



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



***UNIVERSITY 'KADRI ZEKA'***  
***GJILAN***

**MA Teaching and Curriculum in Primary Education**

**Re accreditation**

**REPORT OF THE EXPERT TEAM**

*June 3*

*Gjilan - Brno – Tbilisi - Vienna*

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# 1. INTRODUCTION

## 1.1. Context

**Date of site visit: 30.04.2024.**

**Expert Team (ET) members:**

- *Prof. Elene Jibladze, Ilia State University, Tbilisi, Georgia*
- *Prof. Milan Pol, Masaryk University, Brno, Czechia*
- *Ms. Nadia Manzoni, Central European University, Vienna (student expert)*

**Coordinators from Kosovo Accreditation Agency (KAA):**

- *Leona Kovaci*

**Sources of information for the Report:**

- *Self-evaluation report*
- *Site visit*
- *Additional documents submitted by the UKZ*

**Criteria used for institutional and program evaluations**

- *Kosovo Accreditation Manual*

## 1.2. Site visit schedule

Site Visit Program		
Time	Meeting	Participants
09:30 – 10:10	Meeting with quality assurance representatives and administrative staff	1. Fitore Malaj Director of QA Office 2. Xhevat Bekteshi –Quality Coordinator 3. Arjeta Rexhepi - Administrative Service 4. Arlinda Selmani - Career and Alumni Officer 5. Vjosa Baftiu –Accreditation Officer
10:10 – 10:50	Meeting with the management of the faculty where the programme is integrated	1. Prof. Asoc. Dr. Merxhan Avdyli - Dean 2. Prof. Ass. Dr. Mensur Neziri Vice-Dean 3. Kushtrim Demi Secretary of Academic Unit
10:50 – 10:55	Short Break	
10:55 – 11:55	Meeting with the heads of the study programme Preschool Education, BA 240 ECTS, Prof. Milan Pol	1. Prof. Ass. Dr. Mensur Neziri 2. Prof. Ass. Dr. Arbona Xhemajli 3. Prof. Dr. Xhevdet Thaqi 4. Prof. Ass. Dr. Drita Kryeziu
10:55 – 11:55	Meeting with the heads of the study programme Teaching and Curriculum in Primary Education, MA, 60 ECTS, Prof. Elene Jibladze	1. Prof. Asoc. Dr. Voglushe Kurteshi
11:55 – 12:55	Lunch break	
12:55 – 13:25	Visiting Facilities	
13:25 – 14:15	Meeting with teaching staff	1. Prof. Asoc. Dr. Nerxhivane Krasniqi 2. Prof. Asoc. Dr. Bashkim Dalipi 3. Prof. Asoc. Dr. Ekrem Alimi 4. Prof. Ass. Dr. Shqipe Avdiu Kryeziu 5. Prof. Asoc. Dr. Musa Ajeti 6. Prof. Asoc. Dr. Jonuz Dervodeli

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		7. Dr.Sc. Lon Laska
14:15 – 15:05	Meeting with students	1.Dafina Ahmeti 2.Viola Maliqi 3.Dafina Muji 4.Eriola Maliqi 5.Fatlinda Latifi 6.Riona Selimi 7.Ereza Rahimaj
15:05 – 15:55	Meeting with Graduate	1.Illir Xhafaj, 2.Aferdita Alimi, 3.Gezime Sahiti 4. Elsa Alidemi 5. Elsa Karaliti 6.Laureta Hyseni
16:05 -16:50	Meeting with employers	1. Albana Demiri Director of Education in Gjilan 2.Afrim Dervishi, Director of Education in Kamenica 3. Qemajl Hyseni Director of Primary school- Viti 4.Ramadan Dermaku, Director of Primary school -Gjilan 5.Afrim Llabjani Director of Education – Ferizaj
16:50 – 16:55	Internal meeting of KAA staff and experts	
16:55 – 17:00	Closing meeting with the management of the faculty and program	1.Prof.Assoc.Dr. Merxhan Avdyli - Dean 2.Prof.Ass.Dr. Mensur Neziri Vice-Dean 3. Kushtrim Demi Secretary of Academic Unit

### **1.3. A brief overview of the institution under evaluation**

*University “Kadri Zeka” Gjilan (UKZ) is a public higher education institution founded in 2013 on the bases of the Teacher Training Centre, which was founded already in 1958. In 2020, the UKZ gained administrative independence. At the moment, it has six faculties which offer 10 accredited study programs, out of them five at the bachelor level and five at the master level.*

*Faculty of Education of UZK is offering two bachelor programs and two master programs, MA in Teaching and Curriculum in Primary Education is among them. The MA program was first developed and accredited in 2021 and this would be its first re-accreditation. While the program seems to be in a demand, over the course of its third year of operation, the number of students competing for the admission has decreased in the last year from 177 to 89. The maximum capacity of the program is 30 students per cohort.*

## **2. PROGRAM EVALUATION**

### **2.1. Mission, Objectives and Administration**

The mission of the MA program is elaborated at length in the Self-Assessment Report (SER, p. 22) and describes the aim of the program ambitiously, highlighting the importance of building relevant competencies in curriculum development and educational research. The evaluation team (ET) finds the mission overly ambitious for the MA program of the one-year duration, and highly generic with a little mention about primary education or the relevance of the program to the local community. Therefore, the evaluation team (ET) suggests that the mission could be more concise and emphasize program’s focus on local community needs. For instance, enriching the quoted below excerpt from the mission statement of the program with local community specifics would effectively communicate the program’s goals:

*“This program is designed for students who want to deepen their knowledge and develop their capacities to critically reflect on the theories and practices of curriculum development, research in education, and their professional practice, as well as enabling them to face the challenges of the teaching profession.” (p. 22)*

Nevertheless, while the program’s mission is generic and needs to be made more contextualization, conceptually it aligns with the overall mission of "Kadri Zeka" Public University (UKZ). Both the program and the university emphasize the preparation of students for professional success and societal contribution, with a strong focus on critical thinking and professional development.

The learning outcomes of the program are lengthy and could benefit from being rethought, merged, and reformulated to reflect the limits the one-year MA program without being overly

ambitious. Having said that, in principle, the learning outcomes are consistent with the National Qualifications Framework and the Framework for Qualifications of the European Higher Education Area.

The program’s didactic and research concept is implicit and not clearly defined in the SER. However, interviews with the head of the program and academic staff emphasized independent work and critical reflection. Another important feature of the overall approach to teaching and learning is a supportive environment, where students feel welcome and supported throughout their studies.

The procedures, policies, guidelines, and relevant regulations are in place, and program-related information is readily available to students and academic staff.

While regulations governing ethical conduct in professional and academic realms are in place, there was no evidence that academic or administrative staff fully understand them, nor is it clear if students are aware of these regulations.

The program is reviewed annually before the academic year starts. According to the head of the program, the academic staff and the QA representative are part of the review process. Although the ET did not obtain the meeting minutes, it did receive information about changes made to the program based on student feedback, indicating that the review process is happening regularly.

Standard	Compliance	
	Yes	No
Standard 1.1. The study program mission is in compliance with the overall mission statement of the institution.	X 0,5	
Standard 1.2. Relevant academic and professional advice is considered when defining the intended learning outcomes which are consistent with the National Qualifications Framework and the Framework for Qualifications of the European Higher Education Area.	X 0,5	
Standard 1.3. The study program has a well-defined overarching didactic and research concept.	X 0,5	

Standard 1.4. There are formal policies, guidelines and regulations dealing with recurring procedural or academic issues. These are made publicly available to all staff and students.	X	
Standard 1.5. All staff and students comply with the internal regulations relating to ethical conduct in research, teaching, assessment in all academic and administrative activities.		X
Standard 1.6. All policies, regulations, terms of reference and statements of responsibility relating to the management and delivery of the program are reviewed at least once every two years and amended as required in the light of changing circumstances.	X	

**Compliance level:** Partially compliant

**ET recommendations:**

1. *Develop a clearer and concise mission statement of the program increasing visibility of the program's link to the local/regional needs.*
2. *Review and reformulate learning outcomes in the light of decreasing their number and matching them to the scope and aim of the program.*

**2.2. Quality Management**

The SER is clear about the QA mechanisms that are institutionalized in the UKZ and provides a good description of how the QA mechanism works at the university level. At the faculty level, the Quality Coordinator is appointed and the Supervisory Council for Quality and Evaluation is also in place. Involvement of the academic staff in the processes of the QA and the processes of the self-evaluation was also confirmed during the site visit. However, it is worth mentioning that the SER is less informative on the QA processes at the program level, if at all and is rather elaborate on the processes at the university level. This statement is accurate for other sections of the SER as well, which left the ET wondering whether the QA office and the program self-evaluation team worked together when developing the SER or not.

The QA processes are embedded in the program planning and continuous development and the academic staff involved in this MA program are involved in these processes on a regular basis. The ET did not find evidence to conclude that the internal QA undergoes regular review and changes accordingly. ET suggests introducing a simple review process of the QA.



The program level QA is based on the course assessments. As mentioned by the head of the program, the students' feedback as well as the feedback from the employers is gathered by the end of the academic year and the changes to the program are planned in accordance with their feedback. Due to its small size, the academic staff involved in the program uses informal interactions with students as a source of feedback. ET finds this connection very useful and natural in the smaller academic communities like UKZ.

The feedback collected based on the formal instruments as well as on the informal interactions are taken into account during the program development for the next academic year. As the head of the program mentioned, for instance, time allocated for the pedagogical practice was increased based on the survey results.

The program development processes are collaborative, the colleagues work in teams not only for the program development, but they also review the courses together. The periodical review and the report of the program has not yet been produced, as the program was launched a bit more than two years ago and now is undergoing re-accreditation. Collecting the data on student progress and completion rates would be something that the program authors need to strengthen. The ET is not certain if the results of the evaluations of the students and other stakeholders are available publicly.

Linking program or course review to the program Learning Outcomes is the weak point of the program. It seems that the review processes are still subject-based, rather than outcome-based. ET would like to urge the QA unit as well as the program development team to make effort and establish the program development processes based on the Learning Outcomes.

The additional documents suggest that the UKZ has the mechanism to review the internal QA processes, however the ET could not find the evidence that the internal review of the QA processes takes place at the university or faculty level.

Standard	Compliance	
	Yes	No
Standard 2.1. All staff participate in self-evaluations and cooperate with reporting and improvement processes in their sphere of activity.	X	
Standard 2.2. Evaluation processes and planning for improvement are integrated into normal planning processes.	X	

Standard 2.3. Quality assurance processes deal with all aspects of program planning and delivery, including services and resources provided by other parts of the institution.	X	
Standard 2.4. Quality evaluations provide an overview of quality issues for the overall program as well as of different components within it; the evaluations consider inputs, processes and outputs, with particular attention given to learning outcomes for students.		X
Standard 2.5. Quality assurance processes ensure both that required standards are met and that there is continuing improvement in performance.	X	
Standard 2.6. Survey data is being collected from students, graduates and employers; the results of these evaluations are made publicly available.	X 0,5	
Standard 2.7. Results of the internal quality assurance system are taken into account for further development of the study program. This includes evaluation results, investigation of the student workload, academic success and employment of graduates.	X 0,5	
Standard 2.8. The institution ensures that reports on the overall quality of the program are prepared periodically (eg. every three years) for consideration within the institution indicating its strengths and weaknesses.	X	
Standard 2.9. The quality assurance arrangements for the program are themselves regularly evaluated and improved.	X 0,5	

**Compliance level:** Substantially compliant

**ET recommendations:**

1. *Link the program and course review to the Learning Outcomes of the program.*
2. *Collect student progress and retention data and use them in quality assurance processes.*
3. *Undergo a regular review of the internal QA mechanisms.*

**2.3. Academic Staff**

The academic staff's employment procedures comply with the Labour Law and Administrative Instructions on Accreditation of HEIs, Chapter 3, Standard 3.1. The faculty of Education has 14 full-time academic staff engaged in this program in compliance with the standards and

procedures for the selection and promotion of academic staff which are set out in the Statute of the UKZ. Each full-time staff member has a four-year contract.

Out of 14 staff members, the program is led by one professor, three associate professors and 10 assistant professors. As per the provided documents, the staff covers two teaching positions within an academic year, as per regulations. The program hosts a maximum of 30 students per academic year, hence the number of the full-time academic staff with PhD degrees meets the requirements with regards to the student/faculty ratio. The regulation regarding the retirement age is followed and to the knowledge of the ET, the program does not host academic staff beyond the retirement age.

In coordination with the program's head, dean and QA officer, the academic personnel develop an individual development plan. As explained by the head of the program, for their continuous professional development, the faculty makes good use of the Centre for Excellence in Teaching at the University of Pristina and seeks out professional development opportunities individually. However, there is the need for more, which is also pointed out in the SER as the weakness of the institutional or faculty level.

Evaluation of academic staff and their quality of teaching takes place regularly and annually through students' evaluation. The course and teaching staff evaluations are communicated to staff and discussed leading to revision of teaching pedagogies and/or course syllabi, if necessary. This keeps teaching processes flexible and possible to fit to the student needs. The academic staff also do self-evaluation and are evaluated by the dean.

Standard	Compliance	
	Yes	No
<b>Standard 3.1.</b> Candidates for employment are provided with full position descriptions and conditions of employment. To be presented in tabular form data about full time (FT) and part time (PT) academic/ artistic staff, such as: name, qualification, academic title, duration of official (valid) contract, workload for teaching, exams, consulting, administrative activities, research, etc. for the study program under evaluation.	X	
<b>Standard 3.2.</b> The teaching staff must comply with the legal requirements concerning the occupation of teaching positions included in the Administrative instruction on Accreditation.	X	

<b>Standard 3.3.</b> Academic staff do not cover, within an academic year, more than two teaching positions (one full-time, one part-time), regardless of the educational institution where they carry out their activity	X	
<b>Standard 3.4.</b> At least 50% of the academic staff in the study program are full time employees, and account for at least 50% of the classes of the study program.	X	
<b>Standard 3.5.</b> For each student group (defined by the statute of the institution) and for every 60 ECTS credits in the study program, the institution has employed at least one full time staff with PhD title or equivalent title in the case of artistic/applied science institutions.	X	
<b>Standard 3.6.</b> Opportunities are provided for additional professional development of teaching staff, with special assistance given to any who are facing difficulties.		X
<b>Standard 3.7.</b> The responsibilities of all teaching staff, especially full-time, include the engagement in the academic community, availability for consultations with students and community service.	X	

**Compliance level:** Substantially compliant

**ET recommendations:**

- 1. Create more opportunities for staff development, especially towards improving research skills and English language skills to enable international mobility.*

**2.4. Educational Process Content**

The SER is exceptionally uninformative in this section, providing very little explanation about the program, indicating a lack of coordination between the QA and the SER team as mentioned in the QA section. Hence, the ET bases its findings on the interviews and additional documents which were submitted afterward.

This is a one-year MA program, planned over two semesters with an additional six months for MA thesis development. It consists of mandatory and elective courses and complies with the requirements of the National Qualifications Framework and the Curricular Framework of Kosovo.

Graduates see great value in the program, as it has enhanced their professional development, improved career prospects, and elevated their status. The graduates, predominantly female,

have different motivations but praise the opportunities and approaches offered during the program. The program also attracts students because it is shorter than other MA programs.

The course syllabi are well-structured and convey essential information, including the aim and objectives of the course, teaching and assessment techniques/methods, main topics, assignments, and corresponding reading materials. This ensures that students are well-informed about what to expect from the course. The point of inclusivity is rather implicit throughout the program, assuming that students with different abilities would be offered relevant teaching and assessment methods; however, this is not explicitly stated. The ET encourages the authors of the program to address this shortcoming.

A minor point to note is that some courses listed as mandatory in the curriculum included in the SER are labeled as elective in the course syllabi; the course on Albanian Language teaching serves as a good example.

While the program has a solid structure and logic, it does not necessarily show a clear link between the courses and the learning outcomes. Firstly, it will ease the work of the program authors if the learning outcomes are limited to no more than seven. Secondly, it is important that the learning outcomes are measurable and can be attained through the mandatory courses and the master's theses, while the elective courses should only complement the LOs.

A few points for further improvement of the program flow:

1. To better equip students with the necessary skills related to diversity and equal opportunities, it is important that a course on “special needs education” becomes mandatory in the program. ET considers the course on Differentiated Learning to correspond to this aim and suggests moving it from elective to mandatory. Such a course will enable students to identify special needs students and adapt teaching and assessment to their needs, thereby creating an equally enabling learning environment for all.
2. Assuming that graduates from the BA in primary education have already taken courses in teaching Mathematics, ET advises moving Mathematics to the elective courses and bringing forward the course on STEM education.
3. The authors of the program may want to review the offering of specialized courses on teaching-specific disciplines or areas in the elective section of the program, assuming that the program will be populated by students with a BA in primary education who already have teaching competences in mathematics, natural sciences, and/or music.
4. Bring forward the course on teacher professional development to meet one of the LOs of developing the competencies of a reflective practitioner.

The program includes a three-week teaching practice in the second semester and an MA thesis as prerequisites for graduation. Additionally, students must successfully pass the final exams.

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The details of the exams and MA thesis are presented in the faculty-level regulation: Regulation of Master’s Studies in the Faculty of Education. The MA thesis requirements are explained in more detail in the “Handbook of Master’s Thesis.”

Standard	Compliance	
	Yes	No
Standard 4.1. The study program is modelled on qualification objectives. These include subject-related and interdisciplinary aspects as well as the acquisition of disciplinary, methodological and generic skills and competencies. The aspects refer especially to academic or artistic competencies, to the capability of taking up adequate employment, contributing to the civil society and of developing the students’ personality.	X 0.5	
Standard 4.2. The study program complies with the National Qualifications Framework and the Framework for Qualifications of the European Higher Education Area. The individual components of the program are combined in a way to best achieve the specified qualification objectives and provide for adequate forms of teaching and learning.	X 0,5	
Standard 4.3. The disciplines within the curriculum are provided in a logical flow and meet the definition and precise determination of the general and specific competencies, as well as the compatibility with the study programs and curricula delivered in the EHEA. To be listed at least 7 learning outcomes for the study program under evaluation.		X
Standard 4.4. The disciplines within the curriculum have analytical syllabuses which comprise at least the following: the discipline’s objectives, the basic thematic content, learning outcomes, the distribution of classes, seminars and applicative activities, students’ assessment system, the minimal bibliography, etc. The full course description/ syllabuses of each subject/ module should be attached only in electronic form to the self-assessment report for the study program under evaluation.	X	
Standard 4.5. If the language of instruction is other than Albanian, actions are taken to ensure that language skills of both students and academic staff are adequate for instruction in that language when students begin their studies. This may be done through language training prior to the commencement of the program.	N/A	
Standard 4.6. The student-teacher relationship is a partnership in which each assumes the responsibility of reaching the learning outcomes. Learning outcomes are explained and discussed with students from the perspective of their relevance to the students’ development.	X	
Standard 4.7. Teaching strategies are fit for the different types of learning outcomes programs are intended to develop. Strategies of teaching and assessment set out in program and course specifications are followed with flexibility to meet the needs of different groups of students.	X	

Standard 4.8. Student assessment mechanisms are conducted fairly and objectively, are appropriate for the different forms of learning sought and are clearly communicated to students at the beginning of courses.	X	
Standard 4.9. Appropriate, valid, and reliable mechanisms are used for verifying standards of student achievement. The standard of work required for different grades is consistent over time, comparable in courses offered within a program, and in comparison, with other study programs at highly regarded institutions.	X	
Standard 4.10. Policies and procedures include actions to be taken in to dealing with situations where standards of student achievement are inadequate or inconsistently assessed.	X 0,5	
Standard 4.11. If the study program includes practice stages, the intended student learning outcomes are clearly specified, and effective processes are followed to ensure that those learning outcomes and the strategies to develop that learning are understood by students. The practice stages are allocated ETCS credits and the work of the students at the practical training organisations is monitored through activity reports; students during practice stages have assigned tutors among the academic staff in the study program.	X	
Standard 4.12. In order to facilitate the practice stages, the higher education institution signs cooperation agreements, contracts or other documents with institutions/organisations/practical training units.	X	

**Compliance level:** Substantially compliant

**ET recommendations:**

1. *Review program Learning Outcomes, decrease their number and reformulate the remainder to make them measurable and attainable throughout the program (mainly through the mandatory courses)*
2. *Review the curriculum in accordance with the suggestions 1-4 as the capacity and regulations allow it.*
3. *Increase coordination between the program development team/SER development team and the QA officers. Increase number of QA or support staff if needed.*

**2.5. Students**

The geographical catchment area of this programme is the area in and around Gjilan and most students commute to Gjilan by car to attend classes. The nearby student dormitory run by the municipality is intended primarily for secondary school students, but a few university students make use of it too, as it is in the vicinity of the campus. There are both merit-based and needs-based scholarships available to students, both from the Ministry and from the university itself

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(the condition is an average grade of 9 and a timely completion of all classes and exams in the previous year).

This MA programme enrolls all candidates who have completed basic studies (Bachelor) in the amount of 240 ECTS, who meet the conditions and requirements of the program, which are reported to consist also of an entrance exam in didactic subjects. Students come from the BA programmes in UKZ, both the BA programme in pre-primary education and BA programme in primary education. It was not sufficiently elaborated in the SER nor during the site visit what is the career profile and employment opportunities (and especially legally) of students who graduate from a BA in pre-primary education and continue onto the MA in Teaching and Curriculum in Primary Education, in particular it is questionable whether they are employable and qualified to work in primary schools as teachers. On the other hand, experienced teachers from the area appreciated the added value of this MA program as a form of lifelong learning and deepening their theoretical knowledge mid-career.

No disabled or visually or hearing-impaired students currently attend this program, so some questions arise around the inclusivity of admission procedures. There are very few, if any, male students in all the programmes and there is a clear need to increase the attractiveness of the programme to both genders as male role models in primary education are very important. The school building is not barrier-free either, there is no elevator for the top floors nor disabled toilets.

Students have confirmed to the expert team that the teaching staff is sufficiently available for consultations and approachable as well as willing to help, when needed. Attendance in class seems not to be an issue, though there are lessons on weekends to accommodate working students. Considering the amount of working MA students, the mode of studying resembles a part-time study rather than a full-time study.

No policies are in place to counter plagiarism and provide guidance on the use of artificial intelligence in the submission of written work. The Turnitin software does not seem to work effectively in Albanian and its use is not reported in the Faculty of Education.

Students are represented in all the relevant governance bodies of the university, including Senate, teaching committees, quality assurance committees, the Faculty Council, the Studies Committee, the Governing Council and the Study Committee.

Standard	Compliance	
	Yes	No

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Standard 5.1. There is a clear and formally adopted admission procedure at institutional level that the study program respects when organising students' recruitment. Admission requirements are consistently and fairly applied for all students.	X 0,5	
Standard 5.2. All students enrolled in the study program possess a high school graduation diploma or other equivalent document of study, according to MEST requirements.	X	
Standard 5.3. The study groups are dimensioned so as to ensure an effective and interactive teaching and learning process.	X	
Standard 5.4. Feedback to students on their performance and results of assessments is given promptly and accompanied by mechanisms for assistance if needed.	X	
Standard 5.5. The results obtained by the students throughout the study cycles are certified by the academic record.	X	
Standard 5.6. Flexible treatment of students in special situations is ensured with respect to deadlines and formal requirements in the program and to all examinations.	X 0,5	
Standard 5.7. Records of student completion rates are kept for all courses and for the program as a whole and included among quality indicators.	X	
Standard 5.8. Effective procedures are being used to ensure that work submitted by students is original.		X
Standard 5.9. Students' rights and obligations are made publicly available, promoted to all those concerned and enforced equitably; these will include the right to academic appeals.	X	
Standard 5.10. The students' transfer between higher education institutions, faculties and study programs is clearly regulated in formal internal documents.	X	
Standard 5.11. Academic staff is available at sufficient scheduled times for consultation and advice to students. Adequate tutorial assistance is provided to ensure understanding and ability to apply learning.	X	

**Compliance level:** Substantially compliant

**ET recommendations:**

1. *Define clearly the eligibility criteria for the program and if the eligibility extends to other teacher program graduates than BA in primary education, provide good explanation why.*
2. *Strengthen the impact of workshops for staff and students about dangers of plagiarism and unethical behavior in the academic setting.*
3. *Increase efforts in admission process to improve the gender balance.*

**Compliance level:** Substantially compliant

## **2.6. Research**

The expectation (and pressure) for teaching staff to be active in research is growing in Kosovo and is very much felt at UKZ as well. The Senate of UKZ has approved a Strategy for Scientific Research, and it seems that research performance is gradually becoming a key factor in staff performance evaluation and promotion within the university.

Research is validated through research publications, and some academic staff members related to the program have a solid research portfolio. In some cases, these are related to scholarly articles in their field of study (e.g., pedagogy, cognitive psychology of pupils); however, in other cases, the research concerns areas not directly related to primary education, but instead it concerns e.g. mathematics. While this research is important, it is fair to state that it does not contribute to the field of general education or teacher education. ET invites the academic staff of the MA program to distinguish between these two areas of research and to become more active in the area of primary education as well.

It should also be mentioned that the overall research output of the academic staff has been low over the past three years. This is due to a lack of resources (both financial and time), a lack of international collaborations, and low levels of English proficiency among the academic personnel. It is important that the Strategy for Scientific Research is followed through and that increasing research capacity is prioritized institutionally. This would entail mobilizing financial, infrastructural, and human resources. Overcoming the English language barrier needs to be one of the steps in this process. This could happen in multiple ways, such as combining English language courses for the faculty with hiring new faculty members with good English proficiency levels and fostering collaborative work between colleagues who have expertise but lack language skills with those who have strong language skills.

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The academic staff actively participates in local conferences and, in some cases, co-organizes events, which is commendable. However, there is a need to do more. It would be beneficial for the faculty to establish close ties with universities that are leaders in the field of education within the country and capitalize on the experience gained locally until opportunities to become part of international collaborations arise.

A few academic staff members include their research or share their research insights in teaching, but due to the lack of scientific activities, this is not consistently observed across the program.

As mentioned above, MA students are conducting their research projects within the framework of their MA theses. However, the culture of engaging MA students in research projects conducted by the faculty has not yet developed.

Standard	Compliance	
	Yes	No
Standard 6.1. The study program has defined scientific/applied research objectives (on its own or as part of a research centre or interdisciplinary program), which are also reflected in the research development plan of the institution; sufficient financial, logistic and human resources are allocated for achieving the proposed research objectives.	X 0,5	
Standard 6.2. Expectations for teaching staff involvement in research and scholarly activities are clearly specified, and performance in relation to these expectations is considered in staff evaluation and promotion criteria.	X 0,5	
Standard 6.3. Clear policies are established for defining what is recognized as research, consistent with international standards and established norms in the field of study of the program.	X	
Standard 6.4. The academic staff has a proven track record of research results on the same topics as their teaching activity.		X
Standard 6.5. The academic and research staff publish their work in speciality magazines or publishing houses, scientific/applied/artistic products are presented at conferences, sessions, symposiums, seminars etc. and contracts, expertise, consultancy, conventions, etc. are provided to partners inside the country and/or abroad.	X 0,5	

Standard 6.6. Research is validated through: scientific and applied research publications, artistic products, technological transfer through consultancy centres, scientific parks and other structures for validation.	X 0,5	
Standard 6.7. Each academic staff member and researcher has produced at least an average of one scientific/applied research publication or artistic outcome/product per year for the past three years.	X 0.5	
Standard 6.8. Academic and research staff publish under the name of the institution in Kosovo they are affiliated to as full-time staff.	X	
Standard 6.8. Academic staff are encouraged to include in their teaching information about their research and scholarly activities that are relevant to courses they teach, together with other significant research developments in the field.		X
Standard 6.9. Policies are established for ownership of intellectual property and clear procedures set out for commercialization of ideas developed by staff and students.	X	
Standard 6.10. Students are engaged in research projects and other activities		X

**Compliance level:** Partially compliant

**ET recommendations:**

1. *Increase research output in primary education field.*
2. *Invest in online library recourses.*
3. *Invest in improving English language proficiency of staff with different activities.*
4. *Collaborate with the leaders in the field of primary education in Kosovo to gain experience locally.*

**2.7. Infrastructure and Resources**

Kadri Zeka university is housed in an owned building that resembles a secondary school rather than a university. The general state of the building is poor. The classrooms are of adequate size compared to the size of the cohort, however, they are poorly equipped with technology and resources for practical work. There is an adequately equipped IT cabinet and most classrooms are equipped with projectors and boards (no screens or smartboards).

The music cabinet has excellent equipment, however the classroom with didactic toys as well as the visual arts room are not up to the standard. A lot of the technical and IT equipment comes

through donations or foreign aid projects, such as Euphoria, ReBus, E viva, Quadic, SMAHPC, ENEMLOS, ResearchCult, GreenTechWB, QATEK and others.

The library is spacious enough and contains enough working desks for independent work by students, however and there are insufficient computers for students to work on digitally. The library boasts some 54,000 copies of books in Albanian, English, Serbo-Croatia and a smaller collection in Turkish and Greek, however the books are quite old and locked inside cabinets so not freely available for perusal. Students also have access to materials at the "Fan S. Noli" city library in Gjilan, though it is not clear to what extent this option is used by students.

Students' access to digital resources, in particular online journals and books, is very limited. Interviews with academic and administrative staff revealed that while the university claims to provide access to academic databases, the library currently does not offer such access. The library does not offer subscriptions to online academic journals and the low level of English proficiency probably also prevents students (and some staff members) from accessing latest research as well as the full breath of research in the study field.

A room has been put at students' disposal for the student union's needs, but the building does not provide sufficient spaces for students to gather and exchange, such as common rooms, a cafeteria, or outside space for meetings. This may affect negatively the cohesion among students and may have a negative impact on the amount of collaborative and joint team work that students engage in. The student toilets are inadequate and badly serviced raising questions of hygiene and safety, which need to be addressed urgently and be attended to systematically.

The SER reports the use of an e-learning platform and a software for student data management; however, the expert team was unable to verify the extent to which these are in active use by students, staff and administration.

Standard	Compliance	
	Yes	No
Standard 7.1. The adequate long-term implementation of the study program is ensured in quantitative terms as regards premises, human resources and equipment. At the same time, it is guaranteed that qualitative aspects are also taken into account.	X 0,5	
Standard 7.2. There is a financial plan at the level of the study program that would demonstrate the sustainability of the study program for the next minimum three years.	X 0,5	

<p>Standard 7.3. The higher education institution must demonstrate with adequate documents (property deeds, lease contracts, inventories, invoices etc.) that, for the study program submitted for evaluation it possesses the following, for the next at least three years:</p> <p>a) owned or rented spaces adequate for the educational process;</p> <p>b) owned or rented laboratories, with the adequate equipment for all the compulsory disciplines within the curriculum, wherever the analytical syllabus includes such activities;</p> <p>c) adequate software for the disciplines of study included in the curriculum, with utilisation licence;</p> <p>d) library equipped with reading rooms, group work rooms and its own book stock according to the disciplines included in the curricula.</p>	X	
<p>Standard 7.4. The number of seats in the lecture rooms, seminar rooms and laboratories must be related to the study groups' size (series, groups, subgroups); the applicative activities for the speciality disciplines included in the curricula are carried out in laboratories equipped with IT equipment.</p>	X	
<p>Standard 7.5. The education institution's libraries must ensure, for each of the study programs:</p> <p>a) a number of seats in the reading rooms corresponding to at least 10% of the total number of students in the study program;</p> <p>b) a number of seats in the group work rooms corresponding to at least 10% of the total number of students in the study program;</p> <p>c) their own book stock from Albanian and foreign speciality literature, enough to cover the disciplines within the curricula, out of which at least 50% should represent book titles or speciality courses of recognised publishers, from the last 10 years;</p> <p>d) a book stock within its own library with a sufficient number of books so as to cover the needs of all students in the cycle and year of study the respective discipline is provided for;</p> <p>e) a sufficient number of subscriptions to Albanian and foreign publications and periodicals, according to the stated mission.</p>	X 0,5	
<p>Standard 7.6. The infrastructure and facilities dedicated to the implementation of the program is adapted to students with special needs</p>		X

**Compliance level:** Substantially compliant

**ET recommendations:**

1. *Urgently renovate and repair sanitary facilities in the university building as well as improve and maintain high standards of hygiene.*

2. *Improve access to digital and physical resources in the library by subscribing to relevant academic databases, providing access to full texts of scientific journals and offering training to enhance the use of these resources.*
3. *Provide students with common spaces for socialising, academic work and exchange.*

### 3. FINAL RECOMMENDATION OF THE ET

The ET recommends to grant accreditation to the MA Teaching and Curriculum in Primary Education for 3 years and define the student admission quota of up to 30 students.

#### Expert Team

**Member**

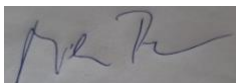


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