*UNIVERSITY OF PRISHTINA "HASAN PRISHTINA",*
*FACULTY OF PHILOSOPHY*

**Archival MA**

**Reaccreditation**

**REPORT OF THE EXPERT TEAM**

*17 May 2024, PRISHTINA*

Affiliate
of enqa.

Table of Contents

2

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2

# 1. INTRODUCTION

## 1.1. Context

**Date of site visit: 17/05/2024**

**Expert Team (ET) members:**

- Dr. Anna Bara (online)
- Dr. Stavros Parlaris (online)
- Dr. Pavo Barišić
- Juraj Bogat (student expert)

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

- Arianit Kraniqi, KAA Officer

**Sources of information for the Report:**
- Self-evaluation report (SER) submitted by the Faculty
- Additional documentation provided by the Department and Institution (CV's, appendices, syllabi, list of publications)
- Information gathered during the meetings with the management of the institution, teaching and administrative staff, students, graduates, external stakeholders and employers of graduates
- Website of the Faculty of Philosophy https://uni-pr.edu/page.aspx?id=2,162
- Strategic Plan of the University of Pristina 2023-2025 https://uni-pr.edu/desk/inc/media/ADE1AB72-FA19-431B-A776-B8EC1EFC2925.pdf
- Statute of the University of Pristina https://arte.uni-pr.edu/desk/inc/media/CCD36F08-590D-4BAC-BF9E-357308547AE1.pdf
- Education Strategy 2022-2026 https://masht.rks-gov.net/wp-content/uploads/2022/11/03-Strategja-e-Arsimit-2022-2026-Eng-Web.pdf

**Criteria used for institutional and program evaluations**

- KAA accreditation manual (updated 2022)
- KAA manual for external evaluation of higher education institutions (2021)
- KAA manual annex 4.3 template for the external review report
- National Qualifications Framework (NQF) https://www.etf.europa.eu/sites/default/files/2023-05/Kosovo%202023.pdf

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3

## 1.2. Site visit schedule

| Time | Meeting | Participants |
|---|---|---|
| **09:00 – 09:50** | Meeting with the management of the faculty where the programs are integrated (jointly) | Dean Prof. Asoc. Dashamir Berxulli<br>Vice – Dean Prof. Asoc. Muhamet Qerimi<br>Vice-Dean Prof. Asoc. Adem Beha<br>Vice-Dean Ass. Dr. Dorajet Imeri |
| **09:50 – 10.35** | Meeting with quality assurance representatives and administrative staff (jointly) | Besnik Loxha – Office for Academic Development<br>Rita Selimi – Coordinator for Academic Development<br>Lumnije Ahmeti – Faculty Secretary |
| **10:40 – 11:40** | Meeting with the heads of the study programs<br><br>**Archival MA (Dr. Anna Bara)** Room 1 | Prof. Dr. Ibrahim Gashi |
| | Meeting with the heads of the study programs<br><br>**Social Work BA (Dr. Stavros Parlaris and Juraj Bogat)** Room 2 | Prof. Dr. Lulzim Dragidella<br>Prof. Asoc. Dr. Vjollca Krasniqi<br>Prof. Ass. Dr. Njomza Llullaku<br>Prof. Ass. Dr. Avdyl Gashi |
| | Meeting with the heads of the study programs<br><br>**Sociology MA (Dr. Pavo Barisic)** Room 3 | Prof.Ass Gezim Selaci<br>Prof.Ass Ardian Gola |
| **11:40 – 12:40** | Lunch break | |
| **12:40 – 13.25** | Visiting Facilities | |
| **13:25 – 14:10** | Meeting with teaching staff<br><br>**Archival MA (Dr. Anna Bara)** Room 1 | Prof. Dr. Muhamet Mala,<br>Prof. Dr. Bujar Dugolli,<br>Prof. Asoc. Dr. Muhamet Qerimi,<br>Prof. Asoc. Dr. Selim Bezeraj, Prof. Ass. Dr. Albina Drançolli Ramadani, Prof. Ass. Dr. Arben Hajdari, Prof. Ass. Dr. Kujtime Boshtrakaj Camaj, Prof. Ass. Dr. Mentor Hasani<br>PhDc, Oktaj Hasani |
| | Meeting with teaching staff<br>Social Work BA<br><br>**Social Work BA (Dr. Stavros Parlaris and Juraj Bogat)** Room 2 | Rita Selimi<br>Besnik Fetahu<br>Ibrahim Krasniqi<br>Basri Kastrati<br>Edin Lahu |

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4

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|---|---|---|
| | Meeting with teaching staff<br><br>**Sociology MA (Dr. Pavo Barisic)** Room 3 | Prof.Ass Linda Gusia<br>Dr. Artan Krasniqi<br>PhD/c - Lirika Demiri<br>PhD/c Albert Mecini<br>PhD/c Agnesa Haxhiu<br>PhD/c Great Avdyli |
| **14:10 – 15:00** | Meeting with students and graduates<br><br>**Archival MA (Dr. Anna Bara)** Room 1 | Berat Demolli;<br>Fidane Shala<br>Mirvete Maqestena<br>Nexhmije Rexha<br>Luigj Ndreja |
| | Meeting with students and graduates<br><br>**Social Work BA (Dr. Stavros Parlaris and Juraj Bogat)** Room 2 | Lendita Humolli<br>Ylli Rakipi<br>Fiona Selmani<br>Qendresa Zymeri<br>Eglantina Maloku (exchange) |
| | Meeting with students and graduates<br>**Sociology MA (Dr. Pavo Barisic)** Room 3 | Trina Hoti<br>Durim Elshani<br>Eduart Sopaj<br>Emir Ademaj<br>Erisë Hajrizi<br>Era Kadriu<br>Qëndresë Deda<br>Nazim Zullufi |
| **15:00 – 15:45** | Meeting with external stakeholders<br>**Archival MA (Dr. Anna Bara)** Room 1 | Habibe Qovanaj- *Agjencia Shteterore e Arkivave te Kosoves*;<br>Teuta Shala-Peli- *Instituti i Historise*;<br>Abaz Makolli- *Arkivi Komunal i Prishtines*;<br>Izet Miftari- *Drejtor i DKRS-se ne Vushtrri*; |
| | Meeting with external stakeholders<br><br>**Social Work BA (Sr. Stavros Parlaris and Juraj Bogat)** Room 2 | Mentor Morina *(Ministria e Drejtësisë)*<br>Blerim Shabani *(QPS)*<br>Arber Nuhiu *(CSGD)*<br>Klevis Vaqari *(KOMF)*<br>Ibadete Krasniqi *(OFAP)* |
| | Meeting with external stakeholders<br><br>**Sociology MA (Dr. Pavo Barisic)** Room 3 | Stephanie Schwandner Sievers, *Professor – Bournemouth University, UK*<br>Jeta Rexha - *director of Oral History Kosova*<br>Florie Xhemajli - *founder of Britmi i Parë*<br>Leonida Molliqaj - *ÇIKA* |
| **15:45 – 15:55** | Internal meeting of KAA staff and experts | |
| **15:55 – 16:05** | Closing meeting with the management of the faculty and program | |

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

*Insert general information about the institution, its legal status, is mission, the study programs it is offering, and others.*

The University of Prishtina was established by the then Social Autonomous Province of Kosova on 18 November 1969 by the „Law on Establishment of the University of Prishtina." The law gave the University a legal status of a degree awarding body and defined its mandate as providing academic services, research, artistic work, professional consulting, and other academic activities. In 2003, reforms commenced following a new strategy for higher education policy, resulting in the adoption of the University Statute in 2004. Newly adopted processes and regulations created a foundation for capacity development and quality assurance in the years to come.

Since the previous re-accreditation in 2021, the number of faculties at the UP grew from 10 to 14, and their range changed, currently comprising Faculties of 1. Philosophy, 2. Mathematics and Natural Sciences, 3. Philology, 4. Law, 5. Economics, 6. Civil Engineering and Architecture, 7. Electrical and Computer Engineering, 8. Mechanical Engineering, 9. Medicine, 10. Arts, 11. Agriculture and Veterinary Medicine, 12. Sports Sciences, 13. Education, and 14. Architecture. The number of students remained similar around 10,500 students. According to the UP official publicly available information, the UP works to make the demands of students and society meet the needs of the Kosovar economy. The UP produced a Strategic Plan 2023-2025 to improve the quality of services at the UP.

*ET: The official UP website https://uni-pr.edu/page.aspx?id=2,162 offers links to 9 Faculties out of 14. It is recommended to add the rest.*

As stated in the *Self-Evaluation Report* (SER) of Archival MA study programme, the Faculty of Philosophy was founded on 30 October 1960 as the first academic unit of higher education in Kosovo. Its mission consists in the proper education of young people of Kosovo and their preparation to become worthy and useful citizens for the country. The role of the foundation of the Faculty of Philosophy has always been and remains a source of reflection as well as political and social changes in the progress of the country and Kosovo society. The Faculty of Philosophy has been the leader of many vital processes for Kosovo, despite the challenges it faced during its functionality.

Currently, the Faculty of Philosophy https://uni-pr.edu/page.aspx?id=2,143 has seven departments - 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 – and offers 13 study programs to nearly 2,000 students. Out of the total number of programs, 7 are at the bachelor level, 5 are MSc/MA programs, and 1 PhD program. Social Work BA has no MA level degree to offer, and Anthropology program has commenced an accreditation for Cultural Heritage MA. Compared to the previous re-accreditation, Archival MA is duly listed amongst the programs https://uni-pr.edu/page.aspx?id=2,163, with a clear explanation of the mission and benefits of the program to the students and to the society, with a specification of 60 ECTS. A detailed description of courses is available in the Albanian language at https://filozofiku.uni-pr.edu/desk/inc/media/EF8A6033-E701-4441-AE13-2E027B2AE1FF.pdf.

6

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6

*ET: sections Master studies and PhD studies on the UP website ([https://uni-pr.edu/page.aspx?id=2,145](https://uni-pr.edu/page.aspx?id=2,145) and [https://uni-pr.edu/page.aspx?id=2,146](https://uni-pr.edu/page.aspx?id=2,146), respectively) are both empty.*

*The EN version of the Faculty has 2 paths for the MA. One is linear ([https://uni-pr.edu/page.aspx?id=2,163](https://uni-pr.edu/page.aspx?id=2,163)) and one non-linear ([https://uni-pr.edu/page.aspx?id=2,162](https://uni-pr.edu/page.aspx?id=2,162)), where the information about the MA in Archives can be reached through the path: Basic bachelor studies → Landing page of the Faculty of Philosophy → History BA → Departamenti i Historisë → Programi i studimit MA Arkivistikë. This seems somewhat cumbersome, and the ET recommends to cross check and simplify the access to the information about the MA program for greater visibility.*

## 2. PROGRAM EVALUATION

*The institutional evaluation consists of 7 subheadings through which the administration, organisation and management of the institution, as well as teaching and research are assessed.*

### 2.1. Mission, Objectives and Administration

*(Insert all comments or observations, commendations and suggestions relating to this general area and its allocated standards, as specified in the KAA Accreditation manual. Consideration should be given to the adequacy of processes and results achieved in each of the standards.) (minimum one page)*

The UP is an autonomous public institution of higher education, which develops academic education, scientific research, artistic creativity, professional counselling, and other areas of academic activities. The mission and the vision of the UP are available on the website in both Albanian and English [https://uni-pr.edu/page.aspx?id=2,47/](https://uni-pr.edu/page.aspx?id=2,47/). **Vision** suggests that the UP is a higher education institution, globally recognized for professionalism, integrity, quality teaching, and research. In harmony with the needs of the economy and the market, it will establish and maintain quality standards, supporting the mobility and development of academic careers for staff and students, increasing the number of partners, and joining the European higher education network.

The **mission** of the UP is based on academic development, scientific and artistic research, and the provision of higher education through programs of strategic and developmental interest to the Republic of Kosovo. The UP enables the mobility of programs, students, and academic staff on an ongoing basis, intending to reach the international level and competition in the market. The mission is furthermore based on the aspirations of the country's citizens through quality assurance in higher education, academic, scientific, and artistic development, or disciplines of national interest.

During the meetings, the UP administrative and academic staff shared that the **Development Strategy of the Faculty of Philosophy** has expired. There is an ongoing change in the **Statute of the UP**, which is pending approval by the Parliament, to be followed by a general vote. The new Statute offers substantial changes in the functioning of the UP. These include the provision of space for the creation of institutes that will be associated with the departments, facilitation of fundraising and publishing, possibilities for hiring researchers, clearer regulations for the promotion, clearer definitions for the roles of the deans. With the new Statute and the ongoing and upcoming reforms, the UP is moving in a direction of developing into a research institute (and there are already three in place that are directly

7

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7

linked to the UP: institute of social sciences, institute of anthropology, and institute of psychology, with sociology on the way of approval). All employees of the institutes are UP professors. The idea is that in the future, the positions will be announced independently, with institutes remaining as parts of the UP, on their own budgets resulting from the applications for national and international grands. Naturally, educational and teaching components will remain, with the research component being strengthened in parallel.

As stated in the SER, the implementation of Archival MA program is in line with the previous **Development Strategy 2018-2023 of the Faculty of Philosophy**. The new **Faculty Strategy will be developed once the new UP Statue is in place** – this is expected to come in the next 6 months, for the next 5 years. External stakeholders will support the development of the Strategy. The Faculty staff assured that the Faculty Strategy and the strategic objectives [of the Faculty] will be aligned to the Strategy of the UP. *The meetings confirmed that the **Strategic Plan for the UP 2023-2025** was prepared in consultations with the Faculty members.* The MA program is reassessed internally by the Faculty's Teaching-Scientific Council and by KAA, in accordance with the 2018 provisions of the Administrative Instruction of the Ministry of Education, Science, and Technology (Art. 21). "Code of Ethics" remains relevant since its adoption in 2013 *(a copy was shared with the ET in the Albanian language)* and is applied/followed by the UP.

According to the **Statute** of the University of Pristina, Art. 7-11, and the relevant national legislation, the Faculty of Philosophy provides equal opportunities and non-discriminatory policy for all students regardless of their ethnic, gender, racial, religious differences and their health status. Furthermore, according to the applicable legislation on higher education in the Republic of Kosovo, the Faculty of Philosophy, for each study program, has the guaranteed quotas for minority communities living in Kosovo (10%).

The **mission of the Faculty of Philosophy** is that, through enhancement and strengthening of academic capacities, enriching the academic tradition with advanced European and international experience and practices, through expanding cooperation, increasing professionalism, intensifying scientific research, and digitizing administration and services to students, 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.

**Strategic planning of the MA program** remains integrated with annual and longer-term budget. The implementation of the Faculty Strategy (once adopted) will be monitored on short- and medium-term targets, and outcomes will be evaluated, with the actions resulting from the evaluation, to ensure the current focus on applied knowledge and professional skills. Specifically for the Archival MA program, allocation of teaching hours in the archives and practical exercises will continue as currently.

For students performing excellently, the UP allocates **scholarships**. The UP also offers financial and counselling support to those students who struggle. The infrastructure of the UP is adapted to cater to the needs of the persons with limited physical capacities.

The meetings confirmed a **steady stream of publications** by the teaching staff – albeit to a varying degree amongst them – on the subject matters that are of relevance to Archivistics, including research findings from the national archives and beyond – for example, Turkish archives, with the translation support provided additionally.

Academic staff confirmed their familiarity with the legislation for the preservation of archival documentation and for functioning of the State Agency of Kosovo Archives (SAKA). The Faculty

8

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8

members have confirmed to act in their decision-making and academic/teaching activities in conformity with the relevant legal provisions. To cater to the needs of the students, a mandatory course on digitalisation of archival materials is part of the curriculum, where legal aspects of work with the documents are covered in detail.

The meetings with the administrative and academic staff have confirmed that proposed study program, Archival MA, is conceived as a professional degree with mandatory theoretical and practical courses on the archival research, protection and preservation, processing, archival legislation, and other relevant. The **research** component is linked to local and regional histories of specific geographic locations/municipalities and historic events.

In response to the invitation of the ET to provide feedback and insights, the management of the program shared the following:

- Market needs exceed the available number of specialists with the relevant training. The already high demand in the specialists is growing exponentially due to the aging of the currently employed specialists and their gradual retirement;

- Market niche remains broad, with numerous working places available to the trained specialists in the public and private sectors alike. The Faculty continuously monitors developments in the labour market/market demands through formal and informal meetings with the representatives of institutions;

- The program has proven well-tailored to both the needs of the students as future specialists and the needs of the employers.

Desk research and consultations with a stakeholders and beneficiaries have confirmed the above.

Student representatives are members of the UP's decisional, executive, and consultative bodies. The mechanism for electing student representatives is clearly explained in internal regulations. There is a democratic, transparent and non-discriminatory election procedure that does not limit students' right to represent and to be represented. The institution is not involved in the process of electing student representatives.

Specific to the **Archival MA**, the admission criteria remain clearly defined, with preferential background linked to a completed BA in history. The program offers a unique combination of academic, theoretical, and applied training in archival research towards a professional degree. The program directly contributes to fulfilling the Faculty's core mission and objectives. MA students have the possibility to obtain theoretical knowledge and practical experience at SAKA and in the local archives. The meetings confirmed the possibilities for professional cooperation with public institutions and private companies to engage the staff and the students in organising, systematising, and preserving their respective archival materials in accordance with the national and international preservation standards.

In terms of risks, the main risk identified in the SER was linked to limited opportunities for student mobility to other universities that offer archival programs. The mitigation strategy entailed greater cooperation with SAKA and other interested public and private agencies. Another risk resurfaced during the meetings – same as during the reaccreditation process in 2021 – linked to the retirement of highly-skilled professors and professionals, who teach at the Faculty and provide on-site training to the students. The mitigation strategy was the maintenance and further development of the MA program with its focus on the applied knowledge and skills, as well as internships at the national, regional, and local archives. Timely and continuous training of professionals represents the main response in risk minimization.

9

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9

| 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 the National Qualifications Framework and the Framework for Qualifications of the European Higher Education Area.* | *x* | |
| *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* | |

**Compliance level:** Fully compliant

**ET recommendations:**

1. *The ET recommends improving the communication about and the visibility of the MA program in open access, by adding a direct link to the program in the "MA section" of the UP website.*

2. *According to the Strategic Plan of the UP 2023-2025, promotion of excellence in teaching and research is a priority – also echoed in the new Education Strategy (ES) 2022-2026. The ET recommends supporting academic activities that bring a new dynamic to the teaching and research processes.*

## 2.2. Quality Management

*(Insert all comments or observations, commendations and suggestions relating to this general area and its allocated standards, as specified in the KAA Accreditation manual. Consideration should be given to the adequacy of processes and results achieved in each of the standards.)*
*(minimum one page)*

The organization of Higher Education sector in Kosovo is regulated by the Law on Higher Education No. 04/L-037, adopted in August 2011. Although Kosovo has not officially joined the Bologna Process, Kosovo has adopted the Bologna Process as a model for the HEI. The UP introduced Bologna Reforms in 2001/2002, following the general adoption of the Bologna Process provisions across HEI in Kosovo, without being a signatory of the Bologna Declaration, as of 2001. Currently, national legislation and UP regulations serve to implement and operationalize the objectives of the Bologna. As a result of the implementation of these reforms in higher education, the UP, along with other HE institutions, implements the ECTS credit system, the three-cycle degree system, student and staff mobility, the diploma supplement, and quality assurance system.

The **Commission for Quality Assurance** is responsible for organising and runing all procedures related to quality management, while there is additional input by one coordinator in each Faculty. The Commission for Quality Assurance is responsible for promoting all relevant evaluation procedures for both existing programs of study and new programs. It is also responsible for promoting training opportunities to both academic and administrative staff, as evidenced by the formation of the **Centre for Teaching Excellence** (CTE) in collaboration with representatives of Arizona State University (USA) in 2004 at the Faculty of Philosophy. As of 2006 and until the present day, the CTE provides continuous teaching advancement, innovative services, and resources to promote teaching and learning at the UP – and beyond at other Higher Education Institutions (HEIs). While the CTE caters to the needs of *all* Faculty Units at the UP, *Faculty of Philosophy remains the main beneficiary of the CTE.*

**Quality assurance processes** ensure that required standards are met and that there is continuing improvement in performance. Quality assurance processes are coordinated at the central UP level under the Office for Academic Development. Within the quality assurance and assessment system, two types of assessments are conducted: Internal Evaluation and External Evaluation (Evaluations for institutional accreditation purposes and Evaluations for program accreditation purposes at academic unit level). Evaluation processes and planning for improvement are integrated into the standard planning processes.

The **Electronic Student Management System** (ESMS) represents the main instrument for the internal evaluation of the level of delivery of the course material to the students. The ESMS

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11

has software capacities for statistical data generation, which is regularly reviewed by the staff member responsible for the quality assurance within the Faculty of Philosophy. To ensure maximum objectivity in the evaluation of the teaching process and to assess the quality of the educational services delivered, the Faculty of Philosophy uses **questionnaires** formulated within the UP for academic and administrative staff, as well as students:

- **academic staff questionnaires**, which contain three categories of questions concerning the faculty, teaching and learning, and research scientific activity. Its purpose is to gather data that would inform the continuous improvement of these three activities, according to the teaching staff perspective. All Faculty staff participate in self-evaluations and contribute to the processes aimed at the improvement of performance in their respective activities and areas of responsibility.

- **students' questionnaires**, which allow to assess the performance of the teaching staff, student workload, and academic progress, as well as overall satisfaction. Questionnaires consist of 10 questions and are anonymous. Students fill in the questionnaires, and the results are made available to the UP administrative and teaching staff. Questionnaires are carried out periodically (one time per semester, at the end - twice a year in total), and steer the internal quality assurance process. The meetings confirmed that filling in of the questionnaire is obligatory.

The collected data reflect the level of delivery of the course materials throughout the semester, thus facilitating the monitoring of the progress of a particular study program. The results are distributed to the responsible management bodies in the Rectorate and across the Faculties, including the Faculty of Philosophy. This independent and anonymous tool helps to capture the level of satisfaction by the students with the quality of the teaching process delivered by the academic staff.

Specific to the Archival MA program, the Department commits to utilizing quality management and evaluation mechanisms. According to the SER, quality assurance processes encompass all aspects of program planning and delivery, including academically-relevant services, teaching, and communication with the UP. The information obtained is directed to the Rector's office, where it is analysed, and the findings are sent in an aggregated manner back to the Faculty. There are in place procedures on how to deal with not satisfactory evaluations, in which cases the Dean of the Faculty has to be involved. *The ET had access to the questionnaire templates for the student evaluation for the courses, teaching staff, and administration, in Albanian, but not the data collected from students or staff, or any reports developed based on these data.*

Each Faculty has a **Coordinator** for academic development and quality assurance, who serves as a bridge between the Rectorate and the academic staff. The **Quality Assurance Coordinator**, jointly with the management of the Faculty of Philosophy, verifies the performance of the students in the process of testing the knowledge in a certain exam period. In case of lower levels of achieving the learning objectives, they jointly look at the complete

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12

progress development of the syllabus related to a specific subject, identify the roots of the lower performance levels, and propose adjustments.

For the graduates, appropriate **program evaluation mechanisms** include graduates' surveys, employment statistics, and direct feedback, which are used to provide evidence about the appropriateness of intended learning outcomes and the extent, to which they are achieved. During the meeting, it has been stated that the graduates provide their feedback and evaluation rather informally, during consultative meetings with the Faculty. They remained in contact with the Faculty and stand ready to support the program by all means available (training sessions, information sharing, mentoring, etc.).

Students participate in the design and implementation of quality assurance processes. Information was provided that a mechanism will be put into place that revises programs every two years, including by means of working with focus groups, potential employers, and alumni. This suggests a systemic client orientation approach to quality assurance.

It was stated during the meeting that the collected data from students, graduates, and employers are not made publicly available, due to GDPR rules and restrictions. However, the University Annual Report is public and contains some (study process) relevant information about the UP's students and graduates.

The main indicator of quality assessment is employment. The **Centre for Career Development** (CDC) – a unit of the Academic Development Office at the UP – prepares students for the labour market and provides training sessions, including in soft skills development. It provides students with opportunities for personal and professional development through information, counselling, training, and career guidance. Beneficiaries of CDCs services are: UP students and graduates, high school students considering study opportunities at the UP, UP faculty members, organizations, and employers. CDC organizes career fairs and round tables. It invites companies to partake and meet with the students as potential employees, offers advice on finding employment, publishes announcement of job vacancies, honorary jobs and internships for students, and serves as a liaison office with the students and graduates of the UP. Regular and frequent evaluations of the market needs represent an added value activity for connecting academia with the market.

Lastly, the role of the **Ethics Committee** should be acknowledged. The Committee helps to uphold academic integrity by reviewing cases of alleged misconduct, provides guidance on ethical issues, and demonstrates the UP's commitment to ethical practices. It also contributes to the overall compliance of the UP's operations with the Quality Assurance regulations.

During the meeting with quality assurance team, the question of fairly high rate of dropout from the UP – not specific to the Archival MA program – was discussed, with reportedly up to 50 % of students not arriving to the graduation across the UP. The ET learned that this trend emerged recently, and the quality assurance professionals within the UP intend to analyse the available data to understand the recent (unusual) dynamics better. For the time being, it may be noted that this trend is most visible at the technical faculties and is linked to the fact that students find employment after 2 years of studies, thus their interest and motivation to continue

13

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13

with their studies decrease. While social sciences seem to be more resilient in this regard, the Faculty of Philosophy is working to improve its response through a targeted strategy that helps to convince students to carry on with their studies and complete requirements to receive a degree. As a mitigation strategy, a rule is in place, which provides for a possibility to take the exam up to 3 times. Erasmus+ programme is another tool to mitigating this trend, as it represents an attractive option for the students.

| | Compliance | |
|---|---|---|
| *Standard* | *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* | *x* | |

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| *includes evaluation results, investigation of the student workload, academic success and employment of graduates.* | | |
| *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* | |

**Compliance level:** Substantially compliant

**ET recommendations:**

1. *Consider the creation of an alumnae organization to maintain the relation with the graduates and conduct regular, organized consultation of their opinion.*
2. *Inform the students regularly regarding the results of the survey of their opinion and of the measures taken by University based on them.*
3. *Develop mechanisms to gather feedback from external partners and stakeholders in order to create stronger bonds with local community.*
4. *Establish forums for Faculty or Department members to share their experiences and solutions related to quality management.*
5. *Develop a recognition and reward system to acknowledge and celebrate the contributions of individuals and teams towards improving quality.*

### 2.3. Academic Staff

*(Insert all comments or observations, commendations and suggestions relating to this general area and its allocated standards, as specified in the KAA Accreditation manual. Consideration should be given to the adequacy of processes and results achieved in each of the standards.) (minimum two pages)*

The academic staff represents the backbone of the Faculty. The procedure for the employment of the academic staff at the Faculty follows the general procedure, with the Rectorate deciding on the employment of the academic staff, based on the proposal of the Faculty/Department.

The SER specifies the distribution of academic staff across positions, with the Faculty of Philosophy featuring 50 professors, 1 lecturer and 14 assistants in full-time employment, along with 22 professors and 14 assistants engaged part time (for all departments of the Faculty of Philosophy). 11 of these teach in varied capacities at the Archival MA program; majority with the background in history, which the ET considers most suitable and appropriate for the Archival MA program. The SER specifies that the program's teaching staff possess the

15

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15

required academic experience and training (including international experience of archival research in the USA, the EU countries, Turkey, and/or neighbouring countries) to deliver high-quality teaching and research.

In addition to the academic staff, systematic involvement of professionals and experts into the teaching process is a distinct strong point of the program, particularly due to the involvement of experienced archivists from the Kosovo Academy of Sciences and Arts (ASHAK) and the Regional Archives with hands-on experience of archival material preservation and management techniques. With guidance provided by both academic and professional staff, the MA program offers an applied training to all students at the state, regional, and local archives.

The courses' range and description confirm their relevance to the Archival MA program in terms of thematic focus, content, and delivery. The description of the objectives, expected learning outcomes, assessment, and forms of teaching, brief as they are, provide basic necessary information. During the meeting, academic staff shared that additional details will be provided in the syllabuses distributed to the students before the course.

The ET reviewed the CVs of 10 academic staff who teach at the program out of 11 listed in the SER, 8 holding PhD and 2 PhD candidates. *One academic staff's member CV was missing, and one academic staff member is not listed as teaching a course*. The available CVs confirm the relevant training, adequate qualifications, and the necessary expertise to teach respective courses, with majority of academic staff being graduates of the Department of History, where the Archival MA is delivered. All academic staff are provided with the contracts, which include the conditions of employment and the workload for teaching (one course per semester). *The ET noted that SER lists Dr. Albina Drançolli's contract as until 2022 and continued, this should be updated to reflect the current contractual status.*

The meeting confirmed a change of employment conditions compared to the previous accreditation cycle, with only 4 hours overtime per week permitted (compared to 6 hours per week before). The restriction of the teaching load to 1 course per year is favourable for the research as it stimulates allocation of additional time on research and preparation of publications. The head of the program noted a discrepancy in the value attached to the monographs and articles, with a preference for the latter – while the nature of historical research tends to be captured in the detail-rich monographs, rather than articles. Additionally, there are impediments for historians from Kosovo to publish in well-established recognised journals due to a limited interest of the academic community in the specificities of the local and national history. As the faculty is reportedly interested to publish books for students and monographs, there is an ongoing internal debate on how to increase the outputs in this area of academic work.

According to the 3.4 standard, at least 50% of the academic staff are to be full time employees. The SER suggests that 40% of academic staff are full time employees. The total number of teaching staff (10) represents a good ratio to the number of potential students (20). Beyond teaching, responsibilities of all teaching staff include engaging with the academic community

and consultations with students. Guest lecturers are invited, when possible (Albanian-speaking).

**Academic staff evaluation** is conducted regularly through student evaluations and occur on a formal basis once per semester, at the end. The responses are submitted anonymously via a centralised online system. Evidence of evaluations are kept at the central level. The results of the evaluations are made available to the Faculty. The evaluations inform **strategies for quality enhancement**, which may include adapting the teaching methodology to the needs and aspirations of the students. Strategies for improvement are discussed within the relevant Faculties and across programs.

Archival specialists cannot be part of faculty unless they hold PhD degrees. Academic staff is in favour of changing this law as they see a distinct benefit in engaging archival workers as teaching staff also without academic titles. Academic staff is greatly interested in inviting foreign experts as guest teachers/speakers for any period of time, as long as their expertise is of relevance. For the moment, this is impeded by a range of reasons, some linked to financial constraints, and others linked to the scarcity of relevant specialists in the region. Erazmus+ is currently the main pathway to solicit co-teachers for the UP as its offers funding.

Some sections of the state archives are available online to the academic staff and students, through a registered account (required). Academic staff reported providing guidance and support to the students in their work with relevant databases, upon students' specific request.

| *Standard* | *Compliance* | |
| --- | --- | --- |
| | *Yes* | *No* |
| *Standard 3.1. 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* | |
| *Standard 3.2. The teaching staff must comply with the legal requirements concerning the occupation of teaching positions included in the Administrative instruction on Accreditation.* | *x* | |

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17

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| *Standard 3.3. 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* | |
| *Standard 3.4. 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* |
| *Standard 3.5. 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* | |
| *Standard 3.6. Opportunities are provided for additional professional development of teaching staff, with special assistance given to any who are facing difficulties.* | *x* | |
| *Standard 3.7. 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* | |
| *Standard 3.8. 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* |
| *Standard 3.9. Strategies for quality enhancement include improving the teaching strategies and quality of learning materials.* | *x* | |
| *Standard 3.10. 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. *The aging of the teaching staff and specialists who provide on-site training to the students was mentioned as the main challenge to the sustainability of the program. The ET advises to continue engaging the graduates of the Archival MA who are currently employed in a professional capacity at the various archives into the teaching and training process.*

2. *The ET recommends exploring opportunities for the exchanges of academic staff across the region and diversifying funding to attract guest/visiting lecturers – also by publishing open invitations on the Faculty website.*

3. *The ET recommends encouraging academic staff to publish sets of archival materials (scanned originals), in line with the GDPR, to advance history writing and research in Kosovo and beyond.*

## 2.4. Educational Process Content

*(Insert all comments or observations, commendations and suggestions relating to this general area and its allocated standards, as specified in the KAA Accreditation manual. Consideration should be given to the adequacy of processes and results achieved in each of the standards.) (minimum two pages)*

The Law on National Qualifications defines qualification as official recognition of achievements via a completion of education or training, or satisfactory performance in a test or exam. The assessment of the courses confirms that the study program complies with the qualification objectives in Archivistics. The SER states that the Archival MA program was designed based on standard and models of universities that have a tradition in developing similar programs, namely University of Ljubljana (Slovenia), Universities of Maribor and Zagreb (Croatia), University of Liverpool (the UK), University of Tirana (Albania), and University of Skopje (Macedonia). The program is conceived to develop generic historical and Archivistics-specific knowledge, skills, and competencies. In line with the Education Strategy 2022-2026, the program offers the students the option to combine theoretical learning with workplace learning, with courses focused on relevant subjects, including methodology, materials' management and processing, historical knowledge, and legal matters – ensuring learning, applied training, and practical work. Such format allows the MA students to obtain specialized factual and theoretical knowledge in the subject, coupled with professional skills. The applied nature of the courses responds to the market need in professionals who are ready to take up employment upon graduation. Overall, the structure of the learning process suggests a high correlation between the market needs and the training offered at the program – a fact confirmed during the meetings with teaching staff, students, and graduates.

To provide for and promote academic mobility of higher education students, the higher education system of Kosovo makes use of the European Credit Transfer and Accumulation System (ECTS). One ECTS credit equals 30 working hours. To apply and to be admitted to

19

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19

MA studies, all candidates applying must have completed a cycle of undergraduate studies of 180 ECTS. In addition, candidates are subject to an admission exam. Preferred BA studies for the admission are history, political sciences, international relations, European studies, law, and economics. For the MA program, the SER lists the total number of credits (ECTS) accumulated for one year at 60 ECTS credits, which are obtained from 6 mandatory courses (35 ECTS), 4 elective courses (20 ETCS), and compulsory Master Thesis (5 ECTS). The meeting with the head of program confirmed that for each subject, over 30% of study hours are spent in the achieves.

*The ET notes a 100% increase of elective courses for the students since the previous reaccreditation. The practice of transferring the elective courses to the status of mandatory after the confirmation of attendance is a customary practice at post-graduate level programs elsewhere, and is well noted. The ET also notes the removal of the mandatory practical work, previously accounted for 6 ECTS, from the credits count.*

The SER offers an overview of courses' Objectives and Expected Learning Outcomes, along with forms of teaching and learning. The content of the course and the learning objectives correlate with each other. All courses offer a combination of lectures and seminars and/or practical exercises. The individual components of the program complement each other in achieving the specified qualification objectives and provide for adequate forms of teaching and learning.

Syllabuses outline the thematic focus, objectives, learning outcomes, distribution of classes and seminars/applicative activities, forms of teaching and learning, and assessment and grading system, accompanied by selected bibliography. Teaching strategies, shortly presented in the courses' descriptions, are deemed adequate for the learning outcomes of the program. While the student group is rather homogeneous in terms of background (graduates of history in majority), the range of teaching techniques, strategies, and exercises are diverse and tailor to individual needs of students beyond the learning objectives of the program. Assessment procedures were confirmed as clearly communicated to students at the beginning of courses. The assessment of the effectiveness of teaching strategies and the quality of delivered content is conducted after the completion of each course, and the outcomes inform the structure of the courses, with adjustments introduced in response to evidence received on their effectiveness.

In compliance with the National Qualifications Framework, the assessment of the proposed courses and meetings with the academic staff and graduates suggest that the knowledge and skills received at the MA program enable individuals to successfully integrate into the labour market. Professionals are reportedly highly demanded at the municipal level, private companies, and banks. In addition to classroom teaching, internships are available for all students at the Kosovo Archives, municipalities, private sector, etc.

To facilitate trainings, the UP established training procedures with relevant archives at the national, regional, and local levels, where the practical trainings are delivered. Training opportunities for graduates at the MFA departments and regional/ municipal archives are in place. MoU is signed with the State Agency of Kosovo Archives, and increased cooperation is

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20

in place. The UP cooperates with the National Library, the Academy of Science of Kosovo, etc. For each subject, over 30% of study hours are spent in the achieves across Kosovo. Such format ensures that students graduate with practical hand-on experience in archivistics and document classification.

*The ET positively assesses the academic feasibility of the program as offering a balanced range of teaching and training. The design of the courses is assessed as suitable for the students and adequate for their professional development. The workload on the students has been reported as adapted to the needs of the students and based on their feedback.*

The meetings confirmed that since the previous re-accreditation, the program attracted a great interest of the students, with a higher number of applications compared to the places available (20 students were admitted in the current academic year). Majority are with history background and with a work experience at the institutions engaged into preservation of sources and/or teaching at schools. Graduates reportedly feel comfortable and qualified to take up employment at archival departments of various institutions in the public and private sectors, as well as in the banking sector.

Digitalization of archival materials is the focus of work during the studies and upon graduation. Pristina municipality archive was digitalized nearly completely in cooperation with the MA students and with the professional support of the graduates, one of whom is the Head of this archive. The students are well skilled digitally, which is linked to the fact that, based on the results of the Survey on Use of Information and Communication Technology 2020, Kosovo is one of the countries with the largest internet penetration in the world, with over 95% of households reporting access to Internet at home or from a device (2020 data). Young persons' active internet usage contributes to solid/advanced knowledge on the use of digital tools. The use of IT resources by the academic staff is mainly for e-mail communication, information sharing, and announcements.

| 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 | |

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21

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| *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* | |
| *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* | *x* | |

22

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22

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| *are followed with flexibility to meet the needs of different groups of students.* | | |
| *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 KAA inconsistently assessed.* | *x* | |
| *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.* <br><br> *\*To be inserted the overview of the program (with all areas to be filled out)* | *x* | |

**Compliance level:** Fully compliant

**ET recommendations:**

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23

1. *The ET recommends that all learning courses elaborate at least seven learning outcomes as prescribed by the KAA criteria.*

2. *The ET recommends exploring additional possibilities to organize paid internships for both the faculty and the students across public and private sectors in Kosovo.*

3. *The ET recommends exploring additional possibilities for study visits, exchanges, expert visits, and internships outside of Kosovo.*

4. *The Et recommends exploring additional possibilities to offer trainings in digital technologies to both the faculty members and the students.*

5. *The ET recommends to introduce the possibility that students can attend certain courses at other departments within the Faculty, but if possible also more broadly at the level of the entire University.*

6. *The ET recommends that the Archival MA program should continue to develop a strategy of learning more foreign languages for both students and academic staff.*

7. *The ET recommends that funding be provided for the updated literature on specific subjects as well as for the translation of key literature into Albanian.*

## 2.5. Students

*(Insert all comments or observations, commendations and suggestions relating to this general area and its allocated standards, as specified in the KAA Accreditation manual. Consideration should be given to the adequacy of processes and results achieved in each of the standards.) (minimum two pages)*

The faculty has a clear and transparent **admission procedure**, which is equal for all candidates, with the requirements for admission being publicly available well ahead of time. The Faculty implements the legal provision in place to encourage the enrolment of students from minority groups (10%). According to the regulations, all students enrolled into the study programs must complete a four-year BA degree. The academic staff evaluates the applications and makes decisions on the admission collegially. Majority of students are mature persons who have already worked – or are currently working – in the relevant positions at the institutions that deal with the preservation of documentation, and/or also teach at schools. While the interest in the program is reportedly high and exceeds the number of places, only 20 students are admitted every year.

The **study program design** ensures a delivery of applied, interactive learning process that combines theoretical and practical classes taught by academic staff and Archivistics specialists/professionals. Discussion with the students confirmed that they receive feedback after their exams. The students were aware of the appeal procedure in place; in practice, disagreements are usually discussed directly with the teachers. Same applies to the procedure of appeals regarding teachers and student's behaviour for ethical reasons. There is a model for flexible treatment of students in special situations.

Each teaching staff reserves regular hours with 2-3 hour time slots for consultations with the students to discuss any matter related to the study materials, the overall learning progress, and/or drafting of written outputs. All students are aware of the schedule. Additionally, students may contact teaching staff directly, whenever they need any support or additional information, also outside of the consultation hours. Students accessed syllabuses as sufficiently detailed and clear in terms of outlining the learning outcomes, topics, assessment methods. Students reported that they are informed from the onset about what is expected of them, and how the teaching process will be organised. The students declared to be overall satisfied with the organisation of the learning process.

Student-teacher relationships are professional and amicable, and the ET is under a major positive impression in that regard. The teaching process is linked to mentoring, resulting in a supportive environment for the professional formation of young experts. Teaching staff helps with finding internships and later employment at relevant institutions, with a positive impact.

For checking the originality of work, teachers use free software/ electronic tools available via Google services. With the exponential spread of AI tools to create academic content, it has become more difficult to detect plagiarism. The teachers overcome this difficulty by explaining the procedures to the students on the proper use of citations in drafting academic outputs and the value of integrity in academic work and professional activities.

Transfer students from another institution is regulated by the UP's internal rules and procedures. The students' rights are recognised trough documents, including the UP Statute. Students have the right to participate in elections for student representation in University bodies and to participate in meetings of bodies and/or commissions, in which they have been appointed as members. The students are represented (through elections) in the management bodies of the UP (Students' Council) and the faculty. The Students' Council reviews and decides on the issues relating to students' rights and/or obligations in the Faculty vis-à-vis the students. In case of conflict of interest, delegated student members do not participate in meetings of governing bodies of the UP.

Students expressed a view that the amount of training calls for a 2-year MA program as it would allow additional time for practical exercises and on-the-job training. This is particularly relevant for those MA students who do not have training in history and therefore require more time to interiorize the knowledge on the methodology of the archival work. Additionally, students mentioned that the high market demand in professionals calls for an increase in the enrollment as graduates find employment easily. The ET learned that over 100 institutions in Kosovo would benefit from a qualified archivist, and, currently, only about 10% have the possibility to hire one, due to the scarcity of specialists.

| *Standard* | Compliance | |
|---|---|---|
| | **Yes** | **No** |

25

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25

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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 | |
| *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 | |
| *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:** Fully compliant

**ET recommendations:**

1. *The ET recommends obtaining a fully licensed plagiarism software to complement the existing free tools.*

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26

2. *Given that the majority of students have a background in history, those students who come from other disciplines may face difficulties keeping up with the methodology of historical research or drafting. The ET recommends compiling a reference guide on the available support resources to facilitate students' learning process.*

## 2.6. Research

*(Insert all comments or observations, commendations and suggestions relating to this general area and its allocated standards, as specified in the KAA Accreditation manual. Consideration should be given to the adequacy of processes and results achieved in each of the standards.) (minimum two pages)*

The Research section of the SER, including SWOT, focuses on the research activities/graduation requirements in relation to the students rather than teaching staff. The research focus for students is on the methods of identification of relevant sources, preservation, and digitalisation, which serve to advance history writing, scientific and technical progress, cultural-educational activities and cater to the needs of the educational, administrative, state, and judiciary bodies. This focus is duly reflected in the structure of the program, with an entire course dedicated to the Methodology of scientific and archival research. Sufficient administrative and human resources are allocated for achieving the research objectives.

Students are expected to engage into research projects related to their selected MA topics. The program is scheduled to complete the research component in the final semester. As per the SER, the ET deems the allocation of the number of hours and their distribution across academic activities sufficient for the purposes of fulfilling the conditions for the program:

- Preparation and defence of a seminar paper: 5 days x 4 hours = 20 hours research, study of the findings, researching and reading documentation; -5x3 = 15 hours
- Organization of documentation and writing of the seminar - 2 days x 2.5 hours = 5 hours;
- Reading and defending the seminar
- Institutional practice at the State Agency of Archives of Kosovo - 5 days x 2 hours = 10 hours preparation for monitoring; -5 days x 2 hours = 10 hours of monitoring; -5 days x 2 hours = 10 hours preparation for independent teaching; -5 days x 3 hours = 15 hours independent teaching; -10 days x 1 hour = 10 hours of diary work
- Preparation of the Master's Diploma, based on the research findings.

The meeting with the students confirmed that research is planned to be conducted at the Archives of Kosovo, municipal and regional archives. An agreement between KASA and Archives in Turkey for the exchange of staff and students remains an opportunity, although limited financial resources suggest that students are most likely to carry out their research inside Kosovo. The research process is monitored by the teachers and assisted by the professionals of the archival institution. During the research process, the students summarize their research results in seminar papers, which are presented at the seminars and to professors for review, evaluation, and feedback.

27

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27

Given that as of 1 January 2024, Kosovo passport holders are allowed to travel to the EU without a visa, for up to 90 days in any 180-day period, research trips to neighboring countries have become easier, and a plan to visit the State Archives in Croatia is being considered.

In the SER, among others, one of two major weaknesses of the programme is a weak budget allocation for archival research process. However, based on the information during the meetings, the ET came to the conclusion that significantly larger funds for scientific research are provided by new strategic funding at the UP, with adequate funds allocated for each faculty in the core budget, which includes 1 study visit for BA program and 1 for MA program each year. It is therefore recommended that the Faculty of Philosophy develops a more substantial allocation of resources for research at the institutional level.

A great research priority is the work in the Turkish archives on various aspects of Ottoman history. Here, the funding is an issue due to the higher costs compared to research trips to the neighboring countries.

It should be noted that while sessions on research methods and tools are part of the study program, the Archival MA remains an applied professional program, with a focus on developing students' skills rather than advancing the historical research by the students.

While the SER does not contain references to the research development plans for the academic staff, the meetings confirmed the findings of the previous reaccreditation cycle that the study program has clear, well-defined applied research objectives linked to the methodology of archival work, on the one hand, and the advancement of the historical knowledge, on the other hand. Academic staff listed research work on local, municipal, and regional histories in a range of archives in Kosovo and outside of the country (mainly, Turkey and Albania). This makes the program compliant with the requirement to have a research plan for the academic staff. The limits in financial resources are addressed through the pro-bono support of the national, regional, and local archives, which offer possibilities for practical classes and exercises within Kosovo. Cooperation with private sector is encouraged and in place.

Archivists were reported high on demand during the meeting, both in the public and private sectors. All academic staff demonstrate a proven track record of publishing research results and/or presenting their work at international and national conferences, symposiums, and workshops. The topics are usually linked to their teaching activity. Expert advice and consultancy are offered to the national, regional, and local partners as well as internationally.

As with the previous reaccreditation process, not all teaching staff averaged at least one research publication per year over the past three years. However, some have published more, thereby ensuring a steady flow of academic publications, including in reputable national and international peer-reviewed journals. Junior teaching staff receive support for their research development through mentoring by senior colleagues.

The program aims to leverage the expertise of both teaching staff and students by developing community services, such as cataloguing of local archival material and digitizing paper

28

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28

sources. There does not seem to be an expectation for academic staff to secure funding. Instead, they are expected to conduct research and do applied work in the national, regional, and local archives. The ability and commitment of academic staff and students to generate non-monetary returns for the society have been recognized in performance reviews.

| *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* | |
| *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* | |
| *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* | |
| *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* | |

| | | |
|---|---|---|
| *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* |
| *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 6.9/6.8. 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 6.10. Policies are established for ownership of intellectual property and clear procedures set out for commercialization of ideas developed by staff and students.* | | *x* |
| *Standard 6.11. Students are engaged in research projects and other activities.* | *x* | |

**Compliance level:** Substantially compliant

**ET recommendations:**

1. *The ET recommends to continue encouraging academic staff, and students, to publish academic work based on the available archival material.*

2. *The ET recommends exploring opportunities for publishing the archival materials in open access to support the research of other scholars.*

3. *The ET recommends to continue the ongoing digitalisation of the archives and modernization of research tools.*

4. *The ET recommends contributing to the implementation of the UP's Strategic Plan (Specific objective 5.5). by providing training sessions to the university community on the protection and management of intellectual property.*

5. *The ET recommends that an appropriate protection system should be further developed to protect the commercialisation of ideas developed by staff and students by legal and administrative regulations and clear procedures.*

6. *The ET recommends establishing and developing a strategy for applying for research funds at the institutional and international level.*

7. *The ET recommends creating a regulation and annually rewarding researchers for significant works published in publications with high international scientific impact.*

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30

### 2.7. Infrastructure and Resources

*(Insert all comments or observations, commendations and suggestions relating to this general area and its allocated standards, as specified in the KAA Accreditation manual. Consideration should be given to the adequacy of processes and results achieved in each of the standards.)*
*(minimum one page)*

The premises are owned by the UP, with all financial plans made at the level of the University. During the meetings with the Faculty management, students, and the staff, the ET found out that the infrastructural conditions on the premises are relatively renewed and somewhat adequate. The classrooms are spacious with lots of light, modern equipment (Smart Boards) and adequate number of seating places. Moreover, some of the classrooms are designed as big auditoriums with several writing surfaces, smart boards, projectors, etc. This said, across the premises, some "wear and tear" is visible, and the Faculty would benefit from a designated person(s) to take care of infrastructural maintenance and small repairs.

Library remains is a concern for the UP. The Faculty is well of the needs and plans to make certain improvements. The ET's impression is that the current library setting would benefit from additional study spaces, electrical outlets at the desks, and better lighting. The library funds are not easy to browse as the spaces between bookshelves seem narrow.

*Similarly to the 2021 re-accreditation process, the Faculty Library remains not connected to any regional or European library network, thus limiting students and academic staff in gaining access to online sources and secondary literature. The ET recommends allocation of funds towards this academically-relevant service.*

The ET recognizes that the Faculty is putting efforts into transforming the premises into a pleasant habitat for students with the introduction of several relaxation zones throughout the hallways. These serve as meeting places for students, for socializing or group work.

Finally, the premises are equipped with ramps and an elevator for students with mobility difficulties. To facilitate the emotional support to the students, the new University Strategy/Statute is setting the grounds for opening a Counselling Centre, which will be available to all students, with professional staff working there.

| 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* | |

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31

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| *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* | |
| *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:*<br><br>*a) owned or rented spaces adequate for the educational process;*<br><br>*b) owned or rented laboratories, with the adequate equipment for all the compulsory disciplines within the curriculum, wherever the analytical syllabus includes such activities;*<br><br>*c) adequate software for the disciplines of study included in the curriculum, with utilisation licence;*<br><br>*d) library equipped with reading rooms, group work rooms and its own book stock according to the disciplines included in the curricula.* | *x* | |
| *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.* | *x* | |
| *Standard 7.5. The education institution's libraries must ensure, for each of the study programs:*<br><br>*a) a number of seats in the reading rooms corresponding to at least 10% of the total number of students in the study program;*<br>*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;*<br>*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;*<br>*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;* | | *x* |

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32

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| *e) a sufficient number of subscriptions to Albanian and foreign publications and periodicals, according to the stated mission.* | | |
| *Standard 7.6. The infrastructure and facilities dedicated to the implementation of the program is adapted to students with special needs.* | *x* | |

**Compliance level:** Substantially compliant

**ET recommendations:**

1. *Th ET recommends increasing the maintenance level of the premises.*
2. *The ET recommends to modernize the library as both a physical and educational space.*
3. *The ET recommends enabling access to electronic platforms for students in order to use relevant literature.*
4. *The ET recommends the acquisition of special software programmes for analysing data.*

## 3. FINAL RECOMMENDATION OF THE ET

*(Insert all comments or observations, commendations and suggestions relating to this general area and its allocated standards, as specified in the KAA Accreditation manual. Consideration should be given to the adequacy of processes and results achieved in each of the standards.)*

Archivistics MA program caters to a market niche in Kosovo that has a high demand in specialists. The ongoing retirement of the current academic and professional staff calls for a systemic support in training professionals with adequate skills and knowledge. The link

33

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33

between the program objectives and the market needs clearly informs the program design. The program combines interactive teaching methods applied to theory and practice with elements of on the job-training and research according to professional specifications. The teaching process integrates the methodology of learning by doing and engagement with a variety of stakeholders as trainers and potential employers or clients. Quality assurance processes in place adequately serve the monitoring and evaluation of the program progress. Research activities have a clearly defined focus. Staff, students, and graduates show a high level of satisfied with the program design and outcomes.

Areas which require attention are generally beyond the control of staff and students as they are linked to the availability of human and financial resources to advance the objectives further in terms of greater engagement of international experts, organisation of study visits to the archives abroad, modernisation of the premises (library), etc. Specific recommendations to support the program are included into the respective sections.

In conclusion, the Expert Team considers that the study program **Archivistics – MA** offered by the Faculty of Philosophy at the UP is *Substantially compliant* with the standards included in the *KAA Accreditation manual* and recommends *accrediting* the study program.

| STANDARD | COMPLIANCE LEVEL |
|---|---|
| 1.    Mission, objectives, and administration | Fully compliant |
| 2.    Quality management | Substantially compliant |
| 3.    Academic staff | Substantially compliant |
| 4.    Educational process content | Fully compliant |
| 5.    Students | Fully compliant |
| 6.    Research | Substantially compliant |
| 7.    Infrastructure and resources | Substantially compliant |
| **OVERALL COMPLIANCE** | **Subtatially compliant** |

**Compliance level:** Substantially compliant

**Student quota recommended: 20-24 students**

**Duration: 5 (Five) Years**

**Expert Team**

**Chair**

Dr. Anna Bara                          30.05.2024

(Signature)                          (Print Name)                          (Date)

**Member**

Dr. Stavros Parlalis

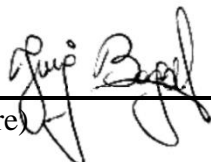(Signature)                          (Print Name)                          (Date)

**Member**

Dr. Pavo Barišić

(Signature)                          (Print Name)                          (Date)

**Member**

Mr. Juraj Bogat

(Signature)                          (Print Name)                          (Date)