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UNIVERSITY OF PRISTINA
Master “Physical Education and Sports”

ACCREDITATION

REPORT OF THE EXPERT TEAM



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1. INTRODUCTION

1.1. Context

Date of meetings: 27 February 2023

Expert Team

- Dr. Chris Richter
- Marija Vasilevska, PhD Candidate

Coordinators of KAA

- Naim Gashi, Director of the KAA
- Ilirjane Ademaj, Senior Officer for Monitoring and Evaluation

Sources of information for the Report:

- SER
- Interviews
- Supporting documents (CVs and curriculum)
- Internet sources:

<https://shkencapoitilke->

[unipr.academia.edu/Departments/Faculty_of_Physical_Education_and_Sport/Documents](https://shkencapoitilke-unipr.academia.edu/Departments/Faculty_of_Physical_Education_and_Sport/Documents)
(accessed 05 March 2023)

<https://fefs.uni-pr.edu/> (accessed 05 March 2023)

Requested documents:

1. Can you please provide a link that demonstrates that publication of teacher evaluations are public now.



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2. Is there any evidence, which supports that during the program development student consultation were (minutes)
3. Can you please share the latest research plan with us
4. Do you have any evidence that states policies for ownership of intellectual property
5. Can you please share any supporting documents that indicate the financial plan of the study program for the next three years.
6. Can you please share examples and the corresponding analysis of questionnaires done in the past
7. Can you please share the outcomes of the last industrial board meeting?
8. List of members of the Industry Board
9. Can you please provide evidence that states last year's physical admission test?
10. Can you please provide a list of attended training for staff members
11. Can you please share a list of program specific books?
12. List of international partnership agreements upon which the international aspect of the programme is ensured and the students can take advantage of it.
13. Meeting minutes from the debates organised on the local level from where the need for the programme is detected (the Head of programme mentions that they are organising those).

Received documents:

1. Link that demonstrates that publication of teacher evaluations are public now
 - > 1. Link that demonstrates that publication of teacher evaluations are public now.docx
2. Evidence, which supports that during the program development student consultation were (minutes)
 - > 01. English.docx
 - 02. English.docx
 - 03. English.docx
 - 1. KOMISIONI PËR STUDIME.docx
 - 2. KOMISIONI PËR STUDIME.docx
 - 3. KOMISIONI PËR STUDIME.docx
 - SCAN0042.PDF
3. PLAN FOR THE DEVELOPMENT OF SCIENTIFIC RESEARCH ACTIVITIES IN FEFS 2022-23
 - > PLAN FOR THE DEVELOPMENT OF SCIENTIFIC RESEARCH ACTIVITIES IN FEFS 2022-23.docx



4. Evidence that states policies for ownership of intellectual property
 - > 4. Evidence that states policies for ownership of intellectual property.docx
5. Financial plan of the study program for the next three years
 - > 5. Financial plan of the study program for the next three years..docx
6. Analysis of questionnaires done in the past
 - > 16EC3A56-0F44-4F80-A0FE-8FE8B9A57EFD.pdf
 - > 6894D1C7-CB6E-4CE8-8356-4919A1E70B18.pdf
 - > D488AA90-13CD-4605-9748-AF7ECBB46E80 (1).pdf
 - > D488AA90-13CD-4605-9748-AF7ECBB46E80.pdf
 - > F1834969-23EA-4461-8546-2F259647D787.pdf
7. Outcomes of the last industrial board meeting
 - > 7. Outcomes of the last industrial board meeting.docx
8. List of members of the Industry Board
 - > 8. List of members of the Industry Board.docx
 - > OneDrive - Shortcut.lnk
9. Physical Admission Test
 - > 9. Physical admission test.docx
10. List of attended training for staff members
 - > 10. List of attended training for staff members.docx
11. List of program specific books
 - > 11. List of program specific books.docx
12. List of international partnership agreements
 - > Marreveshja 1.PDF
 - > Marreveshja 2.PDF
 - > Marreveshja 3.PDF
 - > Marreveshja 4.PDF
 - > Marreveshja 5.PDF
 - > Marreveshja 6.PDF
 - > Marreveshja 7.PDF
 - > Marreveshja 8.PDF
 - > Marreveshja 9.PDF
 - > Marreveshja 10.PDF
13. Meeting minutes from the debates organized on the local level from where the need for the programme is detected (the Head of programme mention that they are organising those)
 - > DSC_2750.JPG
 - > DSC_2779.JPG
 - > DSC_2790.JPG
 - > DSC_2807.JPG
 - > DSC_2858.JPG
 - > DSC_2939.JPG



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DSC_2998.JPG
DSC_3056.JPG
DSC_3115.JPG
DSC_3144.JPG

13. Meeting minutes from the debates organized on the local level from where the need for the programme is detected (the Head of programme mention that they are organising those)
- > EKSTRAKT Albadt.01.02.2023.docx
 - EKSTRAKT Albania16.02.2023.docx
 - EVIDENCA 1.02.2023 Pristina.pdf
 - EVIDENCA 16.02.2023.pdf
 - English 1.docx
 - English 2.docx

1.2. Site visit schedule (Online)

Site Visit Program

- | | |
|----------------------|--|
| 09.00 – 09.50 | Meeting with the management of the faculty where the programme is integrated (<i>no slide presentation is allowed; the meeting is intended as a free discussion</i>) |
| 09.50 – 10:30 | Meeting with quality assurance representatives and administrative staff |
| 10:30 – 11:20 | Meeting with the heads of the study programme |
| 11:20 – 12.00 | Lunch break |
| 12:00 – 12:50 | Meeting with teaching staff |
| 12:50 – 13:40 | Meeting with employers of graduates and external stakeholders |
| 13:40 – 13:55 | Internal meeting of KAA staff and experts |
| 13:55 – 14:05 | Closing meeting with the management of the faculty and program |



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A brief overview of the institution and program under evaluation

The Faculty of Physical Education and Sport in Pristina started to operate in the academic year 1979/1980 as an institution mainly aiming to educate physical education teachers. After the Milosevic regime the university was reorganised in 2001 and offers new curricula based on the Bologna Declaration. The Faculty of Physical Culture and Sport started with a Bachelor (3-year, 240 ECTS) and a Master programme (2-year). In 2008, the Bachelor program was changed to a 4-year degree and the name of the faculty became “Faculty of Sport Sciences” aiming to extend its employability possibilities for its graduates. Despite these changes, most students were still employed as physical education teachers in lower and upper secondary school levels. Consequently, the faculty decided again for a revision of its name, changing it to “Faculty of Physical Education and Sports”. Based on current law the Faculty of Physical Education and Sports represents the only public institution for higher education in Kosovo. Since the beginning the faculty has offered several degrees in Physical Education. Today, it’s structured into a 4-year BA program and a 2-year Master Program.

The difference of the “to be accredited 1-year” to the 2-year Master program is to reduce the study time of the student while still allowing them to be able to work in the public sector (300 ECTS required). The program seeks to provide the graduates with the necessary skills and competences to become physical education teachers, sport trainers and community leaders in the promotion of healthy, active lifestyles with a sound practical and theoretical background of physical fitness and movement skills.

Mission of the Study Programme

The MA in Physical Education and Sports is designed to deliver various competencies and skills needed to work in the field of Physical Education and Sport Science. The program is divided into four semesters (60 ECTS), with each semester containing 30 ECTS, combining



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mandatory and elective courses. The students that complete the degree must finish all required examinations and must defend a thesis project.

The MA builds on the BA programme in Sport Science and Physical Education and prepares the student to become a physical education teacher, sport trainers or worker in the promotion of healthy, active lifestyles. The programme mixes practical and theoretical content and tries to cover a wide range of disciplines across natural and social sciences and humanities. The content of the program should provide graduates to promote health and wellness, while preparing them to be physical education teachers or workers in the fitness, wellness and coaching area. The mission of the program could not be found in the SER / was not clearly stated in the SER.

Programme Structure

During the 1st semester the student must attend the following classes:

- Research Methods in Physical Education and Sports (ETCS = 7)
- Theory and Methods of Physical Education and Sports (ETCS = 7)
- Recreation, Health and Well-being in Physical Education and Sports (ETCS = 6)

While being able to choose 2 out of 4 elective classes:

- Testing and descriptions of exercises in Physical Education and Sports (ETCS = 5)
- Collective Sports (ETCS = 5)
- Sports Performance Analysis (ETCS = 5)
- Technologies in Sports (ETCS = 5)

During the 2nd semester the student must attend the following classes:



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Advanced Course in Theory and Methodology of Sports Training (ETCS = 7)
Sociological & Psychological Research in Physical Education & Sports (ETCS = 6)
Diploma Thesis (ETCS = 7)

While being able to choose 2 out of 4 elective classes:

Leadership & Management in PE & Sports Rehabilitation (ETCS = 5)
Improvement of Health and Functional Capacities of Athletes, (ETCS = 5)
Individual Sports (ETCS = 5)
Children and Adolescents' Learning in Physical Education and Sport (ETCS = 5)



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2. PROGRAM EVALUATION

2.1. Mission, objectives and administration

Based on the SER, the FPES's mission is to cultivate and develop individuals with a deep understanding of physical education and sports sciences skills through teaching and research, while the aim of the master's programme could not be found in the SER / was not clearly stated. The expert team considers the mission of the program to be: "to prepare PE teachers that received quality education, can conduct research, and are prepared with the best professional and ethical values in physical education and sports". As such the Standard 1.1. (The study program mission is in compliance with the overall mission statement of the institution) can be considered met.

In respect to 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), the SER states that academic and professional advice was considered during the program development and that the program is in accordance with the National Qualifications Framework and the Qualifications Framework in the European Higher Education Area. While no further evidence was given in the SER the authors believe, based on the conducted interviews, that the FPES has considered academic and professional advice in defining the learning outcomes of the evaluated program.

In respect to the didactic and research concept of the program (Standard 1.3), the answers given in respect to this standard in the SER and the conducted interview have been general and not very specific. The syllabus has been improved to previous versions but still lack clarity (e.g., the constant use of the term 'etc' in the section: Teaching and Learning Methods), is sometimes over ambitious cannot be done in one class (e.g., the course: Technologies in Sports seeks to apply and evaluate digital technologies (IoT, 4G, 5G, Virtual Reality, Augmented Reality) applying machine learning (including deep learning) to achieving better results in sports).



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In respect to policies, guidelines and regulations (Standard 1.4 and 1.5), the SER state clearly that formal policies, as well as on a set of guidelines and regulations that regulate the functioning of the program, that they are public and that all staff and students comply with the regulations relating to ethical conduct in research, teaching, assessment in all academic and administrative activities.

In respect to 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.), the SER and conducted interviews provided enough evidence that the FPES monitors the implementation of the program, and at each academic year's end and that they recommend the necessary changes.

	<i>Compliance</i>	
	<i>Yes</i>	<i>No</i>
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	



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Compliance level: Substantially compliant

ET recommendations:

- In the SER you state that: “There is a lack of research funding” and “There is insufficient literature in the Albanian language”. The expert team considers such a statement a deflection from reality. By developing a clear and concise research plan you can establish yourself as a “go to” institution, which attracts funding in relation to their expertise. Currently, there is no evidence of any partnership or bits into bigger funding schemes. For example, in Horizon calls, the FESP could “sell” its unique position and offer control groups samples to certain impacts and therefore attract partners (e.g., very young population). Further, the statement that there is insufficient literature in the Albanian language cannot be taken seriously. Everywhere in the world researchers read and publish in English. As such, not moving into English mode is definitely reducing the university's performance.
- A clear research plan is needed to be developed. Each department should state a clear research focus, questions that are tackled and what data will be used / captured to answer these questions. Clear milestones should be defined - e.g., set up clear performance indicators.
- The faculty should develop a CPD plan for the young and old generation of teachers / researchers (make English classes mandatory or push for collaborations with partners where English language is required). Additionally, more stable contracts should be introduced to allow currently “short term” employees to start developing into professors with an international reputation.



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2.2. Quality management

The quality management is based on the document developed on a university level followed by regulatory bodies taking care of its implementation. The Regulation of Quality Assurance and Evaluation at the University of Pristina is the main document for checking the quality of the study programmes, teaching and learning processes. The Office for Academic Development of UP and the Central Commission for quality assurance and evaluation by the Rectorate of UP are holding the responsibilities for its implementation. The coordinator is responsible for overseeing the practical implementation of the ECTS system, providing guidance to academic staff and students, and monitoring the accreditation / re-accreditation process for study programs. The coordinator also advises and monitors the evaluation process for courses and teaching, as well as internal quality evaluation in cooperation with academic unit management; contributes in designing and reviewing study programs, organising informative sessions for staff and students regarding the Bologna process, and systematising data and information related to scientific activities in the academic unit. Finally, the Coordinator advises management and students on student mobility implementation and plans and monitors quality improvement schemes and activities; collects and reports data on each activity at the request of the Vice Rector for Academic Development to demonstrate progress towards the desired state. However, it is not clear who is analysing the collected data and what is happening with those data. The Quality Management system needs to include the feedback of the evaluation process in its processes.

As the expert team learned from the SER and the site visit, the students, academic and administrative staff are involved in the reporting and improvement processes mainly through questionnaires, all in their respective spheres of the activities. (Standard 2.1)

The academic unit, in coordination with the Vice Rector for Quality Assurance and the Office for Academic Development, is leading the process of programme accreditation, which includes evaluation of the quality of teaching and learning, scientific activities, international



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cooperation, graduates' and employers' views on the quality of studies, services for students, and organisational culture and management. The evaluation process is structured by the University of Pristina and includes questionnaires for academic and administrative staff as well as students. As written in the SER, the outcomes of each evaluation process are discussed at the academic unit, and concrete steps for quality improvement are designed and included in the planning process. However, there weren't any specific examples of this shared during the site visit. The faculty should specifically ensure that the feedback and information collected by the evaluation processes are addressed in the planning processes (Standard 2.2).

Quality assurance processes deal with all aspects of program planning and delivery including services and resources provided by other parts of the institution. Namely, there are Questionnaires for administrative staff, Questionnaires for the administrative staff, Questionnaires for students' Self-assessment questionnaires for academic staff and Student course evaluation are applied regularly. In one of the questionnaires for the students there are questions about teaching and learning processes while in the others there are other aspects such as their satisfaction from the facilities and services. The learning outcomes should be further covered in the questionnaires for the students. This means students can self-evaluate themselves and check whether they reached the learning outcomes while also providing feedback for the improvement of the study programme for reaching the learning outcomes.

The expert team would like to highlight the lack of a formal process for collection of feedback from the industry and alumni (in the future). In addition, an expert team would recommend including various different quality assurance tools as additional to the questionnaires. In addition, the faculty has no practice to publish the collected and analysed data from the questionnaires and the evaluation processes (Standard 2.3, 2.4 and 2.6).

Quality assurance processes are clear and they do ensure that required standards are met. The SER presents the recommendations from the previous accreditation procedures that were taken into consideration. However, the same cannot be detected from the quality assurance



processes. There is a clear need for decentralisation of this process making it more approachable on a faculty level with a clear and continuous involvement of the industry.

Apart from the aforementioned quality questionnaires, the University of Pristina in accordance with its Statute conducts semester-based evaluations of teaching and learning in certain courses. These evaluations, which usually take place twice in the academic year and involve anonymous questionnaires for lectures and are overseen by the deans of faculties (or vice-deans for teaching) in collaboration with the department heads. This initiative is coordinated by the vice-rector for teaching and research through the University Senate. However, since this is an accreditation procedure, we cannot expect specific changes made based on those results (Standard 2.7).

Periodical evaluations are conducted aiming to evaluate the quality of the study programmes at all levels and identify the strengths and weaknesses (Standard 2.8). According to the active regulations there are quality assurance agreements for the programmes that are subject to regular evaluation and improvement as per university's regulations (Standards 2.9).

Overall, the quality management is based on the University's developed system for QA which lacks the follow up system, clear steps for including the collected data from the quality assurance processes in improvement and involvement of the industry in this process.

	<i>Compliance</i>	
	<i>Yes</i>	<i>No</i>
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		x



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evaluations consider inputs, processes and outputs, with particular attention given to learning outcomes for students.		
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: Substantially compliant

ET recommendations:

- Collect formal feedback from the industry and alumni (in the future) for improvement and evaluation of the study programmes.
- Include various different quality assurance tools as additional to the questionnaires, such as focus groups and interviews.
- Publication of evaluation results from every survey. Summary of these results for the public. Make clear what changes have been brought about by evaluation results.
- To avoid negative gradings in standards that are regarding improvements, start recording improvements made. This should be done in respect to the programs and the faculty as evaluation teams are not able to confirm claims you make in the SER without spending significant effort or being pushed to extreme goodwill.



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2.3. Academic staff

In respect to Standard 3.1. the SER reports clearly full and part time staff (17 FT and 17 PT, Standard 3.4). However, some of the full-time staff members have a workload of 80 hours (Faton Tishukaj, Ilir Gllareva and Kushtrim Berisha) and some of the part time staff (6 of 17) are reported to work 40 hours. This was not questioned in the conducted interviews. Further the SER states that the FPES operates in full compliance with current rules, policies, and regulations that define when the staff loses its teaching status due to age or other factors (Standard 3.10).

In respect to Standard 3.2. the SER reports: “The teaching staff proposed for the programme under evaluation has been selected as regular staff of the University of Pristina, Hasan Pristina, in full compliance with the regulations in force in the re-election period. They meet the criteria for the positions they hold based on articles of the Statute of the University of Pristina and the Administrative Instruction. Furthermore, the same engagement criteria will be followed when electing short-term employees and regular staff from other academic units of the University of Pristina, Hasan Pristina, based on the legal foundation and the needs of the department/programme.”

In the conducted interviews, the evaluators could not find any evidence that the academic staff does cover more than two teaching positions within an educational institution, while within the SER there is questionable information regarding the workload of staff members (FT with \geq 50 hours and PT = 40 hours; Standard 3.3).

From the conducted interviews and the SER it is evident that academic staff at the FPES is able to deliver level student learning experience through inclusive, relevant programmes and curricula while being professional and collaborative. This in turn fosters students’ ability to advance their competences to develop individual careers in the field of sport, physical activity, and education (Standard 3.5; 3.7 and 3.9).



In respect to additional professional development of teaching staff (Standard 3.6), the FPES is offering financial support for all academic staff who will participate with their own research in conferences and who will actively publish in international, national, or regional journals. However, a limitation of the available options given to staff members is the lack of English lectures.

In respect to staff evaluations (Standard 3.8), surveys are conducted at the end of each semester and the work of the academic staff is evaluated from a self and students' perspective and, based on the conducted interviews and additional documents, a summarised version is made available to be public.

	<i>Compliance</i>	
	<i>Yes</i>	<i>No</i>
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.	<i>x</i>	
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.	<i>x</i>	
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.	<i>x</i>	
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.	<i>x</i>	
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.	<i>x</i>	
Standard 3.6. Opportunities are provided for additional professional development of teaching staff, with special assistance given to any who are facing difficulties.		<i>x</i>



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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.	<i>x</i>	
Standard 3.8. Academic staff evaluation is conducted regularly at least through self- evaluation, students, peer and superiors' evaluations, and occurs on a formal basis at least once each year. The results of the evaluation are made publicly available.	<i>x</i>	
Standard 3.9. Strategies for quality enhancement include improving the teaching strategies and quality of learning materials.	<i>x</i>	
Standard 3.10. Teachers who retire at age limit or for other reasons lose the status of full-time teachers and are considered part-time teachers.	<i>x</i>	

Compliance level: Substantially Compliant

ET recommendations:

- The FPES should recognise that teaching observations should be carried out throughout the academic year on a multiple basis to obtain a full picture on staff performance.
- Start introducing programmes (e.g., psychological support, childcare etc.) for staff members who are facing difficulties.



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2.4 Educational process content

In relation to Standard 4.1 (The study program is modelled on qualification objectives), the SER is not providing any evidence in respect to the subject-related and interdisciplinary aspects as well as the acquisition of disciplinary, methodological and generic skills and competencies the students will obtain during the course of the study. However, the expert team believes this standard is met as the program includes subject-related (e.g., Research Methods in Physical Education and Sports or Theory and Methods of Physical Education and Sports) as well as interdisciplinary aspects (e.g., Sports Performance Analysis or Technologies in Sports) components that will give the student disciplinary, methodological and generic skills and competencies needed for a career in sports / PE.

In relation to Standard 4.2, the SER states that the study programme follows the National Qualifications Framework as well as the European Higher Education Area's Qualifications Framework.

The classes have a logical flow and support the development of a knowledge based in respect to physical education, teaching, exercise and physical activity outside the school setting and physical activity and health (Standard 4.3). Further, the practical sessions within the program will help the students to learn how to plan, organise, lead, and lead physical activity and physical fitness courses, to promote health related physical activities and to manage and organise PE classes.

The provided syllabus within the SER contained a course description for each subject with only a few courses being attached in electronic form to the self-assessment report (Standard 4.4). The syllabuses within the SER, described the objectives of a class, the basic thematic content, the learning outcomes, the assessment system, and a selection of bibliography (Standard 4.7).



While the submitted documents in the SER were in English, most classes are taught in Albanian (Standard 4.5), which presents a limitation for exchange programmes. Of the interviewed students, 2 out of 5 were comfortable speaking English and most of the interviewed staff members chose to speak Albanian. The evaluation team did only meet a small selection of staff members and consequently cannot comment on the English level of the staff members. Based on the conducted interviews, the relationship between students and teachers was good and the students reported to be supplied with help whenever they needed it and information about career development (Standard 4.6).

In respect to conducting a fair and objective assessment of the students, the programme is adhered to the FPES and university policies that provide an evaluation that: encourages learning, evaluates students' achievements toward intended results with valid grades that are dependable and in compliance with academic standards and is transparent and equal. A plagiarism has been introduced by the faculty, while no peer grading has been introduced to the procedures (Standard 4.9).

When a student performance is inadequate or poorly graded an individual consultation is organised by the course professor to provide feedback on strategies to the students' performance / or assessment (based on SER; Standard 4.10). Practical states, their outcome and contribution to the final grade, are documented in the course syllabi. Activities of practical work are reported in the syllabi and potential industrial partners were listed in the additional provided resources (Standard 4.11 and Standard 4.12).

	<i>Compliance</i>	
	<i>Yes</i>	<i>No</i>
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	<i>x</i>	



competencies, to the capability of taking up adequate employment, contributing to the civil society and of developing the students' personality.		
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.	<i>x</i>	
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.	<i>x</i>	
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.	<i>x</i>	
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.	<i>n.a.</i>	
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.	<i>x</i>	
Standard 4.7. Teaching strategies are fit for the different types of learning outcomes programs are intended to develop. Strategies of teaching and assessment set out in program and course specifications are followed with flexibility to meet the needs of different groups of students.	<i>x</i>	
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.	<i>x</i>	
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		<i>x</i>



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within a program, and in comparison, with other study programs at highly regarded institutions.		
Standard 4.10. Policies and procedures include actions to be taken into dealing with situations where standards of student achievement are inadequate or inconsistently assessed.	<i>x</i>	
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.	<i>x</i>	
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.	<i>x</i>	

Compliance level: Substantially compliant

ET recommendations:

- Staff members should be encouraged to teach in English / take English classes.
- Improve our writing of the SER. There is no record of any evidence that supports Standard 4.9 except for empty claims. Be specific and give clear examples / statements why your program is comparable to other institutions.
- Start using a peer-review process to ensure fair grading.



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2.5 Students

There are no active students, since this is the accreditation process for the particular program. During the side visit, the expert team met a group of students from the particular faculty who were highly motivated and satisfied from the faculty, its facilities and staff. When asked about whether they foresee the importance of having the particular Master Programme they answered positively confirming that they would be interested to apply for it.

The position of the students has been defined in the faculty's vision specifying that the faculty operates for creating and upholding quality standards, encourages staff and student mobility and the advancement of academic careers, while at the same time orienting towards delivering a high-quality education while putting the needs of the student in the first place.

In specific, the programme that is a subject of accreditation aims at providing graduates with the knowledge and competencies to become **physical education teachers, sports coaches, and community leaders** who promote healthy and active lifestyle with a sound practical and theoretical basis in physical fitness and movement skills.

There are certain prerequisites that must be met for admitting in the master level programme. These prerequisites are defined on a faculty level and include having completed basic university studies and obtained 240 ECTS credits, depending on the specific programme. All students shall sit the test, which is composed of physical education and sports questions including questions that assess students' English proficiency, as specified in the document – Regulation for master studies available on the University's website (Standard 5.1). The same document also regulates the transfers of students which should be in compliance with the Statute of UP and relevant study regulations (Standard 5.10).

Students from socially vulnerable families are eligible for financial assistance during their studies. This means that the semester fee is affordable for most UP students, and those from



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outside Pristina can stay in the dormitories in line with the country's socio-economic status. In addition, the University of Pristina "Hasan Pristina" offers scholarships to outstanding academic performers each year. It's worth noting that since the 2021-2022 academic year, the Kosovo government has exempted all students from paying semester fees.

As per the competition guidelines (the Call for master students and Regulation for master studies, available on both Universities and Faculty`s website) interested students in this study programme are required to submit their documentation and applications. Prior to taking the entrance exam, students are expected to provide the necessary documentation to the officials at FPES. Afterwards, a Commission for enrolment established by the Dean will review and authenticate the educational records of these students. (Standard 5.2)

The SER presents academic staff`s commitment to an effective and interactive teaching strategy focused on the learning objectives. Furthermore, the SER explained that lectures and activities at the FPES are participatory and interactive, and the academic staff uses a variety of instructional methods to ensure quality learning. These two things were confirmed by different groups in interviews to a large extent during the site visit. However, the expert team would like to highlight the importance of the study groups` dimensions especially since the faculty plans an enrolment of 50 students. The academic staff should put an additional effort to ensure an effective and interactive teaching and learning process and a regular student - centred learning approach at all levels - the expert could not find enough evidence to believe this standard is met (Standard 5.3).

The regulation for master study is the main document providing information about the exams and how the feedback is provided. This document in its article 19 specified that professors evaluate students' exam performance and publish the results on the Electronic System Students Management (SEMS) and faculty webpage. Students must present exams within the faculty-set deadline and fulfil curriculum obligations to qualify for an exam. Academic success can be



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determined through various forms such as colloquium, seminar paper, research paper, test, and practical exercises. Practical exams require a positive written grade before an oral exam can be taken. Learning takes place through lectures, practical lessons, seminars, exercises, fieldwork, professional and scientific visits, discussions, and independent work, leading to a final master's thesis. Teachers must inform students of course syllabuses and offer two 1-hour consultations. Consultation times must be displayed on the teacher's office door. Furthermore, the academic staff meeting during the side visit declared to have good cooperation with the students sharing that they are known to have closest relationships with the students and they involve them in the practical and theoretical work (Standard 5.4).

The students' results are certified by academic records and filed in the SEMS. Students have their own file which contains different information and data among which the academic data on the results of all levels of study they have completed (Standard 5.5).

Certain levels of flexibility exist at the faculty level despite the regulation that all students must meet the programme's prerequisites to successfully complete their studies. As presented in the SER, there are exceptions which should not contradict the statute and all normative acts, such as for medical reasons, specific needs, professional travel, and other circumstances. This was also confirmed by the students that the expert team met during the site visit. However, the expert team did not find any specific regulations for this either in the SER or during its desk review process (Standard 5.6).

Records of the student completion rate should be kept for all courses as per university's regulations. However, their involvement in the quality indicators is provided to a limited extent, or in indicator 5.2 and 5.3. The main identified challenge in this regard is the lack of a follow up system (e.g., completion rate) and measuring the track records of progress (Standard 5.7).

The University of Pristina utilises plagiarism-checking software across all academic units to verify the authenticity of students' work, with a report on a master's thesis available in the self-



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evaluation report. Additionally, the FPES has established an evaluation committee and professors offer information sessions on the importance of original work and proper citation. Diploma theses are compared to other student theses while a certain number of master's theses are posted on the FPES website as a method for preventing misuse (<https://bit.ly/3ydwLAG>). In addition, there is a code of ethics covering plagiarism as a negative thing but effective only for the academic staff (Standard 5.8).

Students met during the side visit were declared to be informed about their rights and obligations through deferral different ways, such as through their SEMS system or both faculty's and university's websites. The expert team reviewed both web sites and concluded that most of these regulations are available there although in Albanian language. Furthermore, the SER and the regulation for master studies presents a practice for organisation of welcome sessions at the beginning of the school year for the students followed by orienting meetings with students, during which professors and courses are introduced, as well as students' rights and obligations (Standard 5.9).

The professor acquaints students with the intricacies of the learning process by introducing the syllabus and scheduling regular consultation appointments as mandated by the regulations, typically twice per week for an hour. Additionally, the professor extends continuous support to students through further consultations, email correspondence, and other forms of interaction to aid them in comprehending and implementing the lessons effectively (Standard 5.11).

The faculty should take the advantage of its cooperation with universities from Croatia, Hungary, Slovenia, USA (partnership agreements shared with the experts as additional documents) and support the students to do exchanges there. In addition, there is a need for putting an emphasis on internalisation, putting it as a value between the students.



Finally, the expert team believes that this program can offer student-centred learning opportunities shaping the future professors in sports and thoroughly following the settled regulations by the faculty and the international practices in this field.

	<i>Compliance</i>	
	<i>Yes</i>	<i>No</i>
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	



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Compliance level: Partially Compliant

ET recommendations:

- Make all MA thesis publicly available so that future work can be checked against past work. While there was evidence of the FPES to try to control for plagiarism, it cannot be assumed that a human check is as valid as an automated check - especially with staff leaving and new staff being hired.
- Make sure that students go on international exchanges and take the advantage of the faculty's partnership agreements with Faculties from Europe and beyond.
- Start drafting regulations which describe the use of any flexible treatment of students in special situations that cover deadlines, examinations and other formal requirements of the program.



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2.6 Research

In respect to standard 6.1, the SER describes some publication strategies for student and staff members, some financial aspects and three fields of research activity (Increasing and advancing the outcomes of scientific research; Increasing the contribution of scientific research to the sports community; Improving and strengthening the research quality of the FPES). In the SER, the conducted interviews and the additional supplied document no evidence exists for a strategic plan that defines scientific / applied research objectives. As such the expert team cannot judge if the institution has sufficient financial, logistic and human resources allocated for achieving the proposed research objectives.

Any expectation for the staff and their involvement in research is defined in the statute of the University of Pristina and is used as criteria for staff evaluation and promotion (Standard 6.2).

In terms of what is considered research, the SER does not point or define any policies that defines what kind of work is recognized as research (Standard 6.3). Regardless of this shortcoming, though parts of the SER there is evidence that staff members have a track record of research results in their area of teaching and that they publish scientific studies (Standard 6.4; Standard 6.5, Standard 6.6). During 2022–2023, the FPES staff contributed to approximately 45 unique scientific studies (~ 1.3 papers per staff member a year) that were published in international peer-reviewed journals within 2021 and 2023 with an DOI, which was published under the name of the institution in Kosovo they are affiliated to as full-time staff (Standard 6.7; Standard 6.8).

In respect to Standard 6.9 (Academic staff is 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), no sufficient evidence was presented in the SER. Further, no evidence was given in the SER of the conducted interviews that clear policies are established for ownership of intellectual property (Standard 6.10).



Lastly, the SER and the conducted interviews presented enough evidence to support that students are engaged in research projects and other activities.

	<i>Compliance</i>	
	<i>Yes</i>	<i>No</i>
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 specialty 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. 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	



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Compliance level: Partially compliant

ET recommendations:

- Search for additional funds to finance research activities.
- Improve paper-writing and grant-writing to increase the level of publication.
- Set up clear target indicators on the individual level for the academic staff per academic year, example (note it is not necessary to push staff to publish. It is important to demonstrate progress):
 - publication of at least **x** papers in Group 2, participation with presentation on at least **x** conferences, publishing at least **x** books and similar.
 - data collection to be done on **X** samples by ...
 - data analysis being done by



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2.7 Infrastructure and resources

The FPES academic unit of the University of Pristina is located in the centre of the university campus and has a wide range of indoor and outdoor facilities. The indoor space includes classrooms, computer rooms, a library, and offices for staff and students. The outdoor space features sports fields, including beach volleyball courts, a tennis court, and fields for various team sports. FPES has collaborated with other institutions to use additional spaces, such as the Palace of Youth and Sports and the University Library of Pristina. Students can also access the Sports Medicine Center, public swimming pools, and skiing centres through agreements with FPES. Infrastructure and resources are included among the performance indicators with assigned persons from the management responsible for following their progress. In addition, the renovation of the facilities including paving of the sidewalk and opening of the drainage channel near the building, paving of the parking lot near the outdoor sports fields is planned in the financial projections for the next three years.

The faculty has three rooms with projectors and smart boards, and an amphitheatre hall for both BA and MA students. In addition, the master programs are sharing all other facilities with the BA students. The management of the faculty is aware of the limited premises available for the MA students. Currently, the faculty uses the Institute of Sports Medicine facility, which is located close to campus, as per the negotiated agreement. During the site visit the limitation for the infrastructure was confirmed by different groups of interviewees. This lack of infrastructure poses a threat in the loss of student interest and incapability to further develop their programmes including a PhD program. The expert team is convinced that lack of infrastructure is one of the greatest weaknesses of the faculty and this study programme and that the construction of new/additional facilities will improve the quality of studying at the FPES. The expert team hopes that the faculty will be able to improve this condition by the time of a re-accreditation. The SER additionally points out that for the research activities conducted or planned there is a need for additional premises within the university. The faculty requested the



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construction of an annex adjacent to the current facility that would meet all requirements. There are, according to the FPES SER, a wide range of valuable devices that can be used to conduct research in the fields of physical education and sports after the premises construction (Standard 7.1 and 7.4).

The financial plan for the next three years at the level of the study program has been provided to the expert team. The plan presents a limited increase of funds projected for the next three years followed by limited investments. In particular, as pointed out in the SWOT analysis included in the SER there is insufficient financial support for the advancement of the infrastructure for the faculty. There is a clear need for diversification of the incoming funds that will ensure greater level of program`s independence (Standard 7.2).

The FPES is one of the oldest structures on the campus of the University of Pristina "Hasan Pristina" and is located near the National University Library "Pjetër Bogdani". The premises, including classrooms, libraries, and rooms for working in smaller groups, are well-equipped and are owned by the University of Pristina. The FPES has access to laboratories, software, and a library with a rich literature of 163 book titles and 260 book copies. Additionally, academic staff and students have open access to published journals and electronic platforms for literature utilisation (Standard 7.3).

As the expert team learned by the SER and the on-site visit, FPES has a library that meets the specific needs of students with a rich literature and is constantly being enriched. The National Library, which is located on the campus, is also available for students and academic staff and meets all the needs of higher education. Although students' access to electronic platforms is limited, the staff of the FPES make efforts to provide resources both electronically and physically. Relevant publications and specific literature are shared with students for appropriate disciplines and published in SEMS (Standard 7.5).



SER declares that FPES has established the necessary infrastructure for the students with special needs. However, only access to sports gyms is ensured, while access to classrooms via the stairs is difficult – giving the FPES the opportunity to hold classes on the ground floor is need. Paving of parking lots and sidewalk is planned with the budget projections for the next three years. While this is not an ideal situation the expert team believes, that this standard is met by a small margin (Standard 7.6).

Finally, the expert team believes that the faculty needs to diversify its funds and partner with industry for more research projects that will bring additional resources and at the same time enlarge the faculty`s research portfolio. There is an urgent need for addressing the limitation of the infrastructure.

	<i>Compliance</i>	
	<i>Yes</i>	<i>No</i>
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.		<i>x</i>
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.	<i>x</i>	
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: 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.	<i>x</i>	
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,	<i>x</i>	



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subgroups); the applicative activities for the speciality disciplines included in the curricula are carried out in laboratories equipped with IT equipment.		
Standard 7.5. The education institution's libraries must ensure, for each of the study programs: 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.	x	
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:

- Search for additional and different funds to finance infrastructure and equipment. Partner with the industry for joint research projects that will bring additional funding to the faculty and increase the level of students' involvement in research.
- Ensure all students' access to electronic library sources enabling their involvement in research projects.



3. OVERALL EVALUATION AND RECOMMENDATION OF THE ET

The evaluation team would like to commend the program development team for their proactive engagement during the accreditation event. Having considered the documentation provided and discussed it with the program development team, the accreditation evaluation team judged the given standards as following:

Standard	Compliance Level
Mission, objectives and administration	substantially compliant
Quality management	substantially compliant
Academic Staff	substantially compliant
Educational Process Content	substantially compliant
Students	partially complaint
Research	partially complaint
Infrastructure and resources	substantially compliant
Overall Compliance	substantially complaint

The overall compliance is assessed by the experts at the level of substantially compliant. The following recommendations need to be considered in relation to programmes accreditation / future accreditations:

1. Several **grammatical, spelling and contradicting statements** have been recorded across most sections of the self-evaluation report; this often decreases the understanding and could raise further questions. It is important for the institution to verify that the SERs are complete



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and presented in a professional manner. Example of contradiction: full time in 40h but some staff members are listed with 80h

2. When writing the SER be specific and **provide the information needed to conclude if a criterion is met** - e.g., mission of the program was not stated.
3. You need to upskill staff members in both research funding generation and English language skills. Facts like there is a lack of research funding and there is insufficient literature in the Albanian language are problems you need to tackle. You should start to explore how you can collaborate with other universities and collect funding from outside Kosovo. Currently, there is no evidence of any partnership or bits into bigger funding schemes. For example, in [Horizon Europe](#) or [EU Health Programme](#) calls, the FESP could “sell” its unique position and offer control groups samples to certain impacts and therefore attract partners (e.g. very young population). This could possibly also be done through an increase of international exchanges and to strengthen the faculty’s partnership agreements with Faculties from Europe and beyond.
4. You need to start putting a research plan in place to combine / strengthen the effort of your staff members. Each department should state a clear research focus, objectives that are tackled and what data will be used / captured to answer these questions. Clear milestones have to be defined; these do not need to be in the form of publications.
5. To avoid negative gradings in standards that are regarding improvements, start recording improvements made. This should be done in respect to the programs and the faculty as evaluation teams are not able to confirm claims you make in the SER without spending significant effort or being pushed to extreme goodwill.
6. Start introducing programmes (e.g., psychological support, childcare etc.) for staff members who are facing difficulties.
7. Introduce a peer-review process to ensure fair grading and make MA thesis publicly available / introduce them into your plagiarism software.



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In conclusion, the expert team considers that the Master Programme in Physical Education and Sports offered by University of Pristina is **substantially compliant** with the standards included in the KAA Accreditation Manual. Therefore, the **team recommends accrediting** the study program **for a 3-year duration with a number of 25 students** to be enrolled to the study program. We have reduced the number of enrolments to provide higher quality of teaching and studying at this study programme given the inadequate infrastructure and insufficient income. Also, the Expert team in this way gives the FPES time to formulate strategies to address limitations and implement them by the next reaccreditation.



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Expert Team

Dr. Chris Richter

22.03.2023

Signature

Chris Richter

Date

Marija Vasilevska

22.03.2022

Signature

Marija Vasilevska

Date



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4. APPENDIX

No Appendix supplied.