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Kosovo Accreditation Agency



UNIVERSITETI “FEHMI AGANI” IN GJAKOVA

PROGRAMME MASTER IN MATHEMATICS EDUCATION

REPORT OF THE EXPERT TEAM

FINAL REPORT

Gjakova, February 17, 2025

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INTRODUCTION

Sources of information for the Report:

- SER
- Anexes
- KAA Accreditation Manual

Criteria used for institutional and program evaluations

Standards & performance indicators for external evaluation according to the Accreditation Manual of KAA

Site visit schedule

Programme Accreditation Procedure at University “Fehmi Agani” Gjakovë	
Programmes:	Primary Education, BA (Re-accreditation) Mathematics Education, MA (Accreditation)
Site visit on:	04 February, 2025
Expert Team (hybrid):	Melita Kovacevic Miklos Hoffmann Elisa Knief
Coordinators of the KAA:	Naim Gashi, General Director of KAA Shpresa Shala, Senior Officer at KAA

Time	Meeting	Participants
09:00 – 09:50	Meeting with the management of the faculty where the programme is integrated	Ilmi Hoxha Edita Haxhijaha Ruzhdi Kadrija Mimoza Kurshumlia
09:55 – 10:40	Meeting with quality assurance representatives and administrative staff	Emirëjeta Kumnova Nita Pruthi Elinda Pruthi Mentore Zejnullahu Abedin Sadrija Bujar Nura Rina Xhiha
10:45 – 11:45	Meeting with the program holders of the study programme Primary Education, BA	Zamira Gashi Shatri Venera Vala Këndusi Edita Haxhijaha Ruzhdi Kadrija

11:50-12:40	Meeting with the program holders of the study programme Mathematics Education, MA	Melinda Mula
12:45 – 13:45	Lunch break	
13:50- 14:35	Visiting facilities	
14:40- 15:25	Meeting with teaching staff (mixed of both programmes)	Laura Naka Sindorela Doli Kryeziu Behxhet Gaxhiqi Lulzim Zeneli Zeqir Hashani Valbona Berisha Shpresa Tolaj Gjonbalaj Vllaznim Mula
15:30- 16:15	Meeting with students	Vlera Morina Albina Rragomaj Yllka Berisha Eliona Kastrati Ardita Thaqi Florentina Marashi Erijona Krasniqi Ema Rudi Driada Blakaj Alisa Podrimçaku Zyhra Sylaj
16:20- 17:05	Meeting with graduates	Sihana Kryeziu Vlorë Rudaj Elzona Halilaj Elona Dodaj Elona Hajdari Rina Muhaxheri Nora Emra Albanita Zeneli Aurela Berisha
17:10-17:55	Meeting with employers of graduates and external stakeholders	Pleurat Rudi- <i>principal in SHFMU “Zekeria Rexha” in Gjakova</i> Vepore Shehu - <i>NGP Medica Kosova</i> Zymber Berisha DKA (<i>Educational Municipality Directorate</i>) in Gjakova Naser Gega - DKA (<i>Educational Municipality Directorate</i>) in Peja Valma Kamisha - <i>Principal of primary school (SHF) “Kelmend Rizvanolli” in Gjakova</i> Berat Bejtullahu - <i>Principal in SHFMU “Yll Morina” in Gjakova</i> Yllka Juniku - <i>principal of Gimnasium “Hajdar Dushi” (high school) in Gjakova</i> Fatos Axhemi - <i>Jakova Innovation Center Gjakova, director of the center</i> Mimoza Shala-Dajja <i>Pincipal school “Mehmet Akifi” Gjakova</i>

		Arianit Krypa - <i>Prime Academy manager</i>
18:00-18:10	Internal meeting of KAA staff and experts	
18:10-18:20	Closing meeting with the management of the faculty and program	Ilmi Hoxha Edita Haxhijaha Ruzhdi Kadrija Mimoza Kurshumlia Zamira Gashi Shatri Venera Vala Këndusi Melinda Mula

A brief overview of the programme under evaluation

Fehmi Agani University in Gjakova is a higher education institution of regional importance. It has a total of five faculties, one of which is the Faculty of Education, which offers programmes in pre-school and primary education. The Faculty intends to offer additional programmes and at the Master's level. One of these new programmes is a Master in Mathematics Education.

PROGRAMME EVALUATION

The programme evaluation consists of 7 standard areas through which the programme is evaluated.

1. MISSION, OBJECTIVES AND ADMINISTRATION

Standard 1.1 The study program is in line with the higher education institution's mission and strategic goals, needs of society and it is publicly available. (ESG 1.1)

Both the University and the Faculty have defined their mission and strategic goals, and the proposed new educational programme is in line with these. According to the SER, UFAG's mission is "to create knowledge through contemporary teaching and research methods, fostering student enthusiasm and promoting academic integrity". The university has undertaken a number of activities, based on its regulations and decisions, to implement its mission and vision. At the system level, management and monitoring of the teaching process and activities have been established. This has also been brought down to the faculty level. According to the institutional strategic planning, programmes have been offered at bachelor and master level.

Standard 1.2 The study program Is subject to policies and procedures on academic integrity and freedom that prevent all types of unethical behaviour. The documents are publicly available, and staff and students are informed thereof. (ESG 1.1)

The Faculty, as a university unit, follows and implements in its daily routine various mechanisms and tools developed to prevent plagiarism and academic/research misconduct. There is a Code of Ethics which defines standards of ethical and professional behaviour. Academic integrity is emphasised through various faculty and programme activities and is addressed to both academic staff and students. The University Senate has also established an

Ethics Council, which is responsible for promoting the principles of ethical behaviour among students and for implementing the Code of Ethics in the necessary contexts. All documents and information related to the Ethics Council are publicly available. Students are also well informed.

Standard 1.3 Relevant information is collected, analysed and used to ensure the effective management of the study program and other relevant activities and such information is publicly available. (ESG 1.7)

The Faculty of Education regularly monitors and periodically reviews all its programmes. This process involves various members of staff, both administrative and teaching. Programmes are reviewed annually, and various indicators are analysed, including the expected and achieved results, course syllabi, the content of course descriptions, the content of teaching activities, and so on. All these activities are used to improve the existing programmes, but also to plan changes, according to SER. However, it is not clear and fully transparent where this information is shared, it is not publicly available and it is not clear what actually happens once the information is collected and analysed.

Standard 1.4 The delivery of the study program is supported by appropriate and sufficient administrative support to achieve its goals in teaching, learning, research, and community service. (ESG 1.6)

The Faculty of Education has a modest but probably sufficient administrative staff, given the size of the Faculty, covering various areas of management and student support. There is a student services officer, a student records officer, a legal officer, a dean's assistant, a placement officer, a learning coordinator and a librarian. There are additional staff that are shared by all the faculties, such as IT officers or financial officers.

Standard 1.5 The recommendations for quality improvement of the study program from previous internal and external quality assurance procedures are implemented. (ESG 1.10)

This is not applicable since the programme is for the first time in accreditation process.

ET recommendations:

1. *To ensure that the management of the programmes is effective and efficient, the information collected, the analysis carried out and the changes implemented are publicly available.*

QUALITY MANAGEMENT

Standard 2.1 The study program delivery is subject to an established and functional internal quality assurance system, in which all relevant stakeholders are included. (ESG 1.1)

The Faculty has established all relevant procedures, documents and regulations for the implementation of internal quality assurance. Each academic unit has its own Quality Assurance Committee, there is a coordinator, while at the institutional level there is a Central Quality Assurance Committee.

The staff responsible for quality is made up of representatives of the academic staff, administrative staff from the Central QA Office, a representative from the Office of Academic Affairs and a student representative. There is also a responsible Vice-Rector at university level. Documents are publicly available.

The monitoring of programmes is carried out on an ongoing basis and is analysed and updated annually.

Standard 2.2 The study program is subject to a process of design and approval established by the HEI. (ESG 1.2)

Study programmes are developed according to the institutional mission and strategic objectives. It has well-defined procedures for approving new programmes, and various internal and external stakeholders are involved in this process. The Advisory Board, a body of external stakeholders, plays a specific and important role before a new programme is proposed. Once the programme is approved and accredited, it is monitored within the institutional system of internal quality.

Standard 2.3 The study program is periodically monitored and reviewed to ensure its objectives are achieved. The monitoring of the study program involves stakeholder participation. (ESG 1.9)

All stakeholders involved directly or indirectly in the implementation of the programme also contribute to the process of monitoring and reviewing the programme. This process is ongoing and the data collected is analysed on an annual basis. Faculties and/or individual units conduct surveys and collect additional information from employers and students. The information they collect is used to make changes to the programme where necessary.

Standard 2.4 All relevant information about the study program is clear, accurate, objective, up-to-date and is publicly available. (ESG 1.8)

The majority of documents, policies and regulations are publicly available on the institutional website, but there is still some information that is not accessible. When it comes to the results of some surveys, especially student evaluations, or some statistical data and figures that speak about the efficiency and functioning of the Faculty are not accessible. According to the SER, the Faculty carries out a number of surveys and conducts questionnaires among students,

employers and mentors, but the results and outcomes of these activities are not publicly available.

ET recommendations:

- 1. Additional efforts should be done in order to update all the information relevant for the study programmes and to make them publicly available*

3. ACADEMIC STAFF

Standard 3.1 The study program delivery is supported by teaching staff who are recruited in line with national legislation, and internal regulations in effect, and it is based on objective and transparent procedure. (ESG 1.5)

UFAGj has a clear process for recruiting academic staff, and this is fully in line with the Law on Higher Education in the Republic of Kosovo No. 04/L-037, Law No. 03/L-212 of Work, and the internal regulations in force at UFAGj. In addition to these legal acts in force, the employment of academic staff is carried out according to the Statute of UFAGj, the Administrative Guidelines and Regulations of the Ministry of Education, Science, Technology, and Innovation, the Regulations of the Kosovo Accreditation Agency, the Regulation for the selection procedures regarding appointment, reappointment and promotion of academic staff at UFAGj.

While all of this are well considered in case of full-time staff members, it should be noted that during the on-site visit the ET observed that some part-time staff members are included in the SER without official employment contract, based only on future, personal plans of the professors. This is not fully in line with the regulations mentioned above.

Standard 3.2 The study program is supported by sufficient permanent academic staff who are adequately qualified to deliver the study program. (ESG 1.5)

The study program is conducted by the Faculty of Education of the university. The Faculty has a necessary number of full-time qualified staff members in the field of education in general, but lacks a convincing number and expertise of staff members in the specific field of the study program, that is in mathematical education and methodology. Due to the very nature of the study program, where mathematics and its methodological aspects play crucial role, it is important that – beside the general educational content – every aspect of this specific field is sufficiently covered by the staff members. However, the list and cv-s of staff members in the SER (Table 12, p.43) show that only 3 members have some background in mathematics and its methodology, and the engagement of one of them (Valbona Berisha) is insufficiently documented, since she is a full-time staff member of University of Prishtina, and her part-time job is not convincingly recorded in the official files. Therefore even the technical, numerical fulfillment of the requirements is doubtful.

Moreover, from the other two staff members in question, Ilmi Hoxha has no visible research activity in the methodology of mathematics and its education, since he has journal publications only in pure algebra (and has no publication at all since 2022). During the on-site visit of the ET no convincing plan to overcome these shortcomings is presented. As a consequence, the staff members only partially possess the necessary expertise for this study program.

Standard 3.3 The study program is supported by teaching staff who are subject to advancement and reappointment based on objective and transparent procedures which include the evaluation of excellence. The advancement of staff arises from the higher education institution's strategic goals and is in line with the legislation and internal regulations in effect. (ESG 1.5)

The teacher advancement procedures engaged in the study program are transparent and well defined. However, after reaching the level of associate professorship there is little motivation to make further efforts in terms of research activities. The university tries to encourage the academic staff to follow a more active and regular publication practice, but the financial support and the publication awards are well functioning only in those cases, where the staff members already possess the required research attitude. For academic staff with limited or no yearly activity in scientific research, these interventions are seemingly not sufficient. An action plan for a more comprehensive academic development is a must here. The results of the QA feedback are taken into account in the advancement and re-appointment of teaching staff, but staff members with no or minimal research activity can still have a relatively good performance result, therefore this is not fully motivating.

Standard 3.4 The academic staff engaged in the delivery of the study program is entitled to institutional support for professional development. (ESG 1.5)

As it was clear from the SER, and also confirmed by the discussions during the on-site visit, UFAGJ has a dedicated support for academic staff declared in the Academic Development Plan, which outlines three strategic objectives in this regard. The educational and didactic development and advancement of academic staff is well supported by the various trainings provided by the Didactic Center for Teaching Excellence (DCTE), and this process is well functioning. UFAGj has established a clear evaluation system conducted by the Quality Office, whose analysis helps detecting the staff's developmental requirements, and after identifying these needs, they are offering various trainings.

Standard 3.5 External associates who teach at the study program have adequate qualifications and work experience for the delivery of the study program and achievement of the intended learning outcomes. (ESG1.5)

The involvement of external associates into the delivery of the study program is insufficient. It is positive that UFAGj established a general framework of the involvement of external collaborators, with training sessions organized at the beginning of the academic year to ensure they are well-prepared for the teaching process, and with introducing them to the regulations

and practices in higher education, ECTS credits, learning outcomes, teaching methods, and assessment techniques.

However, this framework is not filled with content. The involvement of in-practice teachers or external experts in mathematical education to the delivery of the study program is not fully established. Moreover, it is not clear from the SER what kind of the specific steps the Faculty intends to make in order to increase the level of involvement of external stakeholders.

ET recommendations:

- 1. The mathematical and methodological aspects of mathematics education must be thoroughly covered by teaching staff with clear and solid expertise in this specific field*
- 2. Potential part-time staff members must be contracted or their clear engagement must be declared in an official way before the submission of the accreditation.*
- 3. External associates must be involved in the delivery of the study program in a more comprehensive way.*

4. EDUCATIONAL PROCESS CONTENT

Standard 4.1 The study program intended learning outcomes are formulated clearly, precisely, and comprehensively according to the best practices; they are aligned with the published institution's/academic unit's mission and strategic goals and are publicly available. (ESG 1.2)

The expected learning outcomes of the study program are provided in two different sections of the SER (pp.19-20 and pp. 56-59), and the two lists are not fully consistent, which is a drawback. Moreover, as it is stated in p.4 of the SER, the managerial policies of the university are oriented towards a profiled institution “focused on the humanities and medical sciences”. Although the alignment of learning outcomes with the strategic goals are extensively discussed, the strategic policy mentioned above could have been better adjusted to the aim of establishing a mathematics teacher program, where some of the learning outcomes are quite far from the declared profile. The intended learning outcomes (and the study program itself) are said to be similar to the local study program of University of Pristina and to the University College London (mistakenly called “London’s Global University” in the SER, which is just a promotional phrase). However, this similarity is not well justified – both programs are relatively far from the present study program, moreover the one offered by University of Pristina is a 2-year program, therefore this comparison is not fully adequate.

Standard 4.2 The study program intended learning outcomes comply with the National Qualification Framework and the European Qualifications Framework level descriptors. (ESG1.2)

It is well assured that the intended learning outcomes of the study program overall comply with the National Qualifications Framework and the descriptors of the European Qualifications Framework (EQF) belong to this level of study. The program and curriculum are adequately structured with the classification of learning outcomes to three components: knowledge, skills, and competencies and these outcomes are in line with the level and profile of qualification gained by the students.

Standard 4.3 The content and structure of the curriculum is coherent and enable the students to achieve the intended learning outcomes and to progress smoothly through their studies. (ESG 1.2)

Although the structure of the curriculum contains valuable parts and concepts, such as the overall logical flow of the studies and the inclusion of useful methodological courses, there are also serious shortcomings in the curriculum. Despite the table presented in SER, it is not clear what is the order of students' progression through the program courses in order to ensure that the learning outcomes of previously successfully passed courses are sufficient to meet the prerequisites of the next courses in the curriculum. In general, the prerequisites of the individual courses are not given, these are defined only at semester level, which is not fully adequate. Moreover, important disciplinary aspects of teaching of mathematics are missing from the curriculum. While Algebra and Geometry and their teaching methodology appear in the courses, other important core disciplines of mathematics, such as Analysis (functions) and Probability and their teaching practice are missing, which makes the entire curriculum less comprehensive. Overall, it is not fully justified, that the learning outcomes can fully be obtained by this curriculum.

Standard 4.4 If the study program leads to degrees in regulated professions, it is aligned with the EU Directives and national and international professional associations. (ESG 1.2)

It is clear from the SER and from the on-site visit, that the study program has been designed taking into account the opinions and recommendations of the Advisory Board for Entrepreneurship. However, these recommendations are not well specified, and beside the general needs of mathematics teachers, it is not clear what type of recommendations has been gained from these meetings. Although the teaching profession can be fairly country-specific, it might have been advantageous to consider some international recommendations as well, for example the NCTM 2020 Standards for Mathematics Teacher Preparation.

Standard 4.5 The intended learning outcomes of the student practise period are clearly specified, and effective processes are followed to ensure that learning outcomes and the strategies to develop that learning are understood by students (if applicable). (ESG 1.2)

The student practice period in the field of education is well regulated in general, including a mentoring system. However, it is not assured that the overall amount of field work provided in this study program will ensure the achievement of related specific learning outcomes. As it is stated in SER, and confirmed during the on-site visit, the program under evaluation has planned the course in the first semester titled: "Methodology of Teaching Mathematics," which assigns the student 3 hours of lectures and 2 hours of exercises per week. In the exercises, practical work is conducted for 7 weeks. This means that overall maximum 14 school lessons can be visited in this semester. In the second semester it is even less, since, the practical work is conducted as part of the course: "Assessment in Education," which assigns the student 2 hours of lectures, within which practical work is included as a reflection process. Comparing it to international practice, but also comparing it to other educational study programs of the university, this amount of field work seems insufficient.

Standard 4.6 The study program is delivered through student-centred teaching and learning. (ESG 1.3)

It is very well-thought-out, that the study program has a concept that focuses on the simultaneous development of students' general pedagogical competencies and specific methodological aspects. The achievement of outcomes in the learning process is well planned. The concept of the study program overall adequately integrates teaching methods and techniques that include active, collaborative, and student-oriented learning, ensuring full student involvement in the learning process.

Standard 4.7 The evaluation and assessment used in the study program are objective and consistent and ensures that intended learning outcomes are achieved. (ESG 1.3)

The syllabi of the study program sufficiently describe the relation between the overall intended learning outcomes and the contribution made by each individual course to achieve those learning outcomes. That said, this correspondence is not given in a well classified manner, separately for knowledge, skills and competences. The assessment criteria and methods are well defined, as well as grading criteria for the study program, and these are publicly available for all students in advance. This is in line with the regulations.

Standard 4.8 Learning outcomes are evaluated in terms of student workload and expressed in ECTS. (ECTS 1.2)

The workload is adequately calculated for each course and credits are assigned to all learning activities that lead to the program learning outcomes. The crediting system is proportional to the workload in each phase of the study program, and this is adequately evaluated throughout the studies of the students.

ET recommendations:

1. *The strategic policy of the university/faculty could have been better adjusted to the aim of establishing a mathematics teacher program*
2. *There are serious disciplinary shortcomings in the curriculum, mostly in the teaching methodology of core disciplines of Mathematics other than Algebra and Geometry. This should be included into the curriculum.*
3. *Prerequisites should be defined on a course level basis.*
4. *The student practice period (field work in schools) must be significantly extended.*
5. *It might have been advantageous to consider some international recommendations when adjusting the curriculum.*

5. STUDENTS**Standard 5.1 Clear admission policies, including requirements, criteria and processes for the study program are clearly defined and are publicly available. (ESG 1.4)**

While the SER highlights that study period recognition is integrated into the academic framework to facilitate student progression, it lacks sufficient detail and supporting evidence on how these procedures are implemented. Strengthening transparency in this area could enhance clarity for prospective and current students.

The admission process at UFAGj is structured around international conventions and national regulations, as outlined in the university's Statute. While general admission criteria are publicly available on the university's website and social media platforms, specific details for international applicants are not explicitly provided. For undergraduate programs, applicants must hold a high school diploma, while those applying for a master's program must have completed a bachelor's degree with 240 ECTS credits. In particular, the Master's program in Mathematics Education ensures that admitted students possess the necessary academic foundation by requiring a minimum entrance exam score of 40%. However, students from non-majority communities—such as Preshevo, Bujanovac, Medvegja, Albania, North Macedonia, and Montenegro—are granted admission with a slightly lower threshold of 30%. UFAGj

upholds an anti-discrimination policy aimed at ensuring equal opportunities for all students. As part of this commitment, candidates with certified special needs receive additional bonus points in the admission process. Furthermore, the Faculty of Education organizes an annual admissions competition, allocating 12% of available seats to students from non-majority communities, with 5% specifically reserved for applicants from the aforementioned regions.

Standard 5.2 Student progression data for the study program are regularly collected and analyzed. Appropriate actions are taken to ensure the student's completion of the study program. (ESG 1.4)

The HEI has a structured system for monitoring student progress and providing individualized support through three key stages: student assessment, individual reports, and assistance from the academic development office. Emphasizing the importance of teacher-student communication, the institution integrates feedback as a fundamental aspect of its educational philosophy. Student progress data is systematically collected through reports from the student services office, the academic development office, instructors, and the University Management System (SMU).

Additionally, the HEI tracks student completion rates for each cohort, ensuring continuous evaluation of academic performance. This information is regularly communicated to the Dean, Vice Dean, and program leaders, while all reports are made accessible through the official website and the University Management System. The HEI also ensures transparency by publishing a detailed description of the Master's study program on its website, including the program's mission and objectives. Furthermore, it has a well-defined procedure for study transfers at the beginning of each academic year or semester, with credit transfer policies clearly outlined and communicated to students.

Standard 5.3 The study program ensures appropriate conditions and support for outgoing and incoming students (national and international students). (ESG 1.4)

The HEI informs students about international mobility programs through various channels, including information sessions, emails, flyers, and the UFAGj website, with the Office for International Cooperation playing a central role in disseminating this information. According to the SER, students receive guidance and support from this office, particularly regarding application procedures. Interviews with students highlighted collaborations with Zurich University and a mobility program in Albania, while mobility data indicates consistent and strong participation over the years. The university has established regulations for recognizing ECTS credits, with clearly defined procedures for transferring and acknowledging credits

earned through international mobility programs. These procedures adhere to standard protocols, and detailed information is readily accessible.

Additionally, UFAGj's website is available in English, ensuring that all application procedures and requirements are accessible to international applicants. However, there is no clear evidence of structured initiatives or programs specifically designed to attract international students. The only reference to international student enrollment is that courses may be conducted in English if foreign students are admitted. While the university states that it is working to attract international students by offering advisory assistance, a suitable study environment, and information on living arrangements and community integration, it does not appear to have a concrete international recruitment strategy. Instead, its primary focus remains on promoting outgoing student mobility.

The HEI offers foreign language courses for international students and provides a limited selection of courses in English, which are publicly listed in the subject catalog. Furthermore, the HEI requires students to submit a report at the end of the academic year, which is reviewed by the institution, with appropriate measures implemented by the International Office. However, neither the website nor the SER provides detailed information on the process of collecting, analyzing, and addressing this feedback. While the SER includes mobility-related data for academic staff, students, and administrative personnel, this information is not published on the university's website. Making student mobility data publicly available would enhance transparency and allow prospective students to assess the university's level of global engagement.

Standard 5.4 The study program delivery is ensured through adequate resources for student support. The needs of a diverse student population (part-time students, mature students, students from abroad, students from under-represented and vulnerable groups, students with learning difficulties and disabilities, etc.) are taken into account. (ESG 1.6)

The SER indicates that the university employs a sufficient number of staff to support students, with clearly defined roles, including academic counseling and student services officers. New students receive information packages during an initial meeting with faculty staff, which include all necessary documents, such as study regulations. Additionally, the university's website provides details on study regulations, tuition fees, and scholarship opportunities, ensuring transparency and accessibility. Students enrolled in the program benefit from multiple support structures.

The Career Development Office offers training focused on skill development and provides information on career opportunities. Furthermore, the Didactic Center for Excellence in Teaching (DCET) selects student tutors to assist their peers with academic matters, fostering a collaborative learning environment. The student complaint procedures are well-defined and

transparent. Information on these processes is available through the university's website, electronic platforms, open days, and the Student Handbook. Moreover, students can submit complaints through designated complaint boxes located within the faculty. Beyond academic support, the university offers a variety of extracurricular activities, as outlined in the SER. Students are informed about these opportunities through multiple channels, including the Student Parliament, Student Council, academic staff, the university's website, and social media platforms.

ET recommendations:

- 1. Enhance the clarity and accessibility of information on the university's website by publishing international mobility opportunities and providing comprehensive data on student participation in international mobility programs over the past five years. Currently, this information is available in the SER for academic staff, students, and administrative personnel but should also be publicly accessible to help prospective students assess the university's global engagement.*
- 2. Explore ways to publish program-specific admission criteria for international students, and include details on additional assessments and required documentation.*
- 3. Explore ways to define and publish procedures for assessing prior knowledge and competencies, giving examples of assessment criteria.*
- 4. Strengthen both outgoing and, in particular, incoming student mobility by developing a structured pathway to attract international students.*
- 5. Increase the international dimension of the program by fostering greater collaboration with global institutions and expanding participation in international conferences. These initiatives will better equip students for success in a globalized environment.*

6. RESEARCH

Standard 6.1. The study program aligns with the institution's/academic unit's mission and the research strategic goals.

UFAGj has its clear strategic goals in terms of research activities, and the study program is designed in line with these goals to provide valuable experiences for students in educational research, promoting academic integrity, freedom of expression and critical thinking, and the scholarly development. These are well integrated into the curriculum, therefore the study program adequately supports the university's strategic academic values, including transparency, accountability and non-discrimination.

Standard 6.2. The academic staff engaged in the study program is committed and supported to achieve high-quality research work and/or professional activity.

It is very positive that the university recently established a research support system, including financial aspects. Rewarding high quality research activities is a basis for improving the productivity of the academic staff in this regard, fully in line with the university 2021-2025 strategic objectives. Publication in indexed international journals and participation in scientific conferences are well supported by the university, and the positive effect of this supportive system is already visible in the tables of publications.

That said, the publication activity of the academic staff involved in this specific study program is of varying quality and intensity, especially in the mathematical and methodological fields. Some of these staff members publish their work in high-quality scientific or professional publications, while others have not published scientific papers for years. In the future, this latter group must be encouraged to be engaged in scientific activity, either by further supportive actions, or by more severe consequences of insufficient level of research.

Standard 6.3 The academic staff engaged in the delivery of the study program is encouraged to participate in different aspects of cooperation with national and international partners.

The university has an organizational background to support project based national and international cooperation, and the faculty staff members indeed participate in such projects. That said, the Table in p.82 of the SER shows a relatively limited number of this kind a projects, and the university must make further steps towards a more effective internationalization, including joint research and knowledge transfer through outgoing as well as incoming staff and student mobility.

Standard 6.4 The teaching staff engaged in the study program has a proven record of research results on the same topics as their teaching activity.

Although it holds that academic staff engaged in the study program are encouraged to include the results of their research in their everyday teaching practice, due to the varying level of research activities, only part of the teaching staff can include their scholarly activities relevant to the courses they teach. Some professors have seemingly no research activity in the given field they intend to teach in this specific study program, which particularly holds for the mathematical and methodical courses. This is a serious drawback.

ET recommendations:

1. *Research activity must be boosted in the group of academic staff with low-level or no recent publication record.*
2. *Teaching staff must conduct research closely related to the field of courses they intend to teach. This particularly holds for mathematical and methodical courses.*

7. INFRASTRUCTURE AND RESOURCES**Standard 7.1. The HEI ensures adequate premises and equipment for performing education processes and research. ESG (1.6)**

According to Tables 16 and 17 of the SER, UFAGj has appropriate premises suitable for conducting teaching and research activities in general. This was approved by the on-site visit of the ET. However, regarding this specific study program, the equipment related to the teaching of mathematics is not satisfying. The faculty mostly provides facilities for pre-school and primary school teaching practices, and much less to secondary school teaching practices, which is one of the main fields of this study programme. Maths games, logical games for K9-12 are almost completely missing, but also classrooms dedicated to upper secondary school education. This must be compensated first for the methodical courses and practices. Further on, premises and equipment are only partially adjusted to students for special needs (for example only the ground floor is fully accessible).

Standard 7.2 The HEI ensures adequate library resources for study program. (ESG 1.6)

The small library is adequately equipped with reading rooms for individual work, spaces for group work and its own book stock according to the courses included in the study program. The variety of books in the field of teaching methodology of mathematics in secondary school is somewhat limited. Students and research staff have access to various research databases, including EBSCO and ACM Digital Library. Note, that Z-library is also listed in the SER, but its legal status is doubtful, therefore its use is not recommended.

Standard 7.3 The study program is appropriately funded to deliver its intended educational activities and research. (ESG 1.6)

Although the financial background of the university is seemingly stable, the SER does not provide study programme specific calculations at all. This is especially problematic because this study programme requires further academic staff, and its financial background is not fully explained. That said, the financial status of the faculty seems to be stable.

ET recommendations:

1. *There is a lack of equipment for methodical courses and teaching practices targeting upper secondary school level.*
2. *The adjustment of premises for students with special needs must be extended.*

Final recommendation of the Expert Team:

Standard	Compliance level
1. Mission, objectives and administration	Substantially Compliant
2. Quality management	Substantially Compliant
3. Academic staff *Mandatory	Not Compliant
4. Educational process content	Partially Compliant
5. Students	Substantially Compliant
6. Research	Partially Compliant
7. Infrastructure and resources *Mandatory	Partially Compliant
Overall compliance	Not Compliant

Final recommendation of the ET:

According to the KAA Accreditation manual, in order to be granted a positive decision for program re/accreditation, every education provider has to demonstrate at least a **substantial compliance** level in the overall judgment. Therefore, failure in meeting at least an overall substantial compliance level entails delaying, withdrawing, suspending or denying accreditation.

The ET concludes that the MA Mathematics Education degree offered for accreditation is evaluated as **non-compliant**.

In conclusion, in line with the Manual requirements, the Expert Team recommends **not to accredit** the program *Master in Mathematics Education*.

Expert Team

Chair



Melita Kovacevic

24 February, 2025

(Signature)

(Print Name)

(Date)

Member



Hoffmann Miklos

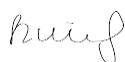
24 February, 2025

(Signature)

(Print Name)

(Date)

Member



Elisa Knief

24 February, 2025

(Signature)

(Print Name)

(Date)