



**Republika e Kosovës**  
**Republika Kosova - Republic of Kosovo**  
Agjencia e Kosovës për Akreditim  
Agencija Kosova za Akreditaciju  
Kosovo Accreditation Agency



*University “Haxhi Zeka” Pejë*  
*FACULTY OF ARTS*

**PROGRAMME**  
**Performing Arts, MA (Accreditation)**

**REPORT OF THE EXPERT TEAM**

*7.5.2025, Pejë*

## TABLE OF CONTENTS

TABLE OF CONTENTS .....	2
INTRODUCTION.....	2
Site visit schedule.....	3
A brief overview of the institution under evaluation.....	3
PROGRAMME EVALUATION .....	3
1. MISSION, OBJECTIVES AND ADMINISTRATION.....	3
2. QUALITY MANAGEMENT .....	4
3. ACADEMIC STAFF.....	5
4. EDUCATIONAL PROCESS CONTENT .....	6
5. STUDENTS .....	7
6. RESEARCH.....	8
7. INFRASTRUCTURE AND RESOURCES .....	9

## INTRODUCTION

### Sources of information for the Report:

- *A Self-Evaluation Report “Master - Performing Arts”, February 2025*
- *B KAA Accreditation Manual updated 2024*
- *C Interviews during the On-Site visit (25<sup>th</sup> April)*
- *D University Haxhi Zeka website <https://unhz.eu/>*

### Criteria used for institutional and program evaluations

- *KAA Accreditation Manual updated 2024*

### Site visit schedule

Programme Accreditation Procedure at University “Haxhi Zeka” Pejë	
Programmes:	<b>Performing Arts, BA</b> (Re-accreditation) <b>Performing Arts, MA</b> (Accreditation)
Site visit on:	25 April 2025
Expert Team:	Mr. Darko Lukic Mr. John Butler Mrs. Katerina Klimoska
Coordinators of the KAA:	Milot Hasangjekaj, KAA Arianit Krasniqi, KAA

### Site Visit Program

Time	Meeting	Participants
<b>09:00 - 09:40</b>	Meeting with the management of the faculty where the programme is integrated	Prof. Hysen Niamani – Dean Prof. Mimoza Drançolli Vice Dean Prof. Fatbardh Gashi-Cheaf of Department Msc. Shqipe Loshaj-Secretary of Faculty
<b>09:40 - 10:20</b>	Meeting with quality assurance representatives and administrative staff	Gentiana Kastrati-Director of QA Luan Lulaj-Oficer of QA Petrit Bajraktari-Oficer of QA Lorentina Gashi-Oficer of Student issue

<b>10:20 - 11:20</b>	Meeting with the head of the study programmes: <b>Performing Arts, BA</b> (Re-accreditation) <b>Performing Arts, MA</b> (Accreditation)	Prof. Mimoza P.Drançolli- Head of SP Prof. Fatbardh Gashi- Head of SP Prof. Dardane Nallbani- Head of SP Prof. Asoc. Besa Berberi- Head of SP Prof. Asoc. Dardan Gjinolli- Head of SP
<b>11:25 - 12:05</b>	Meeting with teaching staff	Pro.Asoc. Astrit Pallasaka-regular Teaching staff Prof.Ass. Adelina Paloja--regular Teaching staff Prof. Asoc. Arsim Kelmendi--regular Teaching staff Prof.Asoc. Alba Dehiri--regular Teaching staff Prof. Syzana Jakupi--regular Teaching staff Prof. Asoc. Sokol Saraçi-engaged Teaching staff Prof.Asoc Dorian Çene- engaged Teaching staff Prof. Xhevdet Sahatçia (online)-engaged Teaching staff
<b>12:05 - 13:05</b>	Lunch break	
<b>13:05 - 13:30</b>	Visiting Facility	
<b>13:30 - 14:10</b>	Meeting with students	Yllka Demukaj- 3rd year Florjana Zejnaj-3 rd year Sindrit Haliti- 4 th year Diell Këpuska-2 nd year Rilona Smajli-4rth year Genita Kelmendi-3rd year Ilir Qorri-4rth year Kaltrina Prenkolnikaj-1rst year
<b>14:15 - 14:55</b>	Meeting with graduates/alumni	Blina Nushi Ron Rrustemi Franc Sula Atdhe Kasapolli Ela Mullakadria Jetmir Rrudhani
<b>15:00 - 15:40</b>	Meeting with employers of graduates and external stakeholders	Xhenet Syka-Director of culture department Vesel Krasniqi-Director of music

		school in Prizren Bekim Vishaj- Director of museum/ex director of culture in Decan Kastriot Sada- Director of music school in Gjakova Naser Dula- Director of music school in Rahovec Pellumb Vula- Director Orchestra in Gjakova
<b>15:40 - 15:45</b>	Internal meeting of KAA staff and experts	
<b>15:45– 15:50</b>	Closing meeting with the management of the faculty and program	Prof. Hysen Niamani – Dean Prof. Mimoza Drançolli Vice Dean Prof. Fatbardh Gashi- Chief of Department Msc. Shqipe Loshaj-Secretary of Faculty

### **A brief overview of the programme under evaluation**

The University “Haxhi Zeka” Pejë was established in 2011 as an independent university from the previous academic unit of the University of Pristina.

The University provides various academic programmes from business, law, agriculture and tourism to the arts. The Faculty of Arts offers the study of Music education and General music education since 2012 and developed a program of Artistic education and interpretation since 2016. The program Performing Arts is funded on that tradition and experiences.

The Program goals are to offer high quality of music education in a broader performing arts context, with focus on music performance and music education. To achieve such ambitious goals the Faculty of Arts strives to incorporate advanced European higher standards and laws.

## **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)**

Haxhi Zeka University in Peja, through this existing BA and the proposed MA Performing Arts programmes in the Faculty of Arts fully enhances its strong ties with the community and the cultural and creative industry sectors. The Faculty of Arts mission as *"the main regional centre, prepares skilled professionals in the field of arts, develops and supports artistic life by meeting the needs of society"* fully aligns with the HZ University's which *"aims to transfer knowledge in order to realize the potential of students towards the dynamic labor market."* This was endorsed by all key stakeholders (including students, alumni, teachers, employers, cultural, professional sector and civic representatives) the Expert Team met during its visit. The mission, aims and policies are all made publically available on the university website (<https://unhz.eu/regullore>).

### **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 Haxhi Zeka University Statutes, policies and Code of Ethics, clearly set out regulations and procedures on the university website to ensure academic integrity and freedom for all stakeholders within the university. Unanimously the students, administration and teachers that the Expert Team (ET) met were extremely supportive of this transparent process and believed they had the appropriate support if they felt they had a grievance. That there has been no cases of unethical behaviour reported in the Faculty of Arts to date is a strong indicator that these values are well embedded in the faculty.

### **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 management, interest groups, its teaching and administrative staff and the student representatives, through discussion forums, regular meetings, questionnaires, annually review the progress of the management of the programme and the quality of its programmes. The faculty has a concise policy and Key Performance Indicators (KPIs) regarding the performance of parties that affect the quality of the programme, which is periodically carried out by the Quality Office and results in a Programme Evaluation Report. This process is carried out in accordance with strict legal and ethical standards and the resulting information is used as an enhancement process for the development of the programme and to ensure transparency the findings are made publically available on the university website.

**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 Performing Arts programme is supported by an appropriate and comprehensive administrative infrastructure to support and help ensure the achievement of their main objectives, including teaching and learning, research, artistic presentations and engagement with the community. Key elements in this service include:

- Finance Office – to manage the financial planning and allocation of a secured three-year financial plan, ensuring that the programme has the resources to achieve the appropriate academic standards and provides adequate support for staff and students. The faculty should develop a policy and strategy to generate increased funding for artistic research.
- Student support and guidance - Bachelor and Master Student Affairs Officer, Students Union
- Staff support and guidance - Dean's Assistant, Academic Unit Secretary
- Central Offices – Quality, Careers, IT, Central Administration.
- A continuous programme of academic and administration staff development is available.

This administrative support structure plays a vital role in maintaining the high standards of academic quality and enables the programme to meet its educational objectives.

**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)**

The MA in Performing Arts is a new programme undergoing accreditation, but the faculty should consider the outcomes of the BA reaccréditation in 2022, which came with a list of recommendations. All the recommendations were acted upon and the majority of these have been resolved, but two areas that the Expert Team believe need further attention and are particularly significant to the new MA programme, which are:

1. Learning Outcomes and Assessment
2. Artistic Research

**ET recommendations:** (all recommendations to be carried out and implemented in 12 months after accreditation)

- 1.A** The faculty should develop a policy and strategy to promote and generate increased funding for artistic research.
- 1.B** The faculty internal quality assurance process should more closely monitor and ensure their programme's implementation of recommendations for improvement.

## **2. QUALITY MANAGEMENT**

The quality management system at Haxhi Zeka University appears to be a well-developed and robust framework for ensuring the quality of its academic programs. It is well-aligned with national regulations and international standards, and there is a clear focus on the continuous monitoring, evaluation, and improvement of programs. The involvement of various internal and external stakeholders in these processes promotes accountability, transparency, and relevance to industry needs.

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 provided information and site visit outlined a comprehensive internal quality assurance system, detailing the processes for initiating, drafting, approving, monitoring, and evaluating study programs. Overall, it reflects a well-structured and transparent approach to quality assurance, with involvement from various internal and external stakeholders, including academic and administrative staff, students, advisory bodies, alumni, and employers.

The system is outlined in a clear, systematic process, from initiation through to the final approval by the UHZ Senate. The involvement of multiple stakeholders, such as the Council of the academic unit, Quality Management and Evaluation Council, and the UHZ Senate, ensures that different perspectives are considered at each stage of the program's development and approval. This level of transparency helps create accountability and promotes institutional rigor. Each stakeholder's role in the quality assurance process is well-defined, ensuring that everyone involved understands their responsibilities. From the academic unit councils to quality assurance officers and the academic staff, all actors know what is expected of them. This clarity helps to maintain consistency across all programs and ensures that quality is maintained throughout the lifecycle of the program.

The involvement of a broad range of internal actors, such as faculty management, academic staff, students, and administrative staff and external actors, such as alumni and employers, reflects a comprehensive approach to quality assurance. Engaging these external stakeholders is essential in ensuring that the programs offered by the faculty align with industry standards and meet the needs of the labor market.

The emphasis on continuous monitoring and the regular evaluation of both the academic programs and the teaching processes is a strength of the system. Reports are generated regularly, with feedback loops from both students and staff being collected and acted upon. This ensures that the study programs remain relevant and responsive to both academic and industry needs.

The university's quality assurance processes are aligned with national regulations and international standards, which adds credibility to the system. The university's proactive approach in adopting the Quality Assurance Strategy in 2016, through collaboration with



international partners like the University of Edinburgh, shows a commitment to aligning with global best practices.

The use of technology to make all relevant documents (such as the Regulation on Study Programs, Quality Assurance Guide, and Study Program Guide) publicly available on the university website is commendable. This fosters transparency and makes it easier for all stakeholders to stay informed about the processes and the regulations that govern the study programs.

While the Regulation on Study Programs outlines a timeframe for the approval process, it could be beneficial to provide more clarity on how often evaluations and quality assurance processes are conducted. While there is mention of monitoring from the start of the academic year, it would be helpful to see more detail on the frequency and the specific types of assessments that take place on a semester or yearly basis. A more detailed timeline for evaluations could also provide greater transparency on the timeline from initiation to final approval.

The processes described for collecting and processing feedback are solid, but there could be a clearer link between the evaluation results and the implementation of changes. Specifically, the feedback from students and staff is used to generate recommendations for improvement, but it would be useful to know more about how these recommendations are implemented. Providing specific examples of changes made to programs based on past feedback could help demonstrate the effectiveness of the system.

While the involvement of students is part of the self-evaluation process, it would be helpful to know more about how their feedback is systematically integrated into program revisions. Ensuring that the student voice is consistently heard and acted upon throughout the quality assurance process is crucial for improving student satisfaction and program relevance.

Although external stakeholders such as alumni and employers are involved in the process, more emphasis could be placed on how their input directly influences program content and direction. For instance, how do employers' feedback influence curriculum development?

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

The program is aligned with national laws and university regulations, demonstrating compliance with required frameworks. It is also evident that the program is consistent with the university's mission and strategic plan (2023-2026), which is an important factor in ensuring the program is part of a long-term academic vision. There is an emphasis on contemporary approach, which highlights the program's effort to align with international standards, ensuring the curriculum remains competitive globally. There is an explicit focus on the labor market, which is critical in ensuring graduates' employability. This is supported by market research, advisory bodies, and stakeholder consultations, which are important for continuously adjusting the program to meet industry needs. The involvement of internal and external stakeholders, such as academic staff, administrative staff, students, alumni, employers, and advisory bodies, throughout the development and evaluation processes is a strong point. This ensures that various perspectives are taken into account and that the program remains dynamic and responsive. There is monitoring of academic staff performance, teaching quality, and student outcomes. The inclusion of graduation rates, employment rates, and student satisfaction is an essential feature for program evaluation and continuous improvement. The use of internal

evaluation questionnaires and feedback from students, alumni, and employers adds to the program's ongoing development process.

By incorporating market research, holding meetings with stakeholders, and analyzing programs offered in other European universities, the program is presented as internationally competitive. This approach helps in aligning the program with global standards and enhances its credibility.

Some parts in the regulations, particularly related to the accreditation and re-accreditation process, mention general guidelines (e.g., market research, meetings with advisory bodies), but they could benefit from a little more specificity regarding how these activities are conducted and how often. For example, how frequently does the program review labor market data or hold meetings with stakeholders?

The evaluation process is detailed drafted, but it could be more engaging if it include a real-example or case study of how the evaluation cycle works in practice. For instance, how feedback from students or industry partners led to a specific change or improvement in the program.

Overall, the program description is thorough, well-structured, and exhibits a strong commitment to quality, transparency, and continuous improvement. It also demonstrates a solid foundation for providing graduates with skills relevant to the labor market and international standards. There's a good balance between theoretical foundations, practical application, and market-oriented goals.

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)

There are various mechanisms in place to monitor and evaluate the program's relevance, quality, and alignment with both academic and labor market needs. The Office for Quality Assurance and Evaluation plays a crucial role in overseeing the program's continuous development. It regularly monitors recommendations made by the Quality Management and Evaluation Council, ensuring that any improvements or suggestions are consistently implemented. These assessments help ensure the program meets the demands of society, industry, and stakeholders.

The feedback from graduates, employers, and students is integral to the process. The university regularly conducts surveys and focus groups to gather opinions on the program's effectiveness and relevance in the labor market.

The faculty has carried out research identifying the labor market needs in culture, art, and music, thus shaping the curriculum to address these gaps. It also tracks gaps in teaching staff, orchestras, choirs, and performing professionals, which directly impacts the faculty's approach to program improvement.

The evaluation process involves continuous collection of data through various sources: Graduate Surveys (these surveys provide important insights into the effectiveness of the program in preparing students for their professional careers), Employer Feedback (employers are regularly surveyed to assess the quality of graduates and their preparedness for the job

market), Focus Groups (regular discussions with external employers and internal staff help evaluate and review program content, leading to adjustments based on real-world feedback). The results of all assessments are documented, analyzed, and publicly shared, contributing to transparent communication and allowing for actionable changes to be made.

The university places a strong emphasis on student-centered learning and ensures that student workload is carefully managed.

Internships are an essential component of the Faculty. The university has a well-documented process for monitoring and improving the quality of internships, including: Feedback from Interns and Career Office.

The continuous monitoring through surveys, KPIs, and focus groups helps the university adapt and evolve, ensuring that students are well-prepared for professional careers in the arts. Furthermore, the active involvement of stakeholders and transparent communication of results ensure that the program remains aligned with both academic goals and the dynamic demands of the cultural and creative sectors.

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 study program is designed to prioritize student-centered teaching methods. This approach places students at the core of the learning process, focusing on their active participation and engagement rather than a traditional, lecture-driven model: Active learning and Personalized support. This approach is in line with contemporary best practices in education, aiming to foster deep learning and student development.

To ensure that all potential and current students, as well as other stakeholders, are well-informed, UHZ provides comprehensive, up-to-date information about its study programs. This is made available through the university's website and other public platforms.

UHZ emphasizes its commitment to open communication with all stakeholders. Documents related to the study program, including regulations and guidelines, are publicly accessible through official channels. This accessibility is crucial for maintaining an open relationship with stakeholders, providing clarity and avoiding misunderstandings. The public availability of these documents also ensures that students are aware of their rights and responsibilities, while academic staff can easily access guidelines and regulations to align their teaching practices.

In essence, UHZ's approach demonstrates its commitment to maintaining a transparent, student-focused, and well-structured academic environment, which is regularly updated and easily accessible to all involved parties.

#### **ET recommendations:**

1. It's recommended to ensure proper functioning of the web page and public accessibility of all the regulations and information demanded under 2.4. substandard.
2. *More workshops and collaboration with European Universities on the good practices for Quality management*

3. *Building culture of community where the principles stressed in regulations are everyday practice*

### **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)

The staff engaged in implementation of the Performing Arts MA program is elected and re-elected regularly according to the regulation and legal criteria of the Republic of Kosovo. University “Haxhi Zeka” Pejë and Performing Arts MA program additionally benchmarked its criteria and procedure with that of University of Zagreb, republic of Croatia. The HEI announces all the vacancies on the websites nationally and internationally. The Faculty Council and University Senate evaluate all the procedures of the engagement both for permanent employees and external engaged staff. The criteria and the procedures are funded in Law on Higher Education, the Labor Law, Statute of UHZ, the Regulation on the Evaluation Procedure for the Selection and Advancement of Academic Personnel, the Regulation on the Evaluation Procedure for the Engagement of External Associates of UHZ. The procedure is transparent and based on objective and competent evaluation upon the clearly defined criteria.

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 staff of the programmes provided in the Program are one of its strengths. The staff consists of highly qualified persons, in majority of the cases, music artists and practitioners which is extremely important for the practice-based programmes that are presented in the Performing Arts MA. The teaching staff consists of well-known musicians of various specialities that have had a lot of impact on the Republic of Kosovo’s music arts. They have developed and implemented teaching methodology based on theoretical knowledge and wide professional practical experience.

The specificity of the UHZ “Performing Arts MA” as a combined practice-theory study requires also the artistic-scientific mix of lecturers. Such a combination is achieved mostly with permanent staff and with some guest lecturers. In the SER a table shows the names, titles,

positions and contract duration of all the 12 members of the academic staff. SER states (p.p. 36-40) that of 10 elected lecturers at the programme, 1 have a doctoral degree while 6 more are PhD candidates. Of 2 engaged guest lecturers, 1 have a doctoral degree. That shows a sufficient level of qualification, even though for the artistic education at MA level scientific doctorates are not the priority. The artistic staff, composed of music professionals, can offer broad perspectives on music practice. Diversity of expertise of the teaching staff enables the achievement of the aims and learning outcome of the UHZ “Performing Arts MA”. The composition stated in the SAR (pp. 36-40) seems well balanced since the teaching staff of the programme in the specialized theoretical and practical study courses is based on the work of the permanently employed regular lecturers while some additional study courses are taught by the engaged lecturers. The teaching staff is also well composed in terms of generational and gender balance. The total workload of the academic staff is divided to reach different goals and objectives in personal development, teaching, research and counselling. The aspects of the social engagement and community service of the academic staff are incorporated into the plan.

At the same time, after studying the documentation provided and meeting with academic staff, the need for incentives to promote research activities included in the program is very clear. Such a goal could be achieved through a variety of partnership contracts and mobility programmes already existing at HEI, especially the international ones. It is, hence, advisable that the HEI puts an additional effort into making sure that the academic staff proficiency in foreign languages, especially English, is raised through intensive training. The need for such training emerged throughout all interviews with the staff and students as well. Although the engagement in public artistic performances and artistic presentation is satisfactory, for the theoretical part of the program it would also be advisable to organize additional training as well as motivation mechanisms to stimulate the publications in the peer reviewed journals that are indexed by Scopus, Web of Science and ERIH PLUS basis.

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)

According to the documents provided, there are established standards for the engagement and evaluation of the academic staff, and the HEI is dedicated to developing, managing, evaluating and implementing the relevant selection, appointment and advancement procedures.

Sufficient mechanisms to conduct the quality review and evaluate academic staff exist. The formal self-evaluation process takes part regularly with transparent quality indicators and is public. Student assessment is regular and department evaluations will be used instead of peer

review. During the visit, ET learned more about the concrete plans for lifelong learning and professional development of the academic staff. From the information obtained during the site visit and from the SER it can be concluded that the professional development of the academic staff is planned through different research projects, seminars, training courses, public presentations, publications, international collaborations and communication with external experts. From SAR and discussions on site visit it is visible that there are artistic researches and projects on music, ongoing or planned. As stated in SAR (p. 35) most of the academics present their artistic productions publicly presenting artistic work and participating in various creative artistic projects, while the teachers engaged in theoretical courses publish their research results in research papers and present at the conferences. The tables in SER (pp. 77-85) show a significant number of the artistic presentations publicly presented in distinguished cultural institutions and significant venues, such as theatres, radio, television, cultural centres and site specific spaces.

According to SER (p. 46) among the conferences attended by the academic staff almost all are international conferences, national and international wide. Agreements with various professional institutions in the Republic of Kosovo can provide not only infrastructural support but also the professional exchanges important to developing artistic and teaching skills.

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)

During the visit, many ongoing activities and future plans for international exchanges and training have been reported, and such plans are also mentioned in SER (p.p. 44-47). General plans for staff mobility exist and are not developed as the concrete program supported by the contracts with international institutions.

Personnel involved in the programme receive information on research grants, festivals, and project opportunities. The documentation provided shows that the staff is involved in such projects; they participate in festivals, organize festivals, workshops, and study visits to partner institutions (SER pp.44-47). Many formal and informal channels and forms of communication and collaboration between teachers have been established.

During the site visit, an ET was informed that there is institutional financial support at HEI for such activities provided by the Ministry of Culture of the Republic of Kosovo, international grants, mobility contracts, foreign embassies and foundations. It was also noticed that the academic staff would need more time to allocate for such activities. However, there is still room for improvement especially in international artistic research projects, festival presentation, conference participation and publishing in internationally recognized

journal records. Thanks to such institutional support, most of the staff participate in ERASMUS+ mobility program and other international exchanges. Lifetime learning among the staff is implemented through doctoral studies at domestic and foreign universities.

The workload of the relatively small number of teachers leaves modest space for more artistic research work, individual mobility, and professional exchanges on longer terms. The addition of more permanent and guest lecturers is not just a suggestion, but a crucial need that would significantly contribute to a more relaxed approach to this important part of the staff activities. Short and long-term planning of employment of the academic staff, especially in terms of adding more lecturers, would significantly benefit the program outcomes and empower the creative process.

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 HEI carries out a self-evaluation of its work and analyzes evaluation and satisfaction survey results of academic and invited staff involved in the programme; the assessment of academic and visiting staff includes their teaching, research, and creative work - which is reflected in the teacher's annual report. In the process of self-evaluation, the viewpoints of the students and the staff implementing the programme are studied through direct and indirect surveys. In this process, engaged external lecturers' pedagogical, personal, communication and social skills and professional competence are evaluated. The evaluation results are used for the improvement of the academic process and the development of the human resources of the programme. The Summer University program regularly brings many internationally recognized foreign artists and pedagogues which contributes significantly to the education process bringing fresh approaches, new knowledge and different skills. Such involvement of the foreign practitioners, with different styles and methods opens the possibility for programme improvement and for comparability with contemporary trends in musical teaching. Including short-term mobility guests at the program in the educational process through masterclasses, seminars, workshops or lecturing provides fresh points of view and opportunities to implement adaptations in courses.

#### **ET recommendations:**

1. *A The ET recommends to further promote, encourage and foster research activities included in the program within the first year of the accreditation of the study program.*
2. *B The ET recommends that the Program invest additional effort into academic staff proficiency in foreign languages, especially English, through intensive training within the first year of the accreditation of the study program*
3. *C The ET recommends a Program to develop motivation mechanisms and organize additional training to stimulate the publications in the peer reviewed journals that are indexed by Scopus, Web of Science and ERIH PLUS basis.*
4. *D The ET recommends to plan and project addition of more permanent and engaged guest lecturers in order to empower the process of mobility and education of the staff within the first year of the accreditation of the study program*

#### **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)**

Although the Expert Team finds the study programmes aligned to both the Faculty's and University's mission statements and objectives, there remains an inconsistency and disparity in the Learning Outcomes descriptors across the Performing Arts programme modules, which was highlighted in the last re-accreditation review in 2022. Some of the new MA modules have well defined, measurable learning outcomes, but many others are descriptors that describe an activity but don't define any level of achievement and don't demonstrate a progression in the student's skills development. The last review report in 2022 recommended the programme staff look at the Dublin Descriptors (2008), but in the recent ERASMUS+ project CALOHEX <https://www.tuning-calohex.eu> in 2024, which was asked to review and update the Dublin descriptors. The Creative and Performing Arts and Design higher education sector was selected to be part of this programme, and a team of experts was made up of representatives of the leading European arts higher education discipline networks including the Association of European Conservatoires (AEC) who led and endorsed the music descriptors. On the website you will find a whole section dedicated to learning, teaching and assessment and learning outcomes for Bachelor, Master and Doctoral levels for Music, which the Expert Team recommend the Performing Arts uses as a guide. Like all the learning material these documents are publicly available on the website.

The Expert Team recommends the faculty produces a staff development programme to help the academic staff have a better understanding of, and the ability to, write Learning Outcomes, demonstrating more clearly the skills developed in a course and the progression of learning through the course, and the alignment of assessment criteria.



The Expert Team also recommends the programme staff look at the recent ERASMUS+ project CALOHEX (<https://www.tuning-calohehex.eu>) endorsed EQF levels 6 and 7 learning outcomes.

**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 learning outcomes are not specified in the NQF, therefore as stated in the previous accreditation review in 2022 and now following this accreditation review, we strongly recommend the programme looks at the revised learning outcomes for Music BA & MA levels endorsed by the AEC in 2024 (see 4.1)

**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 content and structure of the MA programme's curriculum is coherent and is compatible with leading European music academies. Although there remains discrepancies and inconsistencies in the description of the learning outcomes across the courses, the Expert Team believes there will be a similar experience as with the BA students and alumni who were unanimous and vociferous about their learning development through their programme. The graduation results, the professional success and employment of the Performing Arts students all signify the student's strong development through the HZ programmes. The Expert Team recommends that the faculty should more clearly demonstrate through the curriculum how research is introduced, developed and embedded in the programme.

**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)**

Not applicable

**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 MA Performing Arts is largely a practice-based programme, where students progressively develop their skills and competences, starting with basic knowledge and skills progressing to more advanced knowledge, more complex techniques, and larger and more demanding works for performance. This demands that skills acquired in year one courses become prerequisites for following courses and require successful achievement to progress. Professional Practice happens in semesters one and two, the student's first year, each 5 ECTS, where they perform in leading professional orchestras and/or choirs, including Kosovo Philharmonic, the Kosovo Opera, and the Gjakova Orchestra which enables students

17

to carry out practical lessons on instruments and choirs, and with whom they have memorandum of cooperation agreements. These Professional Practice courses are accredited and carry the appropriate number of credits. To ensure the student's wellbeing the Faculty has produced a Manual for Professional Practice, defining the rights and responsibilities of all stakeholders, with a procedure to ensure the required support and guidance for the students. Initially the student completes a practical work form, which is submitted to the Conductor or Institutional Director where the student is interested in completing their practical work. The course Professor is the student's mentor and at the end of the course the student writes a report which is signed by the Conductor or Institutional Director. This report is included in the student's record.

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

The Expert Team found the programme is structured around a student-centred learning model, which places the learners' needs, interests, and active engagement at the heart of the educational process. The ET experienced an exceptionally close bond between the students and teachers, with a high sense of mutual respect. The programme utilises the full range of teaching strategies from lectures to a cohort, to small scale seminars and a strong emphasis on one-to-one teaching which is common practice across the creative and performing arts and design European higher education sector. The programme practices a range of pedagogical methods and places high value on individual, group, and collective learning, and developing a strong link between theoretical and practical lessons. The Review Team congratulates the teaching staff in engaging with such a wide range of learning strategies including:

- Active Learning - exploring teaching and learning methods that make students responsible for their learning through meaningful activities.
- Problem-Based Learning - students are at the centre of attention and learn about a subject through understanding and solving problems (practical cases).
- Work-Based Learning - students learn through real-life work experiences.
- Blended Learning - combining traditional classroom teaching with online learning and independent study.
- Student-Led Learning - students work together to support each other's learning.
- E-learning – utilising the latest digital equipment and software application.

The Expert Team also congratulates the programme for its inclusive teaching strategy, whereby all Masters' courses are organised during the working week after 4.00pm or on Saturdays, to accommodate the employed. Individual classes are arranged by student-professor agreement.

**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)**

It may be an issue of language, but it is difficult to gain clear evidence that the evaluation and assessment processes used are objective and consistent and ensure the intended learning outcomes are achieved. As stated earlier the learning outcomes are not consistently and clearly expressed and don't describe a level of achievement. Similarly the assessment criteria that should be aligned to the learning outcomes are not clearly expressed. According to the SER (4.7.5 p.62) *“At the beginning of the semester, the teacher, when presenting the course syllabus, also presents the student's progress. The student's progress implies continuous assessment of students in that course. There, the student's presence, participation in activities, homework, colloquiums and finally the exam assessment are assessed. This progress report is communicated to the student in the last lecture with the points collected until the final exam assessment.”* The SER (4.8.1 p.62) also states *“The assessment criteria and instruments in the Ma-EAI program are carried out before a three-member committee where students are assessed in a fair, transparent and objective manner, the assessment criteria are appropriate for the different forms of learning required and are clearly communicated to students at the beginning of the courses, at the beginning of each semester.”*

As part of the university regulations for MA studies the assessment outcomes are recorded on the SEMS system, and each student receives an automatic notification of their evaluation within two weeks. Based on the University Statute (Article 110), the student has the right to submit a written complaint to the Dean of the academic unit regarding the grade received. The complaint must be submitted within two working days after the results are announced. After receiving the complaint, the Dean forms an examination commission, which includes a student representative, and the commission addresses the complaint.

The Expert Team has made a recommendation in 4.1, which will help the staff and the students.

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

The programme evaluates each course workload in ECTS. The faculty has considered that the student's engagement should not exceed 20 hours per semester for lectures and exercises, and 30 ECTS credits per semester, including: lectures, exercises, research activities, presentations, practical work, seminars, individual work (in the library or at home), and various forms of work and examination.

The Regulation for the Student's Workload (Article 5), states the student workload is divided according to the following formula:

- Course - 800 teaching hours (53.33% of the total workload)
- Research work - 300 teaching hours (20% of the total workload)
- Practical work - 400 teaching hours (26.67% of the total workload)

A student, during the academic year, must accumulate 60 ECTS credits, indicating that they have completed one academic year.

The Expert Team recommends the programme describes more clearly how the workload develops as the student progresses through the four years. Demonstrating a progression or shift in the responsibility for learning from teacher to student as the student progresses on the programme?

**ET recommendations:** (all recommendations to be carried out and implemented in 12 months after accreditation)

- 1 .A. *The programme staff look at the recent ERASMUS+ project CALOHEX (<https://www.tuning-calohex.eu>) endorsed EQF levels 6 and 7 learning outcomes.*
- 2 .B. *The faculty produces a staff development programme to help the academic staff have a better understanding of, and the ability to, write Learning Outcomes, demonstrating more clearly the skills developed in a course and the progression of learning through the course, and the alignment of assessment criteria.*
- 3 .C. *The programme describes more clearly how the workload develops as the student progresses through the two years. Demonstrating a progression or shift in the responsibility for learning from teacher to student as the student progresses on the programme?*
4. D *The faculty should more clearly demonstrate through the curriculum how research is introduced, developed and embedded in the programme*

## 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 requirements are clear and meet national standards, ensuring that only those with a relevant background (high school diploma or bachelor's degree) can apply. It ensures that applicants possess the foundational knowledge and skills necessary for advanced study in music. So, to conclude, the admission criteria are clearly defined and transparent, with a specific breakdown of the minimum qualifications and a comprehensive list of required documents for registration. This is crucial for prospective students to understand the expectations and requirements before applying. The clarity of the admission criteria, especially regarding the specific subject areas (instrument or soloism), helps students adequately prepare for the entrance exam.

The program places emphasis on equity and non-discrimination, ensuring that students from diverse backgrounds, regardless of religion or ethnicity, are equally eligible for admission. This inclusive approach aligns with UHZ's commitment to equality, which is very important in higher education, especially in culturally diverse regions.

Additionally, the policy of offering fair and transparent admissions procedures where all applicants undergo the same entrance exam demonstrates a commitment to merit-based

selection. The entrance exam is an essential part of the selection process, ensuring that only qualified candidates are admitted to the program.

The faculty also has systems in place to recognize previous study periods and academic achievements, ensuring that students who have transferred or completed previous music-related studies are not penalized and can continue their education seamlessly. This is an important practice that supports academic flexibility and ensures that students with prior qualifications can continue their studies without unnecessary delays.

The university's Quality Assurance Strategy places importance on promoting equality for all students. The flexible treatment of students in special situations reflects the institution's awareness of individual needs and its willingness to accommodate diverse student backgrounds, helping them succeed regardless of their personal circumstances. This is a significant plus for student retention and success.

While the list of documents required is clear, ensuring that all prospective students, including those from abroad, have access to information regarding recognition of foreign schooling could be emphasized more explicitly. The process of exam recognition for students from different educational systems could be more detailed.

The program's focus on selecting competent, skilled candidates with prior musical knowledge and experience, combined with its clear, transparent processes, ensures that students who are admitted are well-prepared for the challenges of advanced music education. This creates an excellent base for developing future professionals in the performing arts, whether as performers or educators.

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 university has an established system for tracking the progress of students throughout their studies. This system helps identify students who may be facing difficulties and allows the faculty to take appropriate action. This ensures that students are progressing as expected, and helps identify early any students who may be struggling academically. By taking action on the data collected, the institution ensures that students receive the necessary support and interventions in a timely manner, which is a key component of student retention and success. In instances where students perform poorly, the Peer-to-Peer and Tutorial systems are put in place as forms of academic support. Both of these strategies promote a sense of community and support among students, which can be highly motivating and beneficial for those in need of academic assistance.

The Office for Quality at the Faculty compiles reports on student performance at the end of each exam term. The fact that these reports are reviewed by management and professors is an important step, as it ensures that the faculty is actively involved in addressing any academic challenges and continuously improving the quality of the program. Additionally, requiring improvements to be made in areas where performance is lacking shows a proactive approach to quality assurance.

The system for internal transfers allows students to change their study direction if they wish to switch programs or faculties within the university. This flexible transfer system provides students with the opportunity to adjust their academic trajectory if they find that their initial

program is not a good fit for their academic interests or career goals. It also allows students to continue their education without losing too many credits in the process.

The university has agreements in place to facilitate the transfer of students, which can expand opportunities for students who wish to continue their studies at another institution. These transfers are governed by the UHZ Statute.

The recognition of ECTS credits is mentioned as part of the regulation for transferring credits. This ensures that students' work from other institutions or study programs is recognized within the European Credit Transfer System, ensuring compatibility and transparency in academic qualifications across Europe.

While the Peer-to-Peer and Tutorial systems are beneficial, it would be useful for the faculty to ensure that these support mechanisms are widely advertised and easily accessible to all students. Clear communication on how to access these resources can improve their effectiveness.

The system in place for monitoring student progress at this University is robust and designed to ensure academic success and support. The combination of regular performance analysis, peer-to-peer support, internal transfers, and international cooperation creates a strong foundation for student achievement. The processes ensure that students who are struggling are identified early and given the necessary support, while those who wish to change their academic direction can do so with ease. With a few improvements in visibility, transparency, and clarity, the system can be even more effective in fostering a supportive and flexible learning environment.

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

The academic staff is accessible to students for consultations, with each professor allocating two hours per week specifically for student counseling. This approach is essential because it ensures students have direct access to professors for additional support, particularly in clarifying lesson content and discussing any challenges they might be facing but also regular consultations promote student engagement and provide opportunities for personalized learning. Additionally, the International Cooperation Office plays a crucial role in guiding students on the mobility process, ensuring that students are well-informed about opportunities to study abroad or participate in exchanges with international universities. This office's consistent issuance of calls for mobility and availability of legal advice from the Faculty Legal Officer ensures that students are supported throughout their academic journey.

UHZ promotes equality of opportunity for all students, with several support mechanisms in place:

Low-income students are eligible for free payment (likely tuition or other fees), which helps ensure that financial barriers do not impede access to higher education; Welcome week provides new students with essential information, which can help them adjust to university life and understand the academic and social environment.

The university emphasizes a safe and fair environment for all stakeholders, academic staff, students, and administrative staff, through various regulations and guidelines that are in place to protect the interests of the university community.

Furthermore, UHZ's Quality Assurance Strategy ensures that all students, regardless of their background, receive the support they need in special situations. This could include students with disabilities, students from disadvantaged backgrounds, or international students facing cultural adjustment challenges.

UHZ has set up a framework for student mobility, both for local students wishing to study abroad and international students coming to UHZ.

The university's admission process is transparent, as evidenced by the publication of the official competition for student admission on the UHZ website. This announcement is made in Kosovo's official language, ensuring accessibility for all local students.

The university has a specific policy to allocate 2% of student admissions for students from non-Albanian communities, promoting diversity and ensuring that ethnic minority students have equal access to educational opportunities at UHZ.

It is noted that foreign language courses are not organized at UHZ. While this may limit opportunities for students to acquire language skills during their studies, this could be seen as an area for potential improvement. Given the importance of global communication and language skills in higher education, introducing foreign language courses might further enhance students' employability and international opportunities.

Given the globalization of higher education, offering foreign language courses could be beneficial for students, especially those interested in studying abroad or engaging in international professional opportunities. The absence of these courses limits the development of students' linguistic and intercultural skills.

Although the International Cooperation Office is a critical resource for student mobility, ensuring clearer communication and wider promotion of the available opportunities could help increase student participation. Consider offering workshops or webinars to help students understand the mobility process better.

Overall, UHZ provides a well-structured system for supporting students, both local and international. The availability of academic counseling, active international mobility opportunities, and the inclusive approach towards students from various backgrounds ensure that the university fosters an environment conducive to student success.

The faculty's attention to student support, equality, and internationalization is commendable, and with some adjustments to expand foreign language offerings and enhance communication about mobility, UHZ can continue to build on its strong foundation for student success.

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)

Faculty provides adequate access to academic staff for student counseling, with each academic staff member dedicating eight hours per week to this purpose.

Faculty takes measures to ensure that students are well-informed about available services, including their rights, obligations, and relevant regulations.

The university emphasizes the importance of student rights and has implemented various mechanisms to ensure these rights are upheld. Clear regulations on student rights that define

the rights and obligations of students, such as the Regulation on Disciplinary Procedures, Regulation on Academic Mobility, and Code of Ethics. These documents are designed to ensure that students understand their academic and behavioral expectations and can appeal decisions if they feel their rights have been violated.

UHZ provides mechanisms for students to appeal various academic decisions, including grades, disciplinary actions, and decisions made by academic committees. This ensures that students have the opportunity to challenge unfair decisions or seek clarification when necessary.

UHZ ensures that all regulations are applied equally and that students have access to second-instance complaints if they feel that decisions have not been made fairly. This promotes a sense of justice and ensures that students feel heard and valued within the academic community.

The Faculty goes beyond traditional classroom learning by offering students opportunities for extracurricular activities: Musical activities and international competitions; Annual activities and performances; Supervision of artistic work.

UHZ's approach is particularly well-suited for diverse student populations, including those who might face challenges, such as: Students with disabilities; Part-time and mature students; International students.

Faculty's commitment to providing adequate resources and support for students is evident in its structured counseling systems, clear student regulations, and extracurricular opportunities. The faculty's policies and practices ensure that students from various backgrounds receive the support they need to succeed academically and personally.

By continuing to build on its existing framework and addressing the areas for improvement, particularly in supporting vulnerable students and fostering the integration of international students, UHZ can further enhance its role in creating an inclusive, equitable, and supportive academic environment.

### **ET recommendations:**

1. *Option for English language courses*
2. *Option for Dormitory*
3. *The new building of the Faculty in use*

## **6. RESEARCH**

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



The Expert Team found that the study programme fully aligns with the University's and Faculty's mission and the research strategic goals.

The programme SER states: *"To meet the strategic objective set out in this Planin Strategjik 2023 – 2026 (annex 5) clear and concrete results are established for the field of scientific research. During this period, the following expected results are to be achieved:*

- *Improve infrastructure for scientific research and artistic creativity;*
- *Promotion of scientific and artistic research activity;*
- *The "Institute for Science and Arts" (ISHA)*
- *Increasing the number of scientific research and artistic creativity*

The University within its Special Strategy for Scientific Research (Annex 42) for the five-year period. Within each are provided in detail the activities to be conducted by UHZ and academic staff in the field of research, including:

- Establishment and development of scientific research activity
- Opening and developing research programmes
- Establishing international cooperation in the field of scientific and artistic research
- Creating a sustainable infrastructure environment in the field of research
- Financial support of scientific research

The SER also states:

*"The objective of the Strategy for Scientific and Artistic Research 2023-2026 is to consolidate and strengthen its position at all levels by increasing research activity and artistic presentations by 50% in the period 2023-2026" .....*

*"An important objective of this program is to provide and enhance new research skills in the field of teaching art. The research objectives are based on providing advanced research knowledge to students based on the artistic and pedagogical activity (choir practice and professional musical orchestra) and staff who are engaged in these programs".*

The Expert Team believes there needs to be greater clarity in the use of terms like Scientific and Artistic Research and artistic creativity. This was also identified as an issue at the last accreditation review in 2022.

To support this the Expert Team recommends that the Faculty with the support of the University develops an arts research strategy fully embracing artistic research:

- for leveraging the full potential of artistic research within the knowledge triangle connecting education, research and innovation;
- for recognition of artistic research and the knowledge domain of the arts;
- as a key knowledge base for art education in higher arts education institutions;

- to support their academic staff gain full recognition for their research practice;
- to recognise other impact metrics additional to refereed journals and publications;
- to recognise research methodologies more appropriate to artist research;
- as a lever to gain greater financial support for artistic research.

There are key documents the Expert Team recommends the university and faculty should look at to help with this task including the ‘Vienna Declaration’ and the recent ELIA paper ‘*Leaping Beyond the Now: A Vision for Research and Innovation Embedding the Arts*’.

**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.**

The SER states “*all research plans are specified in the UHZ Strategic Plan (2023 – 2026), in the Scientific Research Strategy (2019 – 2024) and on the individual development plan*”.

*“The strategy for scientific research foresees in detail the activities to be developed by UHZ- this is through academic staff and students in the research field, including the preparation of research projects, conducting scientific and applied research, publications in Credible scientific journals, participation in local scientific conferences and internationally, etc. This strategy is in full coherence with the comprehensive strategy UHZ development 2023-2026.*

*The Scientific Research Group at the university level has also been established, where it monitors all scientific activities and research at all academic units. The regulations were also set for Establish scientific institutes and create scientific journals at the level of all academic units”.*

As stated in 6.1, the language is not inclusive and negates a lot of research practice in the arts faculty.

The Expert Team recommends the University reviews its key documents and considers the language it uses to describe activities is more inclusive and recognises and endorses the rich research practices taking place in its arts faculty. It is difficult enough to attract funding for artistic research, but even greater if it is not supported and recognised by your own institution.

The University has produced the [Regulation for scientific and artistic research activity](#) (not translated in English) that defines the number of scientific journals for publication that are known internationally. Clear guidelines and regulations are set through [the Publishing Regulation](#). Based on the Rules on Sabbatical Year and Mobility, professors have the right to request from the Senate a free year of research focused on a foreign University, and during the year the employee will receive full salary.

The faculty of arts organises concerts and artistic events (Java), the ESMA Summer School, symposia and conferences and since 2018 organised biennial international conferences in Peja.

All academic staff have more than ten years professional experience, with one holding the title of Doctor of Music and six more are PhD candidates at renowned international universities.

**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 faculty has provided the Expert Team with clear evidence of their academic staff's engagement in research activities with national and international educational and professional organisations.

The Expert Team has learnt that the Faculty of Arts, besides concerts and other cultural activities, has held Masterclasses with professors from Kosovo and Europe and organized a round table attended by professors from Kosovo, Albania, North Macedonia and Great Britain. The teachers have participated in ERASMUS+ staff exchanges to broaden their experience and learn in another cultural context. The Faculty of Arts, based on agreements between UHZ and municipalities and local businesses, participates with various joint artistic programmes, knowledge and technology transfer and projects. All these activities and experiences have enhanced the student learning and refreshed the teaching staff's professional experience.

**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.**

There is clear evidence (see SER pp.77-85) of the programmes teaching staff engagement nationally and internationally in research in the same field as their teaching subject. (see: [https://scholar.google.de/citations?vieë\\_op=vieë\\_citation&hl=de&user=7I8SVQYAAAAJ&citation\\_for\\_vieë=7I8SVQYAAAAJ:Tyk-4Ss8FVUC](https://scholar.google.de/citations?vieë_op=vieë_citation&hl=de&user=7I8SVQYAAAAJ&citation_for_vieë=7I8SVQYAAAAJ:Tyk-4Ss8FVUC)

[https://scholar.google.de/citations?vieë\\_op=vieë\\_citation&hl=de&user=7I8SVQYAAAAJ&citation\\_for\\_vieë=7I8SVQYAAAAJ:zYLM7Y9cAGgC](https://scholar.google.de/citations?vieë_op=vieë_citation&hl=de&user=7I8SVQYAAAAJ&citation_for_vieë=7I8SVQYAAAAJ:zYLM7Y9cAGgC)

All members of the academic staff have concerts and collaborate with arts organisations inside and outside the country, and at least on average one scientific research publication and artistic result per year for three years. The Faculty of Arts has a mentoring scheme to guide and support teaching staff's research development. The faculty academic staff receive clear guidance in research activities including intellectual property rights (IPR), finance, publications etc; though expected to be involved, the financial and other conditions are determined through the 'Regulation on the Establishment and Functioning of Research Institutes.'

The SWOT analysis for this standard (SER p.86) supports the Expert Team's findings and recommendations from this review process and identifies two key aspects that need addressing:

- *Research on various topics related to improving the quality of teaching.*
- *Organization of various training for professional development related to scientific research in the field of music.*

**ET recommendations:** (all recommendations to be carried out and implemented in 12 months after accreditation)

27

- 1 A. *The university and faculty needs to have greater clarity when using the use of terms 'Scientific and Artistic Research' and 'artistic creativity' and look at the 'Vienna Declaration' and the recent ELIA paper 'Leaping Beyond the Now: A Vision for Research and Innovation Embedding the Arts' to help with this task.*
- 2 B. *The faculty with the support of the university develops an arts research strategy fully embracing artistic research:*
  - *for leveraging the full potential of artistic research within the knowledge triangle connecting education, research and innovation;*
  - *for recognition of artistic research and the knowledge domain of the arts;*
  - *to support their academic staff gain full recognition for their research practice;*
  - *as a key knowledge base for art education in higher arts education institutions;*
  - *to recognise other impact metrics additional to refereed journals and publications;*
  - *to recognise research methodologies more appropriate to artist research;*
  - *as a lever to gain greater financial support for staff's artistic research.*
- 3 C. *The university reviews its key documents and considers the language it uses to describe research activities is more inclusive and recognises and endorses the rich research practices taking place in its arts faculty.*

## 7. INFRASTRUCTURE AND RESOURCES

Standard 7.1. The HEI ensures adequate premises and equipment for performing education processes and research. ESG (1.6)

Material and technical resources are very important to achieve the learning results provided by the program, which is fully satisfied by the HEI and gives students an opportunity to implement diverse creative projects. The programme is provided with the necessary infrastructure and technical equipment. For individual courses the program is equipped with appropriately equipped classrooms (piano, mirror, stand, remote control, blackboard) and is provided with appropriate musical instruments. Situated in an old building, the program already has enough classrooms and music rooms equipped with instruments, smartboards, musical notes, blackboards, projectors, computers and software programs according to the teaching requirements, providing solid space for academic staff and students for the study program.

The impressive new building at new Campus, which is supposed to host the program from the next academic year offers the most contemporary and by all standards excellent conditions for the music and wide spectrum of artistic education. Special kinds of working spaces required for the music study are provided and more than well equipped to fit the needs of an

educational process for all the courses. There are individual music learning classrooms, lab cabinets, orchestra and chorus classrooms, special classrooms for the audio recording and vocal techniques, great amphitheatre - concert hall for public concerting, studios, workshop classrooms, reading classrooms and administrative offices. All of them provide enough space and all the technical equipment. The already sufficient number of instruments (pianinos, pianos and other) is additionally enlarged with 5 completely new pianinos and a big concert piano acquired for the new building. During the site visit the Group of experts could inspect an impressive collection of instruments necessary for teaching music which are available to the students who can not afford their own expensive instruments which makes the study program accessible and achievable for a broad range of candidates from different social backgrounds.

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

The university maintains a library for all programmes. A list of books and periodicals on the Albanian and English languages contains basic and supplementary literature on the program for all the study courses. The books, literature and various periodical materials offer basic, general and comprehensive literature, classical and advanced contemporary titles for the specific fields and areas of the performing arts and especially detailed in music.

The current state of the literature is specific enough in all the key areas of the curriculum. Materials are also available to students electronically and from relevant databases. Students receive information about the availability and access to the mentioned material and technical resources immediately after starting their studies.

ET would like to suggest the further development of the reading materials, permanently refreshing the titles with the most recent research and cutting edge technologies in the performing arts, especially music. The addition of more literature on AR and VR and some literature about lifelong learning and distance learning could also be useful for the students and staff.

The library includes reading spaces, group study spaces and a computer resource that allows students to find and use the necessary materials. The basic literature necessary for the programme is found in the library. The availability and accessibility of this material is a strong point of the programme. Also, they have access to the literature and publications published in electronic scientific databases. During the interview, the students noted that they are informed about the possibility of using existing resources, the principle/schedule of work and the rules on how to use the materials; have full access to these databases and the latest publications in their field.

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

University “Haxhi Zeka” Pejë with its Performing Arts MA program is a state-funded higher education institution in the arts and culture sector. Even though the SER does not provide a developed calculation of study program costs, from the financial analysis presented in the SER (p.93) it can be concluded that there is a sustainable financial basis for the implementation of the study program. Upon the discussions with teachers and students during the site visit, the ET advises the HEI to allocate the significant part of this budgetary item for the artistic research and involvement of teachers and students in artistic research activities. Besides state-budget funding, other financing sources include performance-based funding, funding for implementing artistic activities, Erasmus+ projects and other grants and support from local, national and international level.

#### **ET recommendations:**

1. *A The ET recommends permanent refreshing the titles with the most recent research and cutting edge technologies in the performing arts, especially music, within the first year of the accreditation of the study program*
2. *B The ET recommends addition to some literature on AR and VR in the library materials within the first year of the accreditation of the study program*
3. *C The ET recommends additional allocation of budget for the artistic research within the first year of the accreditation of the study program*

#### **FINAL RECOMMENDATION OF THE EXPERT TEAM**

1. MISSION, OBJECTIVES AND ADMINISTRATION	Substantially Compliant
2. QUALITY MANAGEMENT	Fully Compliant
3. ACADEMIC STAFF *Mandatory	Fully Compliant
4. EDUCATIONAL PROCESS CONTENT	Substantially Compliant
5. STUDENTS	Fully Compliant

6. RESEARCH	Substantially Compliant
7.INFRASTRUCTURE AND RESOURCES *Mandatory	Fully Compliant
<b>Overall Compliance</b>	Substantially Compliant

## OVERALL EVALUATION AND JUDGMENTS OF THE ET

High level of enthusiasm and dedication to the study processes and the Program on all levels (students, academic staff, administration, management) are definitely one of the greatest strengths of the Performing Arts, MA. Good cooperation with the stakeholders and professional institutions in the field are also of high importance, enabling the Program to be in tune with the job market and produce adequately educated professionals. Provisions and technical support regarding practical and theoretical courses of study program are substantial. New building on Campus makes them excellent.

It is obvious the program has strong links to the creative industries and organizational ecosystem on the State level: many students have immediate access to the job placements as some brand names are a part of elected faculty and teaching staff to ensure a cohesive network for artistic outlets. The Faculty itself is well integrated in the community and it is quite obvious that the community needs the MA program.

The loyalty with which the teaching staff, students, alumni, and employers, many former students of Faculty of Arts exhibit is almost self-evident and it speaks highly of what might be termed as a collective tightly knit community of practitioners.

Special arguments which ET consider and take seriously are the arguments repeatedly emphasized during the interviews especially from the current students and alumni:

- keeping the student from existing BA students as the future MA students and attracting students from other cities and other BA studies
- offering the possibility of MA studies for the local students in their community without needs to travel, pay accommodation and life costs in other cities
- offering the MA program studies for the students in less privileged economical situation
- strong bond between students and teachers at BA studies and student's wish to continue education with the same teachers.

In conclusion, The Expert team considers that the study program **Master - Performing Arts** offered by Faculty of Arts University Haxhi Zeka, Pejë is **Substantially compliant** with the standards included in the KAA Accreditation Manual and, therefore, recommends to accredit the above study program for a duration of **three years** with a maximum of **20 students** to be enrolled in the program.

### Expert Team

#### Chair

**Prof. Dr. Darko Lukić**



**7.5.2025.**

---

(Signature)

(Print Name)

(Date)

#### Member

**Prof. Dr. John Butler**



**7.5.2025.**

---

(Signature)

(Print Name)

(Date)

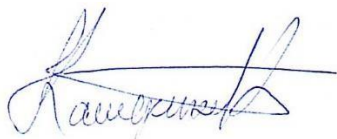
#### Member

---

32



**Katerina Klimoska**



**07.05.2025**

---

(Signature)

(Print Name)

(Date)