



UNIVERSITETI “FEHMI AGANI” IN GJAKOVA

PROGRAMME

Teaching Children's Literature, MA

Accreditation

REPORT OF THE EXPERT TEAM

FINAL REPORT

Gjakova, February 24, 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:	Teaching English as a Foreign Language, MA (Accreditation) Teaching Children's Literature, MA (Accreditation)
Site visit on:	05 February, 2025
Expert Team:	Melita Kovacevic Tanja Gradecak Elisa Knief
Coordinators of the KAA:	Naim Gashi, General Director of KAA Arianit Krasniqi Shpresa Shala, Senior Officer at KAA

Site Visit Programme

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 Arianit Kupa Qendresa Bardhoshi
10:45 – 11:45	Meeting with the program holders of the study programme: Teaching English as a Foreign Language, MA	Laura Naka
11:50-12:40	Meeting with the program holders of the study programme: Teaching Children's Literature, MA	Nexhmije Kastrati
12:45 – 13:45	Lunch break	
13:45- 14:30	Visiting facilities	
14:35- 15:20	Meeting with teaching staff (mixed of both programmes)	Venera Vala-Këndusi Elsa Vula Labinot Berisha Melinda Mula Agon Kokaj Shyhrete Morina Sindorela Doli Kryeziu Behxhet Gaxhiqi
15:25- 16:10	Meeting with students (mixed of both programmes)	
16:15- 17:00	Meeting with employers of graduates and external stakeholders (mixed of both programmes)	Pleurat Rudi- <i>principal in SHFMU “Zekeria Rexha” in Gjakova</i> Vepror Shehu - <i>NGP Medica Kosova</i> Zymer 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-Daija <i>Principal school “Mehmet Akifi” Gjakova</i> Arianit Krypa - <i>Prime Academy manager</i>

17:00-17:10	Internal meeting of KAA staff and experts	
17:10-17:20	Closing meeting with the management of the faculty and program	Ilmi Hoxha Edita Haxhijaha Ruzhdi Kadrija Mimoza Kurshumlia Laura Naka Nexhmije Kastrati

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 Teaching Children's literature. The proposed programme is one year programme with 60 ECTS.

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*

2. ACADEMIC STAFF

As indicated in the SER, the Master's study program in Teaching Children Literature, in addition to the regular academic staff from the Faculty of Education, the academic staff involved as course leaders also include members from the Faculty of Philology at UFAGj, all of whom are on regular contracts at the University "Fehmi Agani" in Gjakova.

The majority of staff members planned for teaching are full time employed in the Faculty of Education and have qualifications in the field of education. Whereas this allows for the educational/pedagogical elements to be well covered, it does not sufficiently address the specificities of this highly sensitive field of teacher training, namely, children literature and production of literature for children, which includes highly creative process and visual and multimodal activities.

It is the understanding of the ET that the program is intended to be developed gradually as more input in the field is provided, but it was established during the visit that many staff members do not have proficient levels of expertise, aside from the Project Holder, to be able to competently deliver the program.

There might be the option to have some elements of teaching innovations in methodologies of teaching applied in some courses, but the currently designed program does not explicitly indicate this at several points that would otherwise make it possible.

Whereas the ET was told of the efforts teachers make for continuous professional development, it was indicated during the visit that those staff members who also have children literature teaching competence do not have any experience of teaching it at master's level and no training or development has been organised to mitigate this lack of experience.

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)

In the Master's study program in Teaching Children's Literature in addition to the regular academic staff from the Faculty of Education, the academic staff involved as course leaders also include members from the Faculty of Philology at UFAGj, all of whom are on regular contracts at the University "Fehmi Agani" in Gjakova.

In the program under evaluation, 6-course leaders are from the Faculty of Education, while 3-course leaders are from the Faculty of Philology at UFAGj, all of whom are regular academic staff at UFAGj. Consequently, for the evaluated program, full-time teachers make up more than 50% of the academic staff covering the study program (all teachers are regular staff at UFAGJ), which is following Article 26, point 5.3.3 of Administrative Instruction No. 15/2018 for the Accreditation of Higher Education Institutions in the Republic of Kosovo.

The study program is supported by the academic staff employed by 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 at the "Fehmi Agani" University in Gjakova is carried out according to the Statute of UFAGj; Administrative

Guidelines and Regulations of the Ministry of Education, Science, Technology, and Innovation; Regulations of the Kosovo Accreditation Agency; Regulation for the selection procedures regarding appointment, reappointment and promotion of academic staff at the University "Fehmi Agani" in Gjakova; and according to the Regulation for Personal Income for academic staff, function supplements, honorariums, and permanent committees at UFAGj.

UFAGj has clear, objective and transparent processes for staff recruitment and employment conditions, which is supported by the above listed documents and examples of competitions publicly announced at the University web pages, employment contracts for some of the teaching staff etc. The procedures and conditions for the admission of academic staff are clearly defined in Articles 175, 176, 177, 178, and 179 of the Statute of UFAGj, specifically in the Regulation for the selection procedures regarding appointment, reappointment and promotion of academic staff, Articles 4, 5, 6, 7, and 8. Each point of these articles must be fully met by the candidate applying.

UFAGj has adequate procedures for the selection of the best candidates for each position (teacher recruitment procedures arise from the strategic goals of the HEI and the specific needs of study programs, and they are aligned with the legislation and internal regulations in effect).

Candidates for employment are provided with full position descriptions and employment conditions on the university's website, where they can find all the internal regulations, including the code of ethics for academic staff and students, regulations for disciplinary procedures for academic staff and students, and more. However, **there is no clear procedure for advertising positions at the international job market** (e.g. Euraxess).

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 Faculty of Education has 23 full-time staff with regular contracts, of which 18 are professors and 5 are assistants.

The majority of staff members planned for teaching this MA program are full time employed in the Faculty of Education and have qualifications in the field of education. In addition to the regular academic staff from the Faculty of Education, the academic staff involved as course leaders also include members from the Faculty of Philology at UFAGj, all of whom are on regular contracts at the University "Fehmi Agani" in Gjakova.

Out of 9 course lecturers, 8 are PhD, whereas the 9th course lecturer is a PhD candidate and hold MSc in Theory of Music, but in Table 8, on page 38 of SER she is titled Assistant Professor and assigned a PhD title.

Master's degree program in Teaching Children's Literature is adapted and capable of optimally meeting the needs of the 30 students that the Faculty of Education intends to enrol for this program. The student-to-teacher ratio, with course instructors in the program under evaluation, is less than 1:30, and we consider it sufficiently suitable for achieving the learning outcomes of the program under evaluation.

According to *Regulation on Definition of Master Study Criteria* (2020) Article 24, teachers with regular employment contracts in the designated academic unit and who teach at the level of master studies during the academic year can **mentor** up to 15 candidates in one academic year per teacher. The teacher

can lead **up to 5 candidates at a time** and in view that the expected teacher- student ratio is 1:7, it is **not clear whether this regulation can be followed** and they may have more MA papers to mentor since they are engaged in other MA programs (and/or BA programs, so BA theses may be included in the final count as well).

As the program is not yet accredited, the ET can only go on anticipated workloads and cannot test the reality of cumulated teaching load for individual teachers, which, of course, needs to be correlated with hours for assessment, graduation thesis coordination and general consultations availability. Upon request by ET a document with clarifications regarding teachers' workload and budgetary considerations was supplied but the tables refer to the workload on study programs at the Faculty of Education only and not to other institutions at UFAGj, so that a **full workload of individual teachers at this MA study program could not be properly assessed**. The argument presented during ET's meeting with the Faculty authorities and teaching staff was that some of the teachers' courses are elective, and may not be selected by students, so they would not overstep the maximum is not acceptable, because it is highly speculative and would mean that limitations on the choice of elective courses for students would be possible since teachers' workload should not be potentially overstepped.

Except for Prof. Assoc. Nexhmije Kastrati, who specializes in teaching literature with narrower specialization in children literature, **all other teaching staff members do not have adequate teaching or research qualifications for this study program**. Prof. Assoc. Dr. Labinot Berisha, for example, who is to teach "Children's Literature Criticism" does not have a single research paper dealing with this topic, but a more varied scope of literary criticism papers. Teachers of pedagogically oriented papers have not conducted any focused research studies in children pedagogy and the only expert in children psychology is Assoc. Prof. Edita Haxhijaha who studied, e.g. reading of textbooks for early grade students. The courses taught by the proposed teaching staff also do not satisfy the expected criteria and relevant experience for teaching highly demanding courses with many particular aspects and specialized items.

ET may speculate that the selection of teaching staff has been done in good faith in that the best experts in their field were selected, but their expertise is not sufficient for conducting the Program of this scope and depth. Either **a broader selection of experts in children literature should be made** or the **syllabus should be adjusted to derive its content from teachers' specializations**.

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 academic staff of the study program under evaluation is subject to promotion and reappointment based on procedures outlined in the strategic documents of the Higher Education Institution (HEI), specifically the Regulation on Selection Procedures related to the Appointment, Reappointment, and Promotion of Academic Staff at UFAGJ (Articles 4 and 5) and the Statute of UFAGj (Articles 175 and 176).

One of the conditions for the promotion of academic staff outlined in the Regulation is that the academic staff must have at least one published paper in journals indexed in WoS or Scopus. This criterion has been met by all teaching staff members, but the journals themselves are of various quality and many teachers limit their publications in only three or four journals (e.g. *Technium Social Sciences Journal*, *Journal of Social Education and interdisciplinary Science* (UFAGj's journal), *SSRN Electronic Journal* (which is not a journal at all, but a platform for publishing various types of publications)). **More attention should be paid to the quality of journals researchers publish their work in.**

During the process of reappointment and advancement of academic staff, the performance results of the academic staff are considered and evaluated based on the Regulation on Quality Assurance and Evaluation. Additionally, self-assessment of the academic staff is conducted in order to make more comprehensive evaluations regarding the performance of academic staff, as well as other issues related to teaching, learning, and research activities. It is also emphasized that advancement is not an automatic process but is competitive and merit-based, relying also on the Manual for Evaluating Performance, Quality, and Curriculum

With regard to professional development opportunities for academic staff, the ET found that although these are offered, they are still underutilized. There is still a clear **need for improvement in terms of content**. The **range of further training should be significantly increased**, especially in new methodology of teaching. This proves even more important given that the program is at master's level, on teaching and promotes as some of its learning outcomes are dependent on the teachers being knowledgeable in these areas.

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)

HEI has been implementing training courses on innovative teaching practices targeted at academic staff members. The Didactic Center for Excellence in Teaching (DCET) is part of the "Fehmi Agani" University of Gjakova (UFAGj). DCET offers training, as well as individual and group counseling, for teaching staff. These trainings include improving teaching skills, curriculum design, developing teaching materials, utilizing technology in education, integrating scientific research into teaching, offering courses in foreign languages (English and German), as well as project design and management. The training objectives are well developed, but a vision of training in **more contemporary teaching methods and especially IT skills as contributing to novel creative tools** such as the use of AI in the teaching process for illustrations or **creating various interactive and multimodal teaching materials** would be advisable.

International mobility of the teaching staff is underdeveloped, since none of the teaching staff participated in any, although some have participated at international conferences where ideas are developed and research networks with peers are created. **This type of mobility should be more strongly practiced**, as well as the **incoming mobility of teachers and students**, preferably from HEIs teaching in the field of children literature research as highly specialized and rare field of research.

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)

External collaborators engaged in the study program come from the MA study program in Albanian Literature and Literary Studies at the UFAGj Faculty of Philology and should have sufficient qualifications and experience to achieve the desired learning outcomes of the study program. Their field of study and research areas align with the objectives of the program being evaluated but their expertise lies outside of the scope of this Program (cf. 3.2).

The external collaborators have over 10 years of experience in teaching, and their scientific research focuses on Albanian culture and literature in general, so that it seems on occasions that their syllabi are forced into the frame of this MA Program.

Except for Prof. Assoc. Nexhmije Kastrati, who specializes in teaching literature with narrower specialization in children literature, **very few of other teaching staff members do not have adequate teaching or research qualifications for this study program.**

ET recommendations:

1. *Clarify full workload of individual teachers at this MA study program – list all courses at all study programs they teach with their names.*
2. *A broader selection of experts in children literature should be made.*
3. *Syllabus should be adjusted to derive its content from teachers' specializations.*
4. *More attention should be paid to the quality of journals researchers publish their work in.*
5. *The range of further training should be significantly increased to include findings about contemporary status of children in Kosovo society and their leisure time.*
6. *More contemporary teaching methods and especially IT skills should be introduced, which would involve novel creative tools such as the use of AI in the teaching process for illustrations or creating various interactive and multimodal teaching materials.*
7. *Internationalisation should be promoted, outgoing mobility within Erasmus+ and similar programs, as well as incoming mobility of teachers and students, preferably from HEIs teaching in the field of children literature research as highly specialized and rare field of research.*

4. EDUCATIONAL PROCESS CONTENT

*To the best of ET's knowledge it is not clear why the Program is entitled the Master's study program in **Teaching** Children's Literature since such a specialization is not reflected in any individual subject in primary and middle schools in Kosovo. It is a cross-curricular area of study comprising literary studies, i.e. literary criticism, creative writing and child psychology and education and teaching children's literature should be part and parcel of all primary and middle school courses in (Albanian) language and literature. Study programs used as reference points at other Kosovo universities are structured around literary studies and, although this proposed Program may seem innovative and is motivated by sound reasons of contemporary situation and crisis in reading, its application and job*

opportunities seem to be limited to job positions of teachers of Albanian that have already been targeted by those respective study programs. The Master's Degree Program in Children's Literature, Media, and Cultural Entrepreneurship, Aarhus University, Denmark, Master's Degree Program in Children's Literature, Trinity College Dublin, the University of Dublin, and MA in Children's Literature: Children's Illustration, Goldsmiths, University of London, all include additional aspects of media and communication research, publishing children's literature or some other additional field of study that would put prospective graduates at the job markets as more dynamic and better equipped employees. UFAGj's MA Program in Teaching Children Literature offers a very narrow prospects for employment in primary and middle schools in the Kosovo area. It is clear to ET that this Program may be envisioned as one additional strategy to secure teaching positions in schools for existing teachers since Norms on the professional framework of General Education drafted by the Ministry of Education, Science and Technology in Kosovo, Articles 31 to 34 provide criteria for employment in schools as teachers where the required 300 ECTS would be obligatory.

It is also clear that the problem of crisis in children reading skills and habits is tackled by promoting reading and literature itself. However, it is ET's opinion that a broader picture should be taken into consideration and that the pedagogy of leisure time should be studied in order to detect the sources of problems that lead to this crisis. The use of the Internet and social networks, the structure of pop cultural items (music, films, streaming services), gaming, lack of personal communication, all have contributed to diversification of activities in children's lives that pushed the reading as a spiritual necessity and a creative outlet to the margins. Finding experts in this field, psychologists, education experts and educational rehabilitators specializing in tackling the consequences of such a life style (speech impediments, dyslexia and dysgraphia conditions etc.).

SER offers justifications for future employment of the Program graduates, but there is an obvious gap in the paragraph with the justification (p. 21) : "Graduates of the Master's Program in Teaching Children's Literature have numerous employment prospects. These opportunities are in various fields, such as in the educational, cultural, and private sectors. Some of the main possible areas of employment for this profile are: Studies at the "Fehmi Agani" University of Gjakova, offered through the Faculty of Education and the Faculty of Philology, span a four-year period." This may be a slip, but a significant one, as if authors were insecure in determining the employment possibilities for their graduates.

Within this framework, the Master's program in Teaching Children's Literature provides a significant opportunity for students aiming to deepen their knowledge and professional skills in this specific field. This program is designed to enhance students' pedagogical and creative capacities, enabling them to develop methods and teaching materials that effectively stimulate children's interest in and love for reading. essential in determining whether a standard is fulfilled. Therefore, the evaluation should include a detailed review of each standard, considering its respective indicators, followed by a general assessment of how the standards collectively address the overall general area).

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 program in evaluation has used **examples of best practices in defining learning outcomes**, referring to the ECTS Guide, 2015, as a guide that outlines the steps for the high-quality design of the program. It is modelled on qualification objectives which are subject-related and interdisciplinary and include the acquisition of disciplinary, methodological and generic skills and competencies.

The intended outcomes of the program, **aligned with the mission of UFAGj**, are in accordance with the institution's mission, with the mission of the Faculty of Education and with the stated objectives of the study program. They 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. However, **there are some issues in vague structuring of LOs in several courses, so that similar or almost identical LOs are suggested** with a very high workload for students which would burden them unnecessarily. It also shows that teachers did not coordinate in writing LOs, probably due to the lack of a clear picture what the Program and their course should do. So, for example there are Los listed for the following courses:

History of children's literature 3+2

Prof.Assoc.Dr.Nexhmie Kastrati

Students will develop in-depth skills to analyze and discuss works of children's literature, using principles of critical thinking and literary methodology.

- They will be able to discuss and interpret the impact of works of children's literature on young audiences and the role of these works in the **development of the child's personality**.
- Students will understand the educational and formative importance of children's literature, examining its role in the **moral, emotional and intellectual development of children**.
- They will be able to argue how children's literature helps **shape social values and attitudes**, as well as develop **aesthetic sensitivity and imagination in children**

Children's Literature Criticism 3+2

Prof. Assoc. Dr. Labinot Berisha

(relevant Los are underlined, similar Los are in bold)

To recognize the authors and key works that have shaped children's literature, as well as their connection to historical and cultural periods.

To understand the impact of social and cultural changes on the creation of children's literature.

To identify the important elements of the narrative structure and aesthetics of children's texts.

To analyze the use of characters, themes, and writing style to **communicate educational and emotional messages**.

To evaluate the impact of children's literature in helping **to shape ideologies and perceptions of society, values, and morality**.

The teaching of children's literature 2+2

Prof.Assoc.Dr. Nexhmije Kastrati

By the end of the course, students will be able to create learning environments that support **children's development** through literature, using various teaching methods and strategies that encourage reading, discussion, and creation. They will understand the importance of children's literature in the **intellectual, emotional, and social development of children** and will be able to assess the impact literature has on **shaping children's character and self-esteem**

We find this multiplication of Los and many other aspects of the Program unnecessary and disadvantageous for the structure of the whole Program. **LOs should be re-evaluated, agreed upon and aligned with the Program LOs but without unnecessary repetition of particular aspects.**

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

The evaluated program: MA in Teaching Children Literature is at level 7 of the National Qualifications Framework, which includes academic and professional higher education programs, the completion of which leads to a qualification with the general title of Master. The expected learning outcomes of the study program are fully aligned with the National Qualifications Framework and the descriptors of the European Qualifications Framework (EQF), in three components: knowledge, skills, and competencies. The learning outcomes of the study program will not involve the use of skills or knowledge that correspond to other levels of the National Qualifications Framework (NQF), but will focus on being aligned with the learning outcomes of the specialized program, such as the level 7 program of NQF by providing access to employment and career advancement within the field of teaching English as a foreign language, as well as supporting enrolled students for professional and academic development.

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)

The program has been analysed and adapted in accordance with the EU directives related to higher education, ensuring all students receive quality and equal education. The content of the program is structured in a way that includes competencies and learning outcomes that align with those required by European directives, preparing students for the increasingly competitive labor market.

The study program has been designed taking into account the opinions and recommendations of the Advisory Board for Entrepreneurship, which has provided valuable guidance in the relevant fields, ensuring that the content of the program is in line with best practices and market requirements

LOs of the program are well structured and comprehensive, albeit heavily burdened by theoretical aspects: out of 26 contact hours in 1st semester, 17 are theoretical, which is 65% of the total contact hours. This ratio seems counter-intuitive to the very concept of teaching methodology and creative processes highlighted in the program LOs. More practical methods and class types should be introduced in the Program.

SER suggests that the proposed study program is comparable to similar programs abroad, offering opportunities for horizontal and vertical mobility for graduates. The study program provides a solid foundation for students seeking to develop their careers in an ever-changing environment. This structure enhances employment opportunities, fosters international collaboration, and promotes the recognition of European qualifications. It is ET's opinion, however, that the allegedly comparable programs: The Master's Degree Program in Children's Literature, Media, and Cultural Entrepreneurship, Aarhus University, Denmark, Master's Degree Program in Children's Literature, Trinity College Dublin, the University of Dublin, and MA in Children's Literature: Children's Illustration, Goldsmiths, University of London, all include additional aspects of media and communication research, publishing children's literature or some other additional field of study that would put prospective graduates at the job markets

as more dynamic and better equipped employees. They plan for a career in children's literature, media, and education across a broad range of professional fields intersection between literature studies, media studies, childhood studies, and education from an international perspective careers in areas such as editing, publishing, arts management, journalism, curation, teaching, librarianship, and academia. children's publishing.

They are also better adjusted to the rest of study programs on offer in those countries. **More detailed analysis of the compared international study programs should be made and a careful selection of comparable courses should be made.**

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)

The Program SER provided arguments for this standard that the study program had been designed taking into account the opinions and recommendations of the Advisory Board for Entrepreneurship, which had provided valuable guidance in the relevant fields, ensuring that the content of the program is in line with best practices and market requirements. The program has been analysed and adapted in accordance with the EU directives related to higher education, ensuring all students receive quality and equal education. The content of the program is structured in a way that includes competencies and learning outcomes that align with those required by European directives, preparing students for the increasingly competitive labor market.

The Faculty of Education, specifically UFAGJ, ensures that the pedagogical practice runs effectively by securing cooperation agreements with the Municipal Directorates of Education in the Gjakova region and north Albania, particularly with educational and academic institutions, primary schools, as well as public and private educational institutions, where cooperation agreements have also been made.

Regulated professions, however, refer also to legally required preconditions to be met in order to pursue them. In the case of this Program, HEI must **align with the Norms on the professional framework of General Education drafted by the Ministry of Education, Science and Technology in Kosovo**. Articles 31 to 34 of these Norms provide criteria for employment in schools as teachers, and one of the most important conditions is in Article 33, point 4, which says: "All programmes leading towards a teaching qualification shall, by not later than the commencement of academic year 2012/13, be equivalent to a second cycle programme of 300 ECTS, consisting of professional and academic training and practice, the details to be regulated in a bylaw.". The 60 ECTS covered by this Program lead to the required 300 ECTS provided that appropriate 240 ECTS BA programs have been absolved by the prospective student.

Administrative instruction on placement, licensing and career in teaching according to job placement is foreseen and a Master's degree in Teaching is required. 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. Therefore, the program under evaluation enables all candidates who intend to practice the profession of teaching children literature to become professionally qualified and have the necessary skills for the teaching process

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 program under evaluation has planned the course in the first semester which assigns the student 2 hours of lectures and 2 hours of exercises per week. In the exercises, practical work is conducted for 4 weeks. In the second semester, practical work is conducted as part of the course which assigns the student 3 hours of lectures and 2 hours of exercises, within which practical work is also included.

Program's learning outcomes aim to prepare graduates to become skilled and reflective practitioners in the field of teaching Children's Literature, equipped with the knowledge, skills and attitudes necessary to excel in a variety of educational contexts.

The academic staff of the Faculty of Education, engaged in the program under evaluation, consists of supervising professors for the students who carry out their practical work. Their responsibilities include being in full coordination with the students' mentors, who are teachers at pre-university school institutions where the students perform their practical work.

Some of the LOs suggest that students would acquire competencies in theories and best practices of teaching and learning, including interactive methodologies and approaches that foster critical and creative thinking, develop creative skills by writing original stories appropriate for children, considering the interests and age of the audience, develop creative writing skills to express imagination, thoughts, emotions, and storytelling. However, very rarely could ET spot interactive methods of teaching as a good role model for future teachers. Only, for example, Dr. Saranda Buzhala in her course "The creative writing for children" proposes diverse and interactive methods, as well as the development of practical skills for creating books. Students would work on individual and group projects, read and analyze various children's books, and engage in activities that stimulate creativity, such as story writing and collaborating with illustrators.

Prof.Assoc.Dr. Nexhmije Kastrati in her course "The teaching of children's literature" also proposes various teaching methods and strategies besides some more conservative teaching methods but many other courses lack similar concrete and practical LOs. Special attention should be paid to the course description for "Differentiated teaching" where a copy-paste method lead to the claim that the goal of the course is to provide knowledge, skills, and values that help students implement various aspects of differentiated teaching in classrooms, with a particular emphasis on **mathematics**.

Careful re-reading and restructuring of all course descriptions is necessary with a workload on practical teaching types and course requirements.

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

The study program is carried out through various pedagogical methods that are appropriate for the master's level and closely linked to the intended learning outcomes. These methods include active and interactive learning, discussions, case studies, seminars, scientific research, and projects, as well as research presentations, enabling the development of students' analytical, critical, and research skills, and preparing them for the application of knowledge in professional practices. A wide variety of methods that support the learning outcomes of the program are suggested in SER and those would be practiced in well equipped teaching facilities.

The obligatory attendance time for students, including lectures and exercises, is 20 hours per week on average (26 in 1st semester, 14 in 2nd, not taking into account the time necessary for writing the MA thesis). This might give students sufficient opportunities for independent study, reflection and analysis. But it must be considered that, especially in **master studies, a high percentage of students are already employed** (as evidenced during the experts' meeting with the students). The official workload per semester is equivalent to 30 ECTS. (1 ECTS is calculated with 25 hours, which means a workload of 750 hours in six months, approximately 30 hours per week.) For some **students it may be really a challenge to manage this workload**. The expert admits however that she is familiar with cases where very highly motivated students manage this extreme workload.

The program under evaluation plans to use teaching methods that encourage interactive learning, research-based learning, problem-solving, and creative and critical thinking. These methods are designed to engage students actively and to develop deep analytical and practical skills.

It is claimed in the SER that graduates of the Master's Program in Teaching Children's Literature have **numerous employment prospects**, however they are not clearly stated and **should be highlighted** to justify the Program's existence.

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)

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 by the respective course professors, and these are also specified in the course syllabi. Assessment in the study program is objective and consistent, based on clear criteria that help eliminate subjectivity (this sentence is used twice in SER, please revise).

For assessment, the methods and grading criteria are also communicated to students through the Student Handbook, which is published on the University's website. Students in the study program will be assessed through formative evaluation, gathering all activities in an individual portfolio on a weekly basis. Students are informed after the completion of evaluations through the publication of results, via email, SMU (Student Management System), personal meetings, and consultations. It is essential that **student anonymity** is guaranteed in the evaluation and assessment process.

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

Appropriate, valid and reliable mechanisms are used for verifying standards of student achievement. The evaluation criteria are determined based on the completion of tasks and responsibilities of the students. These are described in each syllabus, and students are informed about the workload for each course in the first week of the semester. 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.

ET, however, would like the Program creators to **re-evaluate the distribution of mandatory and elective courses, and the class type**, e.g., whether the three courses analysed in 4.1. should indeed be mandatory and “Digital and print publications for children” or “Creative writing for children” should remain elective.

ET recommendations:

- 1. Find study programs abroad which would potentially help in finding balance between pedagogical and applied courses.*
- 2. The distribution of the workload, ECTS credits and the category of all courses in terms of their relevance should be re-examined and applied accordingly. Re-evaluate the distribution of mandatory and elective courses, and the class type, i.e. the ratio of theoretical vs. practical classes.*
- 3. Avoid vague structuring of LOs in several courses, so that similar or almost identical LOs are repeated.*

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)

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 Children's Literature 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. 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.

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.*

6. RESEARCH

The institution has developed policies and incentive measures aimed at increasing competition, international visibility, and advancing research based work. The amount of financial resources for research-scientific activities is determined by the UFAGJ budget, approved by the Governing Council and is quite generous, but ET does not see in SER any clear indication that teaching staff are allotted specific time or workload portion for research. Also, taking into consideration that almost all of teachers are engaged in teaching at almost full capacity, it is doubtful that they have time and energy to dedicate to writing research papers and project proposals. More specific directives in this sense should be made in HEI's regulations or research strategies.

In the area of research, the ET certainly acknowledges the efforts of the academic staff to date. Nevertheless, the ET sees research as an area for further improvement if the study program is to fully benefit as an MA program with potential to be a platform also for PhD education, which is scarce in the area and presents a serious problem and threat for the HEI and its staff.

There is a lack of clear plans for advancing research in the department in a structured manner.

Further intensive efforts are required here to improve expectations, quality and results. A significant improvement is most likely to be achieved by strengthening international cooperation and carrying out more ambitious research projects within the field of literary studies where this narrow specialization should yet to find place. Children's literature is usually studied as a single, usually elective course in programs this ET managed to analyze, so it would be prudent, to emphasize once again, to justify the Program existence when the research covering this field is so scarce among the teaching staff at this HEI.

It has been observed that at this HEI there is no clearly structured administrative support for performing research activities, i.e. research projects/grants in the form of the Project Office or a Research Center. ET's experience and evidence from other respectable HEIs has proved that if a needed administrative support for improving international cooperation, both in research and teaching is provided, and when it is not burdened upon academic staff themselves, much better results are achieved in research and internationalization goals.

ET found that the research output presented for staff who are planned to teach on this program is mostly satisfactory and does cover areas which are likely to be of interest and can be included in the teaching demonstrations across the various courses.

The current design of the program indicates a course on Scientific Research Methodology and a graduation thesis requirement which the ET would expect to be implemented as conducive to intensifying research contributions from students and for writing their MA theses in an acceptable methodological and structured manner. UFAGj actively encourages interdisciplinary collaboration between experts and students, their research mobility and internationalization of research activities and research publication from related fields and more financial support for this kind of collaboration would be advisable.

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

The study program has defined scientific research objectives in accordance with the Scientific Research Strategy 2021-2025 of UFAGj.

The program under evaluation also supports internationalization and networking through academic exchanges and joint research projects and capacity-building initiatives by fostering collaboration with other universities in the region and beyond, especially with those provided as role-models (cf. 4.3.). These efforts aim to provide, on the one hand, an excellent incubator for students' individual and professional development, and on the other, a comfortable environment for academic and administrative staff to pursue further professional and academic growth. SER indicates that high-quality scientific research in specific pedagogical and educational fields is promoted, but **focus should also be put on research in children's psychology and leisure time**, especially because there are numerous projects and other research initiatives in this field, especially when in this time of social networks and gaming addiction serious issues regarding mental health of the young are concerned.

A new regulation on research activities initiated by HEI in 2024 aims to increase the number of scientific works eligible for financial incentives for academic staff, introducing a new classification system where the amount is determined by the journal's quartile ranking. UFAGj provides a dedicated budget for scientific and applied research. This budget includes funding for research projects conducted by staff and students, support for scientific publications, and participation in national and international conferences university ensures access to digital resources and international research networks, facilitating the development of innovative projects

Students are allowed to participate in research activities that address local socio-economic challenges, making the program relevant to community service and the economic development of Kosovo. It would be advisable also to **secure financial support for student researchers** of UFAGj to participate at research and student conferences and to enable publication of their original research.

As one of the programs at ISCED 7 level the Program should have a substantial research component, which does not yet lead to the award of a doctoral qualification but is designed to provide advanced academic or professional knowledge, skills and competence. This element **should be integrated in all course descriptions in order to secure continuous improvement of the quality of scientific research**, and potentially project proposals and publications by providing support to academic staff and students.

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.

One of the conditions for the promotion of academic staff outlined in the Regulation is that the academic staff must have at least one published paper in journals indexed in WoS or Scopus. This criterion has been met by all teaching staff members, but the journals themselves are of various quality and many teachers limit their publications in only three or four journals (e.g. Technium Social Sciences Journal, Journal of Social Education and interdisciplinary Science (UFAGj's journal), SSRN Electronic Journal (which is not a journal at all, but a platform for publishing various types of publications).

Also, taking into consideration that almost all of teachers are engaged in teaching at almost full capacity, it is doubtful that they have time and energy to dedicate to writing research papers and project proposals. **More specific directives in this sense should be made in HEI's regulations or research strategies.**

On page 77, below Table 13 in the SER there is an obsolete sentence: "The program under evaluation is not a professional bachelor's degree and therefore is not subject to this point."

Based on the University "Fehmi Agani" Development Strategy and the QDPM work plan, UFAGj organizes a one-day training session for new academic staff to familiarize them with the university's functioning and strategic development plan. Among others, these are: "Scientific Research", "Internationalization and International Projects", "Anti-plagiarism software" etc. It should be noted that more effort should be made in **educating teaching staff in project development**, from research aims to work and financial plans.

Each September, the management of UFAGj organises workshops on Internationalization, and quality journals, and the training with the theme "Research and Scientific Publications" is organized and conducted by the Didactic Center for Excellence in Teaching, with trainers from UFAGj certified by HERAS+ and UFAGj. Some of the training objectives include the importance of scientific publications and selecting journals/platforms, formulating the scientific problem in research, research questions and literature analysis in the selected paper. The training with the theme "Research and Scientific Publications" organized by the Didactic Center for Excellence in Teaching in collaboration with the HERAS project is also conducted where various other skills in research and steps in publishing staff's research is elaborated on.

UFAGj's open access scientific journal *Journal of Social Education and Interdisciplinary Science* (JSEIS) publishes scholarly work in the social, educational and interdisciplinary sciences. The scope

of the journal includes scientific studies in the humanities and natural sciences defined in the classical meaning in the field of social sciences: educational science and field education, medical science, communication, history, linguistics, psychology, anthropology, philosophy, philology, musicology, fine arts, sociology, archaeology, economy, international relations, social services, political science, international studies, business management, applied econometrics, applied statistics, law, public administration. Its web page could not be accessed, so ET was not able to assess its indexing and potential impact factor. It is potentially **a good platform for publishing internationally recognized research publications.**

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.

Through bilateral agreements, UFAGj staff conduct practical work and scientific research in various institutions. The academic staff involved in the study program are already participating in various aspects of collaboration with national and international partners in their respective fields: QATEK” (QATEK- Towards Quality Oriented System of Initial Teacher Education to Increase Teacher Professionalism in Kosovo and TAKE “Together Advancing Kosovo’s Training and Employment within the Education Sector”. Those are broadly set projects with aims in HEI quality assurance and teacher education in general, so, **more focused project aims should be selected and project and research networks in studying and teaching children’s literature should be joined** and project proposals should be created based on those networks’ research interests.

UFAGj and its staff are involved in a significant number of scientific projects and local and international capacity-building initiatives, starting from projects funded by organizations within the country (such as MESTI, HERAS, etc.) and third-party donors (Erasmus+, Horizon, etc.). Additionally, the project leaders and other educators planned to be involved in this program and continuously collaborate with colleagues from other higher education institutions in the implementation of research- scientific activities. Fewer than expected participation at international conferences has been spotted, so **it should be encouraged and financially supported by the HEI.**

The HEI has established an Advisory Board at the unit level, while UFAGj has established an Innovation and Entrepreneurship Board at the university level. These advisory bodies have specific defined duties and responsibilities and hold periodic meetings among themselves and with UFAGj bodies, thereby enabling the development of the university in alignment with labor market needs.

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.

The academic staff has a proven track record of research results on the same topics as their teaching activity, either as single or first authors in collaborations. Journals listed as sources may be at lower quartiles, but ET expects that the new financial incentive might increase the ratio of more quality papers and journals.

The list of staff publications indexed in Scopus and Web of Science (WoS) in SER is quite extensive, but the ratio of papers in the field of teaching children's literature is approximately lower and mostly authored by the Program Holder, Associate Professor Dr. Nexhmije Kastrati.

There is a rather small number of research projects in collaboration with external partners, so **future intensification of research activities becomes an imperative** and requires not only a **research-friendly environment**, but also methodological development and qualification, which will ultimately also benefit teaching and the quality of the study program as a whole.

ET recommendations:

1. *Put more focus on research in research in children's literature, psychology and leisure time.*
2. *Research component should be integrated in all course descriptions in order to secure continuous improvement of the quality of scientific research.*
3. *Strive to annul the discrepancy in achieving specific research and career goals, i.e. align promotion criteria with research financial incentives at HEI.*
4. *More focused project aims should be selected and project and research networks in children's literature should be joined or planned.*
5. *Participation of teaching staff at international conferences should be encouraged and financially supported by the HEI.*
6. *Teaching staff should be educated in project development.*

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 programme, the equipment related to the teaching children's literature could be much richer. 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. 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 for the specific, and narrow subdiscipline.*
- 2. The adjustment of premises for students with special needs must be extended.*
- 3. The launch of a new programme requires sound financial planning to ensure the sustainability of the programme.*

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 Teaching Children's Literature 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 Teaching Child Literature*.

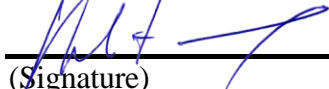
Standard	Compliance Level
Mission, objectives and administration	Substantially compliant
Quality management	Substantially compliant
Academic Staff	Non compliant
Educational Process Content	Partially compliant
Students	Substantially compliant
Research	Substantially compliant
Infrastructure and resources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

Expert Team

Chair

Melita Kovacevic.

24 February, 2025



(Signature)

(Print Name)

(Date)

Member



Tanja Gradecak

24 February, 2025

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