



***UNIVERSITY OF PRISHTINA “HASAN PRISHTINA”***

***RE-ACCREDITATION  
BACHELOR OF ANTHROPOLOGY AND CULTURAL  
HERITAGE***

**REPORT OF THE EXPERT TEAM**

*12 April 2023, Zagreb - Riga*

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## 1. INTRODUCTION

### 1.1. Context

**Date of site visit:** 21 March 2023

**Expert Team (ET) members:**

- *Prof. dr. sc. Daniela Angelina Jelinčić*
- *Ms. Asnate Kažoka*

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

- *Leona Kovaçi, Senior Officer for Evaluation and Monitoring*

**Sources of information for the Report:**

- *Self-evaluation report “University of Prishtina ‘Hasan Prishtina’, Faculty of Philosophy, BA Anthropology and Cultural Heritage” (January 2023)*
- *KAA Accreditation Manual (2021, updated)*
- *Syllabi BA Anthropology and Cultural Heritage (n.d.)*
- *Staff CVs*
- *Annexes (Annex 1: Publication list, Annex 2: Department of Anthropology Strategy 2022-2025, Annex 3: Manual for Assessment and Grading on Group Work, Annex 4: Alumni)*

**Requested documents:**

- *Statute of the University of Prishtina*
- *Regulation for bachelor studies*
- *Regulation on Quality Assurance and Evaluation*
- *Templates of questionnaires for students, academic staff, administrative staff, student evaluation for teaching and courses*
- *Statistics on applicants and number of admitted students*
- *Statistics on student transfer*
- *Strategy of the Faculty of Philosophy (not sent)*
- *Links to the articles published in the years 2019, 2020, 2021 and 2022 or photocopies of the articles’ first page (not sent)*

## Criteria used for institutional and program evaluations

- *Standards & performance indicators for external evaluation according to the Accreditation Manual of KAA, 2023*
- *General evaluation criteria: Criteria of Relevance, Efficiency, Effectiveness, Impact, Sustainability*

### 1.2. Site visit schedule

Time	Meeting	Participants
09:00 – 09:45	Meeting with the management of the faculty where the programme is integrated	Prof.asoc.dr.Dashamir Bërxulli – dean, Dr. Dorajet Imeri – vice dean, Prof.asoc.dr. Muhamet Qerimi – vice dean, Prof.asoc.dr. Adem Beha – vice dean
09:45 – 10:45	Meeting with the heads of the study programme	Arsim Canolli Tahir Latifi Arben Hajdari
11:00 – 11:45	Meeting with quality assurance representatives and administrative staff	Besnik Loxha – academic development office, Rita Selimi – coordinator for academic development, Lumnije Ahmeti – secretary of the Faculty of Philosophy, Mentor Maka – IT officer
11:45 – 12:45	Lunch break (provided at the evaluation site)	
12:45 – 13:25	Visiting Facilities	
13:25 – 14:05	Meeting with teaching staff	Arsim Sinani, Zanita Halimi, Durim Abdullahu, Ilir Culaj, Rozafa Berisha
14:05 – 14:50	Meeting with students	Rilinda Gjonbalaj, Enis Bytyqi, Iliran Dedvukaj, Diona Osmani, Arlinda Shatri, Miridona Sylja

15:00 – 15:45	Meeting with employers of graduates and external stakeholders	Dafina Morina (Muzeu Kombëtar i Kosovës), Milot Berisha (Instituti Arkeologjik) Nol Binakaj (CHwB), Lulzim Hoti (7 arte), Fortuna Haziri (Thana)
15:45 – 15:55	Internal meeting of KAA staff and experts	
15:55 – 16:10	Closing meeting with the management of the faculty and program	

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

The Faculty of Philosophy is the first academic unit of higher education in Kosovo, founded in 1960 with the **mission** to offer proper education of young people of Kosovo to prepare them as worthy and useful citizens for the country. The Faculty of Philosophy is a unit of the largest public university in Kosovo – University of Prishtina “Hasan Prishtina”.

The **vision** of the faculty is to become an academic institution of the prestigious international universities, with emphasis on the European Union, and to be a serious competitor in the academic market not only in the region but also beyond as well. Currently seven departments operate at the Faculty: 1. Department of History, 2. Department of Philosophy, 3. Department of Sociology, 4. Department of Psychology, 5. Department of Political Science, 6. Department of Social Work, and 7. Department of Anthropology. There are 6 programmes with a valid accreditation (History, Philosophy, Sociology, Social Work, Political Science, and Psychology) 6 MA programmes (History of Modern Time, Philosophy, International Relations and Diplomacy, European Studies and Public Administration, Sociology, School Psychology and Counselling, and Archivistics) as well as 2 programmes at BA level in the accreditation and re-accreditation process (Anthropology and cultural heritage, and Clinical and community psychology).

Until now the programme was offered with the name Cultural Anthropology with two specialisations - Ethnology and Cultural Anthropology or Archaeology. With this accreditation process a number of significant changes have been proposed to the original programme therefore it undergoes re-accreditation as Anthropology and Cultural Heritage. Once the last students of the Cultural Anthropology study programme graduate, the Cultural Anthropology will cease to exist and Anthropology and Cultural Heritage will fully replace it.

The SER states that the main reasons for the modification of current study programme are the “market need analysis and the recent cultural and institutional changes, developments in the context of management and promotion of culture and cultural heritage, and anthropology’s involvement in the process” (p. 45). It is commendable that the market research has been performed, although we have not seen the results. The fact that the Program includes the topic of heritage ensures a larger study area and thus possibly ensures a greater employability of the

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students. It is difficult to estimate sustainability of the Program as well as the accreditation of the future MA Program, but so far, finances have been ensured.

## 2. PROGRAM EVALUATION

### 2.1. Mission, Objectives and Administration

According to the SER, the **mission** of the "*BA Anthropology and Cultural Heritage*" study programme is the advancement of anthropological thought and the development of professional competencies and skills in the field of research, interpretation and application of empirical evidence, analytical knowledge and critical theoretical analysis on culture and cultural heritage. The SER finds that mission to be in line with the strategic orientation of the Department of Anthropology. It also seems in line with a generic mission of the Faculty.

Inclusive design process of the Program has been pointed out several times in the SER. Thus, the Program has taken into account the Strategy of the Department of Anthropology, meets the criteria of the National Qualifications Framework (NQF) and the Qualifications Framework in the European Higher Education Area (EQF), while also taking into account advice and recommendations of the officials from the Office for Academic Development of the University of Pristina, the Vice-Rector for Learning and Student Affairs, as well as from the Kosovo Accreditation Agency. Although, the requirements of the qualification frameworks for the bachelor level study programme are observed, there is a general question about the quality of the labour market prognosis and the representativeness of the employers' opinion. While the programme representatives seem to actively communicate with the labour market, a significant number of connections are private and there is no stable system for collecting and analysing statistical data.

The SER states that a balance between different didactic/teaching and research components is reached in the Program. Thus, knowledge and competencies in the field of anthropological studies of cultural and social life are complemented by hands-on research skills (problem-based learning that is organized in the classroom and in the field). Therefore mixed teaching methodologies are envisioned. Although the Program's geographical focus is on Kosova, international perspective is also taken as the Department is engaged in international projects, thus offering possibilities for internationalization of the research.

On the other hand, the SWOT analysis for mission, objectives and administration stated in the SER that "inadequate infrastructure (technological, financial, programmatic) at the University level, to advance publication, research and implementation of advanced methodologies" was the Program's weakness. We were not presented with a clear explanation on this weakness through the conducted interviews, as it was claimed that the required infrastructure was available (e.g. physical infrastructure is satisfactory, academic staff is financially stimulated

for publishing, while technology has been invested in – SPSS and MS Office licenses). Overall, we estimate that the Program offers an overarching didactic concept. It is not possible to offer specific comments on its research concept as it is not specifically presented. Rather, the existing research production is linked to the academic staff's research interests which is rather uneven among the staff and still not sufficient, although claiming that the Department's research production ranks 2<sup>nd</sup> at the Faculty.

According to the SER, “there are different guidelines and regulations, on the Faculty and University level, that provide the general framework for the delivery of the study programme, and are public and accessible by students and academic staff”. However, not all of them are publicly available or are outdated. E.g. The Strategic Plan of the University of Prishtina "Hasan Prishtina" 2020-2022 is publicly available but is no longer valid; the Strategy of the Department of Anthropology 2022-2025 is in place but not visible on the website. On the other hand, Annual Department Manual as well as Annual Unit Manual offering general information are available on the Department website. These provide formal procedural, administrative and academic instructions for students, to get around the campus, but also specific instructions for anthropological studies, such as instructions for fieldwork research and interviewing, academic writing, ethical aspects, reference systems, etc.

Internal regulations related to student and teaching assessment are in place (e.g. Regulation for Quality Assurance and Evaluation at the University of Prishtina). This is confirmed in the SER and is also visible in the *Syllabi BA Anthropology and Cultural Heritage*. Also, ethical conduct in teaching seems to be in place at least related to some of its aspects (e.g. Regulations for the Prevention and Protection from Sexual Harassment and Harassment at the University of Prishtina, available online). It is not clear though if regulations related to ethical conduct in research is regulated. We were informed, though that the teaching against plagiarism is in place. As well, assessment methods are communicated at the beginning of the course.

The SER states that, regarding programmes at the UP level, “student and staff performance data analysis” is regularly performed, while at the level of the Department, internal analysis is done through regular monthly meetings. The fact that the study programme is submitted for re-accreditation with significant changes serves as a proof that the policies and regulations regarding the study programme are reviewed and amended as necessary.

**Compliance level:** Fully compliant

Standard	Compliance	
	Yes	No
Standard 1.1. The study program mission is in compliance with the overall mission statement of the institution.	X	
Standard 1.2. Relevant academic and professional advice is considered when defining the intended learning outcomes which are consistent with	X	

the National Qualifications Framework and the Framework for Qualifications of the European Higher Education Area.		
Standard 1.3. The study program has a well-defined overarching didactic and research concept.	X	
Standard 1.4. There are formal policies, guidelines and regulations dealing with recurring procedural or academic issues. These are made publicly available to all staff and students.	X	
Standard 1.5. All staff and students comply with the internal regulations relating to ethical conduct in research, teaching, assessment in all academic and administrative activities.	X	
Standard 1.6. All policies, regulations, terms of reference and statements of responsibility relating to the management and delivery of the program are reviewed at least once every two years and amended as required in the light of changing circumstances.	X	

### ET recommendations:

1. *To review the policies and regulations available on the university and faculty websites to ensure that the available information is up to date*
2. *To establish a formal system for collecting input from employers in order to be able to take informed strategic decisions on the Program level and justify them*
3. *To make all the formal policies publicly available*

## 2.2. Quality Management

The SER states that two assessment processes are in place to ensure quality management: internal one and the external one (KAA and SQC). The standards related to the internal assessment are in line with the Bologna Declaration. Quality assurance instruments are the following: questionnaires for academic staff, questionnaires for course evaluation, questionnaires for administrative staff and questionnaires for students. The content of the Program is not specifically evaluated but is left to the academic staff. The Coordinator for Academic Development offers advice on how it should be aligned with the external standards. Quality of teaching is ensured through the Center for Excellence in Teaching whose internationally certified trainers offer basic and advanced courses. The basic training includes methodology of teaching, subjects regarding the curricula, organization of classes, student behavior, etc. The advanced training regards needs of the staff regarding the module. All teaching staff members are supposed to undergo a training by this center. Further on, there are also other centers in charge for specific topics which impact quality management (e.g. Center for Lifelong Learning, Center for Energy and Sustainability, Center for Career Development, etc.).

The SER states that the entire academic staff of the Department of Anthropology was involved in the process of drafting the program for accreditation. We learned the same from the



interviews. Also, the questionnaire templates for academic staff state that results of questionnaires will be used for producing the self-evaluation report.

The SER (p. 32) states that “The results generated based on the assessment serve as recommendations and are an integral part of planning for the next academic year, with the aim of improving quality”. The questionnaire templates, however, state that the results will be used when preparing the self-evaluation report in order to undergo the quality evaluation rather than for continuous improvement, therefore it is not clear how the general purpose of these mechanisms has been defined.

Other aspects of the Program planning and delivery are also taken into account related to quality assurance such as the quality of research and publishing (measured through publications in scientific journals with international reviews and participation in scientific conferences), which serves for professional advancement, according to the SER.

The questionnaire for students in addition to questions on learning and teaching, laboratory/practical work includes a section on services and university infrastructure, including a number of questions about library.

It is claimed in the SER that overall Program quality is assessed, whereas inputs (financial and material resources, human resources and student conditions), processes (access, participation, transition progress from learning to environment and organization) and outcomes (percentage of graduates, graduates on time, students who dropped out and those who repeat the year) are given attention to. Learning outcomes are also considered. However, during the site visit the programme representatives explained that there are no written performance reports that would be produced on the programme or even the faculty level, therefore the expert team once again has to highlight the informal nature of this process.

Recommendations put forward by the expert panel in the accreditation process are taken into account, according to the SER, while the design of the programme content is based on Programs of other respectable universities. The expert team, however, would like to note that the standards to be achieved are defined in a very general manner and lack the “required standards”, for example, the component “graduates on time” (see standard 2.4.).

The expert team learned from the SER that the Department of Anthropology has a database of graduate students but it seems that, except for casual invitations to the Department activities, no real monitoring of the alumni and employers is put in place. The SWOT analysis for quality management (p. 36) shows that Advancement of the student electronic management system (SEMS) is seen as a strength. The student feedback is mandatory in order for them to access the SEMS. However, during the site visit a number of programme representatives expressed an opinion that the mandatory survey decreases the overall quality of student feedback as the students fill in the survey formally. During the interviews with students and alumni it was

evident that the community in the Department is rather small therefore the students appreciate direct communication with their professors and informal feedback mechanisms are preferred.

The internal system for quality assurance determines/introduces assessment methods and new ones, according to the SER, have been introduced. These relate mainly to the student assessment and their workload, eventually also their academic success although not proven. The expert team did not find evidence of any formalized survey tool for the graduates.

Review reports on the performance and implementation of the programme are envisioned, as stated in the SER, as well as recommendations from the reports of international experts, assigned by the KAA. According to the information provided, there are full self-evaluation reports that are prepared according to the accreditation cycle (every 3 or 5 years). The expert team did not find evidence of any internal quality assurance reports that would be produced on the level of study Program or Department.

Regulation of quality assurance and assessment at the University of Prishtina is in place, approved by the Senate. Mechanisms and procedures of quality assurance and assessment are defined in the Regulation on Quality Assurance and Evaluation. The same document has served in the design and revision of the programme by the Department of Anthropology. According to the SER, formal and informal student feedback, consultation with former students, KPIs, internal and external quality reviews are used as instruments for quality assurance. While there certainly is an intention to continuously improve, most of the inputs for improvement, except the student surveys, seem to be of rather casual nature and therefore a more rigorous approach for constant revision of the quality assurance arrangements should be considered.

Standard	Compliance	
	Yes	No
Standard 2.1. All staff participate in self-evaluations and cooperate with reporting and improvement processes in their sphere of activity.	X	
Standard 2.2. Evaluation processes and planning for improvement are integrated into normal planning processes.	X	
Standard 2.3. Quality assurance processes deal with all aspects of program planning and delivery, including services and resources provided by other parts of the institution.	X	
Standard 2.4. Quality evaluations provide an overview of quality issues for the overall program as well as of different components within it; the evaluations consider inputs, processes and outputs, with particular attention given to learning outcomes for students.		X
Standard 2.5. Quality assurance processes ensure both that required standards are met and that there is continuing improvement in performance.		X
Standard 2.6. Survey data is being collected from students, graduates and employers; the results of these evaluations are made publicly available.		X

Standard 2.7. Results of the internal quality assurance system are taken into account for further development of the study program. This includes evaluation results, investigation of the student workload, academic success and employment of graduates.		X
Standard 2.8. The institution ensures that reports on the overall quality of the program are prepared periodically (e.g. every three years) for consideration within the institution indicating its strengths and weaknesses.	X	
Standard 2.9. The quality assurance arrangements for the program are themselves regularly evaluated and improved.		X

**Compliance level:** Partially compliant

**ET recommendations:**

1. *To develop and publish Program and/or department level annual reports resulting from the internal quality assurance mechanisms*
2. *To develop a stable and functional mechanism for surveying and tracking the graduates and employers that can also be used to forecast the tendencies in the labour market*
3. *To define certain measurable KPI at the level of study Program and include the results in the annual reports on quality*

### 2.3. Academic Staff

The tables presented in the SER show that candidates are provided with necessary descriptions of their positions in terms of their name, qualification, academic title, contract duration, respective workloads, etc. Although their dedicated time to lectures/exercises, consultations, research and services is indicated, full time (FT) and part time (PT) dedication is missing. It is not clear, though if the tables are complete since they differ in the number of teaching staff provided. Thus, comparing the presented CVs, there are 10 academic staff members envisioned, while in the SER, there are 9 of them (Muhamet Mala is missing). Similarly, teachers' workloads present 8 people (Sedat Baraliu is missing). During the site visit, the expert team learned that 11 staff members are envisioned but one of them has been appointed ambassador, so she will be replaced but the other academic staff members.

Not all of the academic staff have the same workload: it ranges from 18 hours per week for 5 of them to 22 hours for 3 of them. For the majority of the teachers, the greatest workload is dedicated to research activities and services (8 hours/week or 44%). The distribution of the other obligations is as follows: teaching (6 hours/week or 33%) and consultation (4 hours/week or 22%).

The SER states that the teaching staff "has been selected as a regular staff from the University of Pristina "Hasan Prishtina", in full compliance with the regulations in force" (p. 39), meeting all the requested criteria. The same goes for the external collaborators.

The SER states that the academic staff is employed by the Department of Anthropology of the University of Pristina "Hasan Pristina", while for some courses employees of the other units are engaged. If judging from the academic staff's CVs and random Google search, the staff satisfies on this standard. Only one teacher also works part time on another institution.

According to the academic staff's CVs as well as the SER, the great majority of the academic staff to be engaged in the Program is employed by the Department of Anthropology on full-time positions. As mentioned above, one staff member, although fully employed, currently serves as the ambassador but still retains her position within the Faculty.

The number of full-time staff with the doctoral degree substantially exceeds the required minimum, which is commended.

The role of the University Center for Excellence in Teaching has been stressed many times in providing trainings (basic and advanced), which, moreover, are mandatory for the academic advancement. Thus, opportunities exist at the institutional level. Academic staff also attends scientific conferences, seminars, etc.

It is evident from the tabular presentation of the teaching staff obligations that they are required to dedicate the minimum of 4 hours to student consultations. The availability and personal assistance on academic issues by the academic staff has also been confirmed by students during the site visit. Besides that, their engagement in the academic community, both local/national as well as international is seen in their participation in conferences, seminars, workshops, etc., while their involvement in the community service is through consultancy activities to different stakeholders, or in the boards of different cultural institutions/organizations.

Assessment of the academic staff is two-fold: they are assessed by students at the end of each semester and perform self-assessment. Both types of assessment is regularly performed. According to the SER, sometimes, focus groups are organized as an additional assessment method "to discuss the challenges and the realization of students' expectations" (p. 42). As mentioned before, though, the assessments tend to be formal and are done because it-needs-to-be-done-so. The expert team did not learn on the peer and superiors' evaluations.

It is claimed in the SER that continuous activities are performed with current students as well as with alumni to discuss the suitability of the syllabi with their needs. The same was confirmed by students during the site visit. As for the teaching strategies, the teaching staff undergoes basic and advanced trainings at the UP Center for Excellence in Teaching. A number of teaching strategies envisioned by the Program can be seen as resulting from those trainings. Concerning materials, the UP purchases necessary books for the Library. The site visit revealed, though that the Library contains copies of some books, while a need for more

literature in Albanian language was pronounced repeatedly, which is why the academic staff is engaged in translating.

The expert team was informed during the site visit that the teachers retire at the age of 65 but may still be engaged part-time until they reach the age of 70. The SWOT analysis for academic staff mentions the need for regularly engaged staff.

Standard	Compliance	
	Yes	No
<i>Standard 3.1.</i> 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	
<i>Standard 3.2.</i> The teaching staff must comply with the legal requirements concerning the occupation of teaching positions included in the Administrative instruction on Accreditation.	X	
<i>Standard 3.3.</i> 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	
<i>Standard 3.4.</i> 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	
<i>Standard 3.5.</i> 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	
<i>Standard 3.6.</i> Opportunities are provided for additional professional development of teaching staff, with special assistance given to any who are facing difficulties.	X	
<i>Standard 3.7.</i> 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	
<i>Standard 3.8.</i> Academic staff evaluation is conducted regularly at least through self-evaluation, students, peer and superiors' evaluations, and occur on a formal basis at least once each year. The results of the evaluation are made publicly available.		X
<i>Standard 3.9.</i> Strategies for quality enhancement include improving the teaching strategies and quality of learning materials.		X
<i>Standard 3.10.</i> Teachers retired at age limit or for other reasons lose the status of full-time teachers and are considered part-time teachers.	X	

**Compliance level:** Substantially compliant

**ET recommendations:**

1. *To ensure real assessment of the academic staff through the assessment by the peers and the superiors*
2. *To ensure the quality of teaching materials in terms of availability of relevant international and Albanian books articles and other relevant teaching and research materials*

**2.4. Educational Process Content**

The Program aims to “provide students with general, theoretical, professional and methodological skills and competencies” (SER, p. 46). This entails general (e.g. Introduction to academic writing; Research methods and techniques), specific (e.g. Albanian ethnology; Visual anthropology) and interdisciplinary modules (e.g. Heritage and environment; Culture and media). The expert team learned during the site visit that competencies provided by the Program are in line with the market needs. Moreover, collaboration established with external stakeholders (CSOs, public and private institutions) entails that skills needed in these institutions are taught within the curriculum (e.g. drone screening for the archaeological sites, project management, museum guiding, documenting heritage assets, interviewing techniques, legal issues related to cultural heritage, etc.).

The Program complies with the NQF and with the FQEHEA in terms of its duration (3 academic years, or 6 semesters), compulsory and optional modules, number of credits (30 per semester), credit sets per module, combination of theoretical, practical and mixed modules, final thesis modules, and diversity of teaching methods.

There is a logic behind the curriculum in terms that it enables students to acquire skills in the earlier stages of the curriculum, which will serve them in the later stages of the study. Also, the first year offers introductory courses (e.g. Introduction to anthropology, Ethnolinguistics), while later on more specific courses are focused on (Migration and social security; Cultural tourism). The listed learning outcomes are consistent with the curriculum but only six of them are counted, thus failing to satisfy the minimum criterion of seven.

Each course contains information on the course status, year of study, number of hours/lectures - exercises per week, teacher, no. of ECTS, description, goals, learning outcomes, student workload, teaching methods, student assessment methods, primary and additional bibliography, detailed plan of lectures, and rules of conduct during the class. It is suggested, though that all the syllabi are unified in the use of language (e.g. in the presentation of learning outcomes as they present different language forms).

The Program is envisioned to be taught in Albanian with two optional courses in English to open up the possibility for ERASMUS+ mobility. The related academic staff speaks English well. The expert team was not informed if the language skills of students potentially taking these courses are offered adequate training. However, ERASMUS+ exchange students must have adequate abilities to speak English.

The orientation towards participatory approaches to teaching are seen in the syllabi list as the last point, explaining the rules of conduct is titled *Joint definition of rules with students*. During the site visit, the expert team learned that the students of the former Program were consulted regarding the future Program content and actively proposed what should be changed. Thus, e.g. project management has been introduced. The usual practice of dedicating the first lecture to the learning outcomes is also stated in the SER, as is the possibility to discuss them during consultations.

According to the Syllabi, a variety of the teaching methods are applied (e.g. lectures, exercises, practical work, field work, seminars, reading, projects, presentations). The SER states that “discussions and presentations are an essential part of teaching and learning, as forms of interaction between different groups” (p. 99), alongside small round table debates. It is difficult to estimate from all of the presented Syllabi if all the methods are fit for different types of learning outcomes, but generally, they are seemingly in line with them. Examples of the cases where it is difficult to find the fit, although not impossible: practical work as a teaching method for the learning outcomes focusing on defining, summarizing, justifying, distinguishing, etc. Despite the commendable diversity of the teaching methods, they seem rather engaging in terms of a student workload. The site visit revealed that the teaching methods are not overly engaging and that students may appropriately follow.

Assessment methods and their timing are clearly communicated in the Syllabi. Also, the introductory lectures envision communication of all the info regarding the course, including assessment methods. In some cases, though, the assessment methods do not respond to 100% (e.g. Albanian ethnology), which should be corrected. The objectivity and fairness of the student assessment mechanisms are hardly evaluated from the documentation but the interview with students during the site visit showed general content with assessments. Any possible dispute is resolved via consultations with the academic staff. So far, no greater disputes were reported.

According to the SER and as seen in the presented Syllabi, verification of student achievement is done periodically by all the teaching staff, according to the criteria set out by each teacher. Thus, there is no unanimous method applied. The passing threshold is set at 50%, and the maximum grade between 90-100%, in line with the "ECTS Grading Scale". It is claimed that the standard set for the grading system is taken from different universities in the UK, US,

Estonia, Croatia, France, etc. It is difficult to judge if the standard of work for different grades is consistent over time but the students interviewed during the site visit showed no complaints.

A possibility for the grade rejection by the student is present, as is the one of the written complaint in case of a perception of an unfair assessment. It is regulated by the UP Statute. The expert team learned that practically no such cases have been present in practice.

According to the SER, experience in projects run by different partnering institutions is envisioned by the Program. A number of collaboration agreements have been established with CSOs, public and private institutions/organizations. However, in such cases, no outside tutors are assigned but the work is mostly supervised by the academic staff. Supposedly, practice in museums involves tutors; it is not clear, however if the tutor is acquainted with the grading system. For other activities, e.g. archaeology excavations, assessment is done through activity reports. Although the SER mentions the *Guidelines for evaluating and grading student group work in the Department of Anthropology* as the key document regulating the practical and hands-on work, it does not seem to be applicable in the practice stages since they do not necessarily involve groups of students. It is assumed, therefore, that the assessment is directly dependent on the academic tutor.

Although a number of international projects are mentioned fostering student mobility, it is hardly likely that these will serve for practice stages. There are existing examples of international projects serving also as a practice stage. On the other hand, agreements with other local institutions (e.g. National Library of Kosovo, Institute of Social Sciences and Humanities, Kosovo Council for the Cultural Heritage, Ethnological Museum of Gjilan, etc.) seem to be appropriate for the practice stage. The expert team learned from the outside stakeholders during the site visit about the firm cooperation agreements of their respective organizations with the Department. Students also show rather high satisfaction levels with the practice stages. The impression is still that cooperation with the partnering organizations is based on personal relationships of the academic staff with them, rather than being systematically performed based on market research needs.

Standard	Compliance	
	Yes	No
<i>Standard 4.1.</i> 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	
<i>Standard 4.2.</i> The study program complies with the National Qualifications Framework and the Framework for Qualifications of the European Higher	X	

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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.		
<i>Standard 4.3.</i> 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
<i>Standard 4.4.</i> 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	
<i>Standard 4.5.</i> 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.	-	-
<i>Standard 4.6.</i> 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	
<i>Standard 4.7.</i> 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	
<i>Standard 4.8.</i> 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	
<i>Standard 4.9.</i> 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	
<i>Standard 4.10.</i> Policies and procedures include actions to be taken in to dealing with situations where standards of student achievement are inadequate or KAA inconsistently assessed.	X	
<i>Standard 4.11.</i> 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	
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**Compliance level:** Substantially compliant

**ET recommendations:**

1. *To list at least 7 learning outcomes*
2. *To unify the use of language in the syllabi (e.g. in the presentation of learning outcomes as they present different language forms) as well as the assessment methods (in some cases they do not respond to 100%)*
3. *When practice stage involves an outside tutor, clear student assessment methods should be put forward*
4. *To perform systematic cooperation with outside stakeholders based on market research needs less relying on personal relationships*

## 2.5. Students

The admission procedure is described in the Regulation for undergraduate studies – bachelor. All applicants must have passed the secondary school exam (matura) and are subject to the university entrance examination. Although subject-specific, the entrance examination is based on the secondary school programme.

The total number of students in the study program currently is 140 for all semesters and both specializations. Compared to other study programs, the student number in the Program is very small. Currently the maximum size of student group for lectures and for seminars is in the fifth semester, and if both specialisations are taken together, it would be 63. The teaching staff and students confirmed that with the current numbers it is possible to maintain a high level of interaction and individual approach. The expert team is of the opinion that with the enrolment size of 70 it will be possible to maintain the same level of interaction.

Due to the small number of students, the feedback mechanisms are personalised, the direct feedback is provided upon request and the formal grades are inserted in the SEMS system according to an internally agreed procedure, and are later part of the study transcript.

The University of Prishtina Statute states the cases that a student can be allowed to sit an early examination in case he/she is taking part in an international exchange study program, or is conducting practical study abroad during the prescribed period of examination. No other cases for earlier or later examination for any other personal reasons (e.g. medical or private) have been foreseen by the Statute. It would be recommended to broaden the definition of special cases (for example, in any specific and urgent circumstances) in order to allow the Dean for flexibility. Also, it should not be the case that a student who has not participated in the

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scheduled exam due to serious personal reasons is not entitled to a scholarship or any other benefits.

The information about completion rates is collected through the SEMS system, though formally this information is not among the quality indicators for the Program.

The expert team learned that there are significant efforts to ensure that the work submitted by students would not be plagiarised. The automatic mechanisms for academic integrity have been acquired within the framework of Research Cult project and each teaching staff member is obliged to verify the authenticity of student work through this software. The students interviewed by the expert team were well aware of the academic integrity/plagiarism concept and were certain that such issues are properly dealt with at the Department. The students also emphasised that there is a strong incentive to teach them how to perform a quality research and there is also a study course “Introduction to Academic Writing”.

The website of the University of Prishtina provides a wide range of different information, mostly in Albanian language. As the study programme is offered only in Albanian, the expert team assumes that it is possible to find the information one is looking for. However, the expert team would like to note that, from the viewpoint of an external user, the website is difficult to navigate and the different information on regulations, including the rights and responsibilities of students that would be a part of the University of Prishtina Statute, are difficult to find.

However, there is a Student Handbook that is updated yearly and disseminated directly to the students in the Department and the handbook includes a collection of the most relevant information, including the information on student rights and obligations.

As for the student transfer, the possibility of transfer is regulated in the Article 142 of the University of Prishtina Statute. There are certain prerequisites for transfer, for example, it can take place only starting from the second year of studies. According to the information provided by the Program administration, no cases of student transfer to or from the study program have taken place in the last 6 years.

According to the Regulation each teaching staff member is obliged to provide two appointments of consultations with a duration of one hour each and the consultation schedules have to be announced both at the teacher’s office and on the faculty website.

During the site visit the students confirmed that the teaching staff is formally available for consultations of four hours a week but it is possible to contact staff members individually for additional consultations. The same was confirmed by the teaching staff members themselves.

Standard	Compliance	
	Yes	No

<i>Standard 5.1.</i> 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	
<i>Standard 5.2.</i> All students enrolled in the study program possess a high school graduation diploma or other equivalent document of study, according to MEST requirements.	X	
<i>Standard 5.3.</i> The study groups are dimensioned so as to ensure an effective and interactive teaching and learning process.	X	
<i>Standard 5.4.</i> Feedback to students on their performance and results of assessments is given promptly and accompanied by mechanisms for assistance if needed.	X	
<i>Standard 5.5.</i> The results obtained by the students throughout the study cycles are certified by the academic record.	X	
<i>Standard 5.6.</i> Flexible treatment of students in special situations is ensured with respect to deadlines and formal requirements in the program and to all examinations.	X	
<i>Standard 5.7.</i> Records of student completion rates are kept for all courses and for the program as a whole and included among quality indicators.	X	
<i>Standard 5.8.</i> Effective procedures are being used to ensure that work submitted by students is original.	X	
<i>Standard 5.9.</i> 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	
<i>Standard 5.10.</i> The students' transfer between higher education institutions, faculties and study programs is clearly regulated in formal internal documents.	X	
<i>Standard 5.11.</i> 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:** Fully compliant

#### **ET recommendations:**

- 1. In consultation with the students review the website of the University of Prishtina and the faculty in order to make it more user-friendly*
- 2. To broaden the definition of special cases in The University of Prishtina Statute regarding the cases in which a student may be allowed to sit an early examination*
- 3. To include the records of student completion rates for all courses and for the program as a whole as a quality indicator*

## **2.6. Research**

Although the SER states that “the research components is clearly reflected” (p. 117) in the Department of Anthropology Strategy 2022-2025, this is not the case. The mentioned document is very basic and practically reflects only the teaching programs. The only mentions related to the research in the document are expanding cooperation with other institutions regarding education and **research**, and Departmental publishing activity (AA Annuario). In the same document, the lack of university funds for research and publication was found as a weakness. The same is mentioned in the SWOT analysis for students in the SER, as well as similarly in the SWOT analysis for the content of the educational process (lack of university funds for laboratories, museums and specific spaces for specific topics). Therefore, as much as the weaknesses are clearly acknowledged, no strategic positioning has been dedicated to it. During the site visit, the expert team learned, though that financial incentives are offered to the academic staff who publish in relevant academic journals (supposedly 320.000 Euro per year is allocated which amounts for cca. 1000 Euro per person who managed to publish). for neither in defining the research objectives, nor to the allocation of specific funds/logistics/human resources to them.

Research objectives are not set in the Department of Anthropology Strategy 2022-2025. During the site visit, the academic staff tried to communicate the research objectives as the following ones: increase of publications in SCOPUS and WoS; increased number of organized conferences; increased number of publications in Albanian language; establishment of a new journal (Kosova Anthropologica). It is evident that the academic staff is aware of the research needs but the *ad hoc* communication of the research objectives reveals contradictory points (e.g. increased number of publications in Albanian language is hardly in line with the increase of publications in SCOPUS and WoS). Thus, the expert team strongly suggests defining the research objectives as a baseline for further advancement in this field.

There are several research projects within the Department (e.g. 2 ERASMUS+ projects, 1 HERA+ project, Recontextualising Contested Cultural Heritage Project, The CoLearnSEE project, The ReSpace Project, etc.), and academic staff’s involvement in international research is commendable. A criterion for advancement for the academic staff are publications indexed on platforms such as Web of Science and SCOPUS, as stated in the SER. No clear baseline of research activities is measured and monitoring of the publishing activities on a personal base is established, e.g. on the annual base. A reward system is in place at the UP level for articles published in journals indexed in the platforms mentioned above and it supposedly increased the number of publications. Although the Department is supposedly second for the number of publications at the Faculty, the number of indexed publications still remains rather low. Several members of the academic staff have larger production and a number of translations, which is commendable. It is suggested, still, to focus on the publication of the original scientific papers in the indexed journals.

The SER states that the “research policy and criteria are regulated by special documents, such as Regulation no. 192, date 06.02.2021 of the University of Prishtina; Administrative

instruction 1/2018 of the Ministry of Education, Science and Technology for the recognition of principles of platforms and international magazines [journals] with reviews; The strategy of the Faculty of Philosophy; Strategy of the Department of Anthropology” (p. 117-118). The Departmental Strategy fails to substantially recognize research activities.

The presented Publication list reveals that the academic staff mainly does publish on the topics which they teach. However, their work is rarely published in the relevant journals (indexed in WoS and/or SCOPUS). The number of their publications in those journals barely satisfies the criterion of at least 1 article per year. Generally the academic staff’s research work results rather poorly on that standard. A number of their works is published in Albanian, which is why also a random search in the Google scholar shows an extremely low number of citations of their work (some of them do not even have a Google scholar profile). The fact that the majority of research articles are in Albanian to a certain extent contradicts the weakness “insufficiency of literature in the Albanian language” expressed in the SWOT analysis for the content of the educational process. They participate in conferences and regularly organize their own round table (“We with the Others”). As much as the organization of its own conferences may be beneficial especially for the young researchers/teachers to present their work, a better approach would be to engage in the recognized international conferences to get the proper feedback by the peers, and for increased networking.

Research is validated through research publications and through consultancy engagements of some of the academic staff members.

Although it is claimed in the SER that “department’s staff did significant publications every year in the past three years”, this is not reflected in the Publication list. First of all, some of the academic staff members are more productive than the others. Secondly, only one of them satisfies the criterion of 1 research article in the past three years. If not holding so strictly to the criterion, the scientific production is better for some of the academic staff members as they may have not produced 1 publication in each of the monitored years (2022, 2021, 2019) but have produced more than 1 publication in some of the monitored years. Given the fact that in the research work it is sometimes very difficult to get the work published due to the long publication process, this should be taken into account and such strict judging should not be applied. However, this has nothing to do with the fact that the general publication fails on the production in relevant journals indexed in WoS and SCOPUS.

The academic staff publishes under the name of the University of Prishtina.

The SER states that the academic staff is involved in different research projects, which result with material included in the curricula. Thus, e.g. the following topics have been included:

research and documentation of cultural heritage values, and production of audio-visual narratives about the past.

The UP Statute states that the Senate is responsible for “the development of policy for the protection of the intellectual property of the University and of its commercial utilization“ (p. 16). The SER also states that „there are relevant regulations that guarantee intellectual property and authorship“ (p. 120).

It has been claimed throughout the text in the SER as well as in the discussions during the site visit that students are involved in research projects and other activities. More than 100 students have been so far involved in e.g. archaeological excavations, some of them are directly involved in the research projects and participate in the exchange with cooperating research institutions.

Standard	Compliance	
	Yes	No
<i>Standard 6.1.</i> 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
<i>Standard 6.2.</i> 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
<i>Standard 6.3.</i> 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	
<i>Standard 6.4.</i> The academic staff has a proven track record of research results on the same topics as their teaching activity.	X	
<i>Standard 6.5.</i> 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	
<i>Standard 6.6.</i> Research is validated through: scientific and applied research publications, artistic products, technological transfer through consultancy centres, scientific parks and other structures for validation.	X	
<i>Standard 6.7.</i> 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
<i>Standard 6.8.</i> Academic and research staff publish under the name of the institution in Kosovo they are affiliated to as full time staff.	X	
<i>Standard 6.9/6.8.</i> Academic staff are encouraged to include in their teaching information about their research and scholarly activities that are relevant to	X	

courses they teach, together with other significant research developments in the field.		
<i>Standard 6.10.</i> Policies are established for ownership of intellectual property and clear procedures set out for commercialization of ideas developed by staff and students.	X	
<i>Standard 6.11.</i> Students are engaged in research projects and other activities.	X	

**Compliance level:** Substantially compliant

**ET recommendations:**

- 1. To clearly define the research objectives as a strategic orientation*
- 2. To clearly specify expectations for teaching staff involvement in research and scholarly activities alongside expected performance*
- 3. To increase the number of publications in the internationally high-indexed journals (WoS, SCOPUS, etc.) instead of publishing in less valued (mostly local) journals and to ensure balance of scientific production as some of the teaching staff members clearly produce more than others*
- 4. To ensure regular scientific production of each of the teaching staff members (at least one per year; the recommendation is to aim higher to ensure at least one article)*

## **2.7. Infrastructure and Resources**

It is claimed in the SER that all the required infrastructure for the operation and completion of the Program is ensured by the Department and the Faculty. Also, the SER states that “within the faculty, students have a reading room, work cabinets and a work laboratory” (p. 123). It is contradictory with the SWOT analysis for students, which detected the lack of sufficient reading spaces, which would be used by students, for their research work as a weakness. The same has been confirmed by the students during the site visit interview. The actual visit revealed that the reading room exists at the level of the Faculty but is not cozy and well equipped. The existing reconstruction plans for the Library and the reading room are in place and are supposedly approved. Currently, however, the reading room premises are not satisfactory. As for the lecturing rooms, they differ in their functionality and overall quality. Some of them are adequate and modern, while others are very old fashioned. Reconstruction plan also exists which entails adaptation of a lecturing room into an educational museum.

The Department has little authority for approving the budget as it is the responsibility of the Governing Council of the Faculty and the Rectorate, as stated in the SER. However, the fact that the Department has been operating for 20 years now without challenges in that respect, it is believed that no challenges should be posed here. Further on, it is evident that the Department is involved in a number of international/national projects which may also partially support the



Program implementation. The site visit revealed that sustainability of the Program should be in place for the next three years, according to the management of the Faculty.

The premises are owned by the UP, which has been operating for years so no threats to sustainability of the Program are seen in that respect. While the SER states that there is a work laboratory, the SWOT analysis for the content of the educational process presented in the SER detects the lack of university funds for laboratories as a weakness. As already mentioned, the SER states that a full-service study hall, with a capacity of 30 students is available at the Department as well as other study halls (shared with other Departments), and a reading room within the Faculty. On the other hand, the SWOT analysis for students, further on, detected the lack of sufficient reading spaces, which would be used by students, for their research work. Similarly, the lack of updated academic library to accommodate the initial need for new courses is detected as a weakness in the SWOT analysis for the content of the educational process. As much as the SER claims that there are sufficient books in the Faculty Library covering the fields of anthropological and archaeological studies, the SWOT analysis for the content of the educational process mentions the insufficiency of literature in the Albanian language, as a weakness, while the lack of an electronic library is seen as a threat. The site visit to the Library revealed a dedicated space to the anthropological literature in the Library but the book fund is not very rich.

Concerning IT equipment, there is a projector in every classroom, a wall board, and computers, according to the SER. Licensed software is also available, as we learned during the site visit. A weakness mentioned in the SWOT analysis for infrastructure and resources, however, relates to the lack of digital infrastructure and sufficient technological equipment that provide students with favorable working conditions.

Lecture rooms have the necessary number of seats and equipment, although not all the lecture rooms shared the same standard.

The SER states that the Faculty's reading room is more than sufficient accommodating at least 10% of the total number of the Program students without any difficulties. Also, the agreement with the National Library of Kosovo and the American Corner - Pristina, offer additional spaces for students' needs. As seen during the site visit, it is estimated that the 10% indicator can be reached although the appearance of the current reading room is not the best; also it is shared with students of the other programs.

Further on, the Department owns a space with over 10% participation in the work rooms within the Faculty of Philosophy, states the SER.

"Insufficiency of literature in the Albanian language" expressed in the SER's SWOT analysis for the content of the educational process has already been mentioned as a weakness. As already mentioned, the academic staff publishes in Albanian, so inconsistent data is detected on this standard. As for the foreign literature, it is available in the Library, alongside translations by the academic staff. More literature by the renowned publishers would be beneficial, though.

As already mentioned, “The Department of Anthropology has its own section, namely its own special shelves, within the library of the Faculty of Philosophy” (p. 126), states the SER. It seems that the number of books cover the needs of all students in the cycle of 1 year.

The data on the number of subscriptions to different publications is not known. The Department is about to launch a new academic journal (Kosovo anthropologica) and despite the huge work to be invested in running such a journal, the readiness of the staff exists, which is commendable. The SWOT analysis for the content of the educational process sees the lack of an electronic library as a threat. Further on, students do not have access to different online platforms, where they can download different materials, as stated in the SWOT analysis for infrastructure and resources.

According to the SER, and as seen during the site visit, the ground floor offers restrooms for people with disabilities. Elevator is available on all floors as well as the emergency exit.

Standard	Compliance	
	Yes	No
<i>Standard 7.1.</i> 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	
<i>Standard 7.2.</i> 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	
<i>Standard 7.3.</i> 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: a. owned or rented spaces adequate for the educational process; b. owned or rented laboratories, with the adequate equipment for all the compulsory disciplines within the curriculum, wherever the analytical syllabus includes such activities; c. adequate software for the disciplines of study included in the curriculum, with utilisation licence; d. library equipped with reading rooms, group work rooms and its own book stock according to the disciplines included in the curricula.	X	
<i>Standard 7.4.</i> 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.	X	
<i>Standard 7.5.</i> The education institution’s libraries must ensure, for each of the study programs:		X

a. a number of seats in the reading rooms corresponding to at least 10% of the total number of students in the study program; b. a number of seats in the group work rooms corresponding to at least 10% of the total number of students in the study program; c. their own book stock from Albanian and foreign 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; d. a book stock within its own library with a sufficient number of books so as to cover the needs of all students in the cycle and year of study the respective discipline is provided for; e. a sufficient number of subscriptions to Albanian and foreign publications and periodicals, according to the stated mission.		
<i>Standard 7.6. The infrastructure and facilities dedicated to the implementation of the program is adapted to students with special needs.</i>	X	

**Compliance level:** Substantially compliant

**ET recommendations:**

- To provide a fully equipped reading room and to enhance the appearance of some lecture rooms*
- To ensure further literature by renowned publishers*

### 3. FINAL RECOMMENDATION OF THE ET

Having considered the mentioned documentation, visual material and results of the Panel discussions with various stakeholders during the site visit, the accreditation experts recommend the following:

Standard	Compliance level
1. Mission, objectives and administration	Fully compliant
2. Quality management	Partially compliant
3. Academic staff	Substantially compliant
4. Educational process content	Substantially compliant
5. Students	Fully compliant
6. Research	Substantially compliant
7. Infrastructure and resources	Substantially compliant
<b>Overall compliance</b>	<b>Substantially compliant</b>

**Compliance level:** Substantially compliant

However, in order to perform well and to ensure the Program re-accreditation as well as possible accreditation of the MA Program, it is necessary to consider the following recommendations:

1. The SER as well as other official documentation presented to the expert team for the evaluation does not follow the language standards (grammatical, translation and spelling errors). Besides that, there are inconsistencies in the presentation of documents (e.g. missing CVs, CVs not following the same format and types of information, different citing formats in the publication list, incorrect calculations of the grading percentages, missing minimum number of the learning outcomes etc.). This should not happen at the academic level, as the Faculty of this type should serve as a role model to their students.
2. While preparing the documents for evaluation, it is necessary to put yourself in the shoes of the evaluator. It means that the documents presented in the local language cannot be understood or easily searched by the expert (e.g. research articles), therefore, links, translations or proofs of documents (e.g. scans) should be provided as it greatly decreases the reporting time. This mainly relates to the Publication list, so in the future, be sure to:
  - A) Provide proofs of the existence of the articles if they are not available online;
  - B) Provide links which are active;
  - C) Be sure to check that correct names of the journals, volumes, numbers and publication years are provided (do not fabricate the year of publication just to ensure compliance of the recent publication!);
  - D) Provide correct names of the authors (do not state your name as the sole author, while there are other authors, too);
  - E) Include only research articles in the Publication list and not popular articles, those published on web portals and similar as the required standards are related to **research activities**).
3. Related to the general management, it is recommended that all formal policies are made publicly available and are updated. Also, a formal system for collecting input from employers is recommended in order to be able to make informed strategic decisions on the Program level.
4. As for the quality management, it is advised first to prepare annual reports on the Program/Department level which result from the internal quality assurance mechanisms, and second, to define measurable KPIs at the level of study Program and include the results in the annual reports on quality. Finally, surveying and tracking the graduates and employers is recommended, as also mentioned previously.
5. The recommendations related to the academic staff relate to the introduction of their assessment by the peers and the superiors. Also, it is necessary to ensure the quality of

teaching materials in terms of availability of relevant international and Albanian books and articles.

6. Regarding Educational Process Content, a systematic cooperation with outside stakeholders based on market research needs is advised (and not relying on personal relationships). Also, when practice stage involves an outside tutor, clear student assessment methods should be put forward.
7. When it comes to Students, two major recommendations are to include the records of student completion rates for all courses and for the Program as a whole (quality indicator) and to broaden the definition of special cases in The University of Prishtina Statute regarding the cases in which a student may be allowed to sit an early examination. Also, the University of Prishtina website may be reviewed in consultation with students to make it more user-friendly.
8. Regarding Research, it is necessary to clearly define the research objectives as a strategic orientation; to clearly specify expectations for teaching staff involvement in research alongside expected performance (at least **one article per year per each of the academic staff members** is recommended); and to increase the number of publications in the internationally high-indexed journals (WoS, SCOPUS, etc.).
9. Infrastructure, although satisfactory and with prepared renovation plans still needs improvement. It is necessary to provide a fully equipped reading room, to enhance the appearance of some lecture rooms, and to ensure further literature by renowned publishers.

In conclusion, the expert team considers that the study *Anthropology and Cultural Heritage Program* offered by the UP is **substantially compliant** with the standards included in the *KAA Accreditation manual* and, therefore, recommends **to accredit** the study program. Specific suggestions related to the standards the Program less successfully meets are provided in the report and it is suggested to dedicate some time to enhance on the issues detected. The experts commend the fact that the Department is self-critical and expresses the willingness to improve, and therefore underwent this accreditation process. It is hoped that the same willingness for improvement will be kept throughout the execution of the Program, especially related to the quality assurance, research activities and publication records as well as in the infrastructure enhancement. The experts recommend this report to be seen as a stimulation to provide excellence both for students as well as for the HEI, thus adding to its competitive advantage not only in Kosovo but also positioning itself in the international arena.

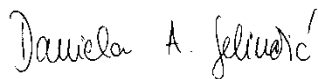
### **Student quota recommended/Three Years**

The envisioned enrolment of 70 students is agreed on and the three year Program recommended. In the meantime, MA Program may be accredited to ensure continuity for the BA Program. In this period, sustainability of the Program must be checked not only at the level of the University/Faculty/Program but also by introducing the alumni monitoring in terms of

their employability. Based on these data, the Program may be re-adjusted in the number of enrolled students.

### Expert Team

#### Member



**Daniela Angelina Jelinčić**

**12.4.2023.**

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(Signature)

(Print Name)

(Date)

#### Member



**Asnate Kažoka**

**12.04.2023.**

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(Signature)

(Print Name)

(Date)