs of the 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;

According to the SER and the video of the Faculty, there are enough seats in the group work rooms.



c) their own book stock from Albanian and foreign specialty literature, enough to cover the disciplines within the curricula, out of which at least 50% should represent book titles or specialty courses of recognized publishers, from the last 10 years;

The History Library has 5,278 volumes (books and magazines) in Albanian and English. Students can also use the literature in other departments. Recently more funds were invested into the acquisition of new publications. Therefore the claim in the SER that over 50 % of the curricula literature are covered by the library collection is acceptable.

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;

In the SER this question remained unanswered. However, during our visit we were informed by both the teaching staff and the students that although there is a number of copies of each book needed for the courses, there are not enough of them. Students solve the problem by using the National Library or by purchasing necessary books. Access to digital libraries and data bases is insufficient.

e) a sufficient number of subscriptions to Albanian and foreign publications and periodicals, according to the stated mission.

This question also remained unanswered in the SER. We also did not get a full answer to it during our visit. The subscription to Albanian publications should not be considered problematic, unlike the subscription to journals in English or in other languages, although the standard (sufficient number) is only vaguely defined. What does “sufficient number” mean? Every library would like to have more subscriptions, regardless of the number they already have.

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

The three floors of the building can be reached with a modern elevator. The ground floor and the main entrance of the building are accessible to all vehicles used by people with special needs. Toilets on the ground floor are equipped for people with special needs. There is no



mention of assistance to students with special needs. Until finances are provided, this could be organised with student volunteers supporting their colleagues.

Standard	Compliance	
	Yes	No
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.	x	
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.	x	
Standard 7.3. The higher education institution must demonstrate with adequate documents (property works, lease contracts, inventories, invoices, etc.) that, for the study program submitted for evaluation, there are at least the next three years: a) owned space or suitable rent for the educational process; b) laboratories owned or rented, with adequate equipment for all compulsory disciplines within the curriculum, wherever the analytical curriculum includes such activities; c) adequate software for the study disciplines included in the curriculum, with a use license; d) library equipped with reading rooms, group work rooms and its own book stocks according to the disciplines included in the curricula.	x	
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 specialty disciplines included in the curricula are carried out in laboratories equipped with IT equipment.	x	
Standard 7.5. The education institution's libraries must ensure, for each of the study programs: 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 specialty literature, enough to cover the disciplines within the curricula, out of which at least 50% should represent book titles or specialty courses of recognized publishers, from the last 10 years;	x	



Standard	Compliance	
	Yes	No
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.		
Standard 7.6. The infrastructure and facilities dedicated to the implementation of the program is adapted to students with special needs.	x	

Compliance level: Fully compliant

ET recommendations:

- Access to digital libraries, data basis and online journals should be improved for both students and academic staff.
- The number of computers available to students within the premises of the faculty should be considered.
- An enlargement of the number of reading seats should be considered.
- The number of copies of books which are mandatory literature for the courses should be enlarged to provide easier access to literature for students who cannot afford buying their own books.
- Student volunteers should be organised to support students with special needs.

3. FINAL RECOMMENDATION OF THE ET

The Panel acknowledges the efforts of the Department of History to provide a sustainable and qualitative study program. There is a strong spirit of teamwork and unity around the academic community, including staff and students. Nevertheless, additional efforts could be added to improve the program's quality. The academic staff should be approaching the educational process in a rather practical than normative way regarding quality assurance. Department of History and the Faculty of Philosophy should tackle more the difficulties concerning the graduates' employability. Taking into consideration the SER, the documentation provided, and the only visit, the Panel recommends the following:



Standard	Compliance Level
Mission, objectives and administration	Substantially compliant
Quality management	Substantially compliant
Academic Staff	Substantially compliant
Educational Process Content	Substantially compliant
Students	Substantially compliant
Research	Substantially compliant
Infrastructure and resources	Fully compliant

The Panel assesses the overall compliance is at the level of Substantially Compliant. Nevertheless, we consider that the following recommendations should be taken into consideration, as mentioned above:

- The mission of the program should be defined concisely and clearly.
- The program should contain a concise vision defining its goals in the future.
- The program should contain well defined KPIs.
- Learning outcomes should be defined according to the Revised Bloom's Taxonomy with clear progress in the complexity of learning outcomes from the first to the sixth semester. The sum of learning outcomes of all courses should match the final learning outcomes of the whole program.
- Both the didactic and the research concept should be defined more precisely and less general. It should be made clear what methods will be used to achieve student-centred learning and learning-through-research.
- It would be necessary to acquire as soon as possible software for plagiarism detection, especially because of the growing use of internet by students.
- Even though the Department of History has a well-trained academic staff, it is essential to extend the number of teachers to lower the ratio to the total number of students. Also, this could be one of the most critical factors to enhance the student-centred learning approach adopted at the Department of History from the University of Prishtina.
- Further support should be offered to the academic staff to acquire additional professional development of teaching staff. As part of the 'internalisation at home' process, it is worth mentioning that more visiting stages abroad should be made. Co-financing from the University of Prishtina should increase when speaking about projects such as Erasmus+ or Fulbright.
- Benchmarking should be applied to develop and improve further learning strategies.



- Academic staff and students should achieve the necessary capabilities to use the ICT infrastructure in their field of study using proper software in this regard.
- The Department of History should adopt techniques such as Revised Bloom's Taxonomy to improve the quality of monitoring and measuring educational outcomes.
- Soft skills should be developed through distinct as there is a general lack of courses to provide them. We encourage the Department of History to permit the students to take supplementary courses from other faculties in this sense.
- The employability of the graduates should be surveyed and analysed to improve and adapt the curriculum to some particularities of the labour market.
- The Department of History should consider introducing a subject dedicated to Academic Writing and cut at least one subject dedicated to Diplomacy.
- As the academic staff fails to facilitate specific software that the students could use, such as Zotero, Mendeley or Tableau (the list is not extensive), we urge to introduce a dedicated discipline for ICT competencies in connection to humanities.
- Benchmarking with similar study programs (from the best universities in EHEA) should be realised to continuously improve the study program.
- Syllabi should state more clearly that the bibliography is recommended, and only several books or papers are compulsory.
- As the Faculty of Philosophy considers introducing a second foreign language parallel with the Albanian language, we suggest improving how English is learned qualitatively and quantitatively.
- The internships should be the subject of a daily monitorisation in the placement period. Also, the internship place in the program overview should be added. The Department of History should officialise the informal agreements with the internship places providers.
- Operationalization of the concept of gender justice and the promotion of equal opportunities for students in unique situations should also apply to categories such as persons with disabilities. Several specific measures such as adaptative learning strategies or proper infrastructure to increase the accessibility of the building should be achieved.
- In order to embrace an entirely student-centred learning process, it is essential to have an adequate student-academic staff ratio when speaking about seminar groups. We strongly support at least two study groups for all three years of BA degree.
- The Faculty of Philosophy should build up a system to monitor and coordinate student workload across courses.



- Annual progress rates should be precisely monitored as an analysis of the dropout rates and student categories that encountered difficulties should be done on a yearly basis.

Apart from the recommendations listed in previous chapters, the panel also recommends that:

- Further steps should be made in order to enhance internationalisation of both research and teaching. The Archaeology School is an example of good practice in this respect.
- Gender ratio among teachers should be changed by employing more female staff.
- The possibility should be reconsidered to start an MA program in medieval history and/or history of Antiquity, according to the opinion expressed by students during our visit. They would also like to have more classes dealing with gender, anticolonialism, anthropology, genocide – to mention just some of the topics revealed by students during our visit.
- Following recommendations by employers, introducing an elective course in Serbian should be considered. It would substantially enhance employability and skills acquired by students for the work in archives, libraries and museums because of the large quantity of sources for the history of Kosovo written in Serbian and in Cyrillic. Employers also believe that teaching should be more problem oriented and learning outcomes should contain coordination skills and knowledge about the functioning of institutions like archives, museums or libraries. They suggested better organised internship and cooperation between teachers and employers in evaluating student performance.

In conclusion, the Expert Team considers that the Bachelor of Science in History study programme offered by the University of Prishtina is **Substantially compliant** with the standards included in the KAA Accreditation Manual and, therefore, recommends reaccrediting the above study programme for **five years** with **100 students** to be enrolled on the programme.



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Agjencia e Kosovës për Akreditim
Agencija Kosova za Akreditaciju
Kosovo Accreditation Agency

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08.03.2022

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08.03.2022