



University of Pristina
Faculty of Philosophy

MA in Political Philosophy (120 ECTS)

Accreditation

REPORT OF THE EXPERT TEAM

2024, Pristina

Table of Contents

1. INTRODUCTION	3
1.1. Context.....	3
1.2. Site visit schedule	4
1.3. A brief overview of the institution under evaluation	6
2. PROGRAM EVALUATION.....	6
2.1. Mission, Objectives and Administration.....	7
2.2. Quality Management.....	10
2.3. Academic Staff.....	12
2.4. Educational Process Content.....	16
2.5 Students.....	20
2.6 Research.....	25
1. Research.....	26
2.7 Infrastructure and Resources.....	29
1. Infrastructure and resources	29
3. FINAL RECOMMENDATION OF THE ET.....	32
1. Mission, objectives and administration.....	32
2. Quality management	32
3. Academic staff	32
4. Educational process content.....	32
5. Students.....	32
6. Research.....	32
7. Infrastructure and resources.....	32

1. INTRODUCTION

1.1. Context

Date of site visit: Monday, 29 April 2024.

Expert Team (ET) members:

- Prof. Dr. Pavo Barisic
- Prof. Dr. Michael J. Geary
- Ms. Lali Giorgidze

Coordinators from Kosovo Accreditation Agency (KAA):

- Mr Arianit M. Krasniqi

Sources of information for the Report:

- 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;
- Self-evaluation report (SER) for the MA in Political Philosophy (120 ECTS);
- Study programme overview;
- Curriculum vitae of staff;
- Degree programme syllabi;
- List of relevant Faculty publications;
- Curriculum development guidelines for teachers and staff who support and supervise curriculum development (Developed by the Office for Academic Development/ University of Pristina “Hasan Prishtina”);
- Report on support initiatives for students with special needs in the University of Pristina “Hasan Prishtina”;
- University of Pristina “Hasan Prishtina”, Center for Teaching Excellent – Information Sheet 2024.

Criteria used for institutional and program evaluations

The expert team closely followed the programme accreditation assessment areas and respective performance indicators as developed by the Kosovo Accreditation Agency as presented in the Accreditation Manual (2022).

1.2. Site visit schedule

Programme Accreditation Procedure at Universty of Prishtina, Faculty of Philosophy	
	1.
Programmes:	2. Political Philosophy, MA 3. Political Science BA with specialisations a) International Relations and Diplomacy, b) Public Administration
Site visit on (hybrid):	29 April 2024
Expert Team:	Prof. Dr. Pavo Barisic Prof. Dr. Michael J. Geary Lali Giorgidze, Student Expert
Coordinators of the KAA:	Arianit Krasniqi, KAA

Site Visit Program

Time	Meeting	Participants
09:00 – 09:50	Meeting with the management of the faculty where the programme is integrated	Dean Prof. Asoc. Dashamir Berxulli Vice – Dean Prof. Asoc. Muhamet Qerimi Vice-Dean Prof. Asoc. Adem Beha Vice-Dean Ass. Dr. Dorajet Imeri
09:50 – 10:35	Meeting with quality assurance representatives and administrative staff	Besnik Loxha – Office for Academic Development Rita Selimi – Coordinator for Academic Development Lumnije Ahmeti – Faculty Secretary
10:40 – 11:30	Meeting with the heads of the study program Political Philosophy, MA	Hasnije Ilazi Dorajet Imeri
11:30 – 12:15	Meeting with the heads of the study program	Adem Beha Bardhok Bashota Zenun Halili, Arben Hajrullahu

4

	Political Science BA with specialisations a) International Relations and Diplomacy, b) Public Administration	
12:15 – 13:15	Lunch break	
13:15 – 14:00	Visiting Facilities	
14:00 – 14:50	Meeting with teaching staff of Political Science BA with specialisations a) International Relations and Diplomacy, b) Public Administration Pavo Barisic	Afrim Hoti Bekim Baliqi Ibrahim Gashi Sejdi Rexhepi Jehona Lushaku Dorajet Imeri Lirije Palushi Astrit Salihu
14:55 – 15:40	Meeting with teaching staff of Political Philosophy, MA Michael J. Geary and Lali Giordidze	Blerim Latifi Valon Leci Gezim Selaci Taulant Gashi Nehat Sadiku Arita Zhjeqi
15:45 – 16:35	Meeting with students and graduates	Medina Fejzullahu- <i>student</i> Ideal Zhubi- <i>student</i> Adriatik Lupçi- <i>graduate</i> Rinesë Krasniqi- <i>graduate</i>
15:45 – 16:35	Meeting with external stakeholders	Berat Jashari- <i>Ministry of Foreign Affairs of the Republic of Kosovo</i> Granit Ternava- <i>Konrad Adenauer Stiftung (KAS)</i> Leonora Kryeziu- <i>Prishtina Institute for Political Studies (PIPS)</i> Ridvan Emini Florije Xhemajli

16:35 – 16:40	Internal meeting of KAA staff and experts	
16:40 – 16:50	Closing meeting with the management of the faculty and program	

1.3. A brief overview of the institution under evaluation

The Faculty of Philosophy is the first academic unit of higher education in Kosovo, which was founded on 30 October 1960, and its mission was and still has the proper education of young people of Kosovo to prepare them as 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. At the Faculty of Philosophy, there are currently seven departments, namely:

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
7. Department of Anthropology.

According to the Faculty's Self-Evaluation Report (SER), the Faculty has 8 programmes with valid accreditation, 6 programs in the process of re-accreditation and 1 program in the process of accreditation. The Faculty of Philosophy has 50 professors, 1 lecturer and 14 assistants in full-time employment. Moreover, 22 professors and 14 part-time assistants are engaged in this Faculty.

The Faculty is located within the university campus, near the National Library of Kosovo, the University Library, the Rectorate of the University of Prishtina. The address of the Faculty of Philosophy is: St. Eqrem Çabej, no 21, 10000, Pristina Kosovo.

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.

6

2.1. Mission, Objectives and Administration

As stated in the Faculty's SER, its mission is, 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 as well. Based on the statutory provisions of the University of Prishtina, as well as the constitutional and legal provisions for higher education in the Republic of Kosovo, the University of Prishtina and all its faculties, including the Faculty of Philosophy, are obliged to create equal opportunities and opportunities for all citizens of Kosovo to have study opportunities in this institution. The SER makes clear that these opportunities are equal without discrimination on grounds of gender, race, sexual orientation, marital status, language, religion, political affiliation, national, ethnic or socio-economic affiliation, birth status or any other status. The Faculty of Philosophy aims at education process of students in the field of philosophy, sociology, psychology, history, political sciences, ethnology, archivism and social work. It provides theoretical-practical training of students in the above-mentioned fields to prepare for the labour market. This was evident when the ET spoke to external stakeholders, who were impressed with the calibre of graduates from the Faculty. Other Faculty objectives include promoting values and civic democracy to the young generation; co-operation in teaching, research, and publications with homologue institutions at the national, regional, and international level, which the ET also evaluated through discussions with teaching staff and through an analysis of the publication output, for example. Moreover, the Faculty focuses on integration into the European area of higher education and achievement of students and teachers' mobility. The Faculty of Philosophy monitors developments, both in higher education and in the education market in Kosovo.

The Faculty of Philosophy is managed under the leadership of the Dean, who is supported by three vice deans, with responsibility for the following areas: Teaching and Student Affairs; Finance and Infrastructure; and Scientific Research and Academic Development. They are supported by an academic development coordinator. In addition to this, each of the seven

departments has a chair. The leadership of the Faculty is, in turn, supported by an administrative team as well as by IT support.

The MA in Political Philosophy will be delivered at the Faculty of Philosophy, located in the center of Pristina and close to the National Library. The surrounding area is rather well developed from a student perspective. The proximity to the National Library is good since it will allow students the added opportunity to exploit learning resources there, not least as a place to study and prepare for exams. The ET was impressed at the leadership structure at the Faculty and by the level of engagement from the different internal stakeholders including the three vice deans and those directly involved in the Faculty's administration. The ET found that the Faculty's administration is fully aware of the needs of the students and are committed to the continual development of the Faculty's infrastructure, for example, to ensure as positive learning environment as possible. The ET was impressed at the recent improvement in the teaching room/lecture hall infrastructure and strongly encourages these forward measures.

The MA degree programme will be offered by the Faculty of Philosophy over four semesters (120 ECTS). The relevant documents on which the MA programme is based are in compliance with the National Qualifications Framework (Level 7) and with the Erasmus Subject Area Codes points 08.1 (Philosophy) and 14.1 (Political Science). The programme has a clearly developed didactic and research concept. There exists, upon completion of the programme, the possibility of pursuing a PhD degree. Crucially, there exists in the programme elements of critical and creative thinking through learning outcomes, exercises, lectures and the reading lists as well as through the dissertation. The fusion of political science and philosophy has been soundly embedded in the didactic and research elements of the programme. The development of the MA has been influenced by similar degree programmes in Britain and in Spain. It enhances disciplinary choice for both BA graduates in politics and in philosophy (and in related disciplines) by offering a novel and well-designed MA combining the two main disciplines.

The formal policies, legal instruments, relevant rules, and regulations exist vis-à-vis the creation of this new MA programme, including, for example, the following: The Law of the Republic of Kosovo for Higher Education, 2011; The Statute of the University of Prishtina (2004); Regulation Nr. 2/922 of Master's Studies (2019); Regulation Nr.886 of the date:

8

14/07/2022 for the selective procedures relating to the appointment, re appointment and advancement of academic personnel within UP; The Code of ethics of the Academic Staff of the University of Prishtina“Hasan Prishtina”, nr. Prot.1/751 i dt.19/07/2013. The ET went through these documents (available at: <https://www.uni-pr.edu/>).

Staff and students are made aware of the internal regulations (and other relevant acts) which regulate conduct between staff, the administration, and students. These documents are accessible to all on the web page of the University of Prishtina “Hasan Prishtina”. The ET is satisfied that these are clearly visible to the various internal stakeholders involved in the new MA in Political Philosophy.

Finally, the ET is satisfied that the programme will be routinely evaluated through internal processes and through re-accreditation processes led by external experts. The ET makes a recommendation, on the bases that this evaluation is for accreditation, that the various internal stakeholders hold regular meetings to discuss progress in the rollout of this new MA programme not least due to the multidisciplinary components (in terms of content and teaching staff).

Standard	Compliance	
	Yes	No
<i>Standard 1.1.</i> The study program mission is in compliance with the overall mission statement of the institution.	X	
<i>Standard 1.2.</i> 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	
<i>Standard 1.3.</i> The study program has a well-defined overarching didactic and research concept.	X	
<i>Standard 1.4.</i> 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	
<i>Standard 1.5.</i> All staff and students comply with the internal regulations relating to ethical conduct in research, teaching, assessment in all academic and administrative activities.	X	
<i>Standard 1.6.</i> 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:

9

1. With reference to Standard 1.6, the ET recommends that regular meetings are held between the programme holders and teaching staff in the various disciplines, who will contribute to the teaching, to ensure that the learning outcomes at the programme and course levels align. Minutes of these meetings should be kept as part of the periodic internal and external evaluation.

2.2. Quality Management

The quality management process is carried out on two levels within the academic system. The first level consists of the external oversight from the Kosovar Agency for Accreditation (KAA)(AKA) and the University Bureau for Academic Development. The ET finds that this is rigorous and at a high professional level in terms of monitoring different aspects of the educational offerings. There are also quality assurance mechanisms within the Faculty while the Committee of the Faculty of Philosophy, in accordance with the Statute of the University of Prishtina, has regulations and rules which clearly describes the main aspects of quality assurance. This includes, for example, monitoring of the implementation of the recommendations given by evaluating experts from the KAA; and creating opportunities for evaluation from colleagues and students within the Faculty. The ET heard from different stakeholders who appeared satisfied with the level of engagement across the quality management criteria. Yet, given that this new MA will transcend different departments where cross-departmental engagement might not necessarily be a regular occurrence, it is vital that the programme heads ensure that there is a regular dialogue between themselves and the teaching staff and through engagement with the new cohort of MA students. While there are regular Department meetings, it is also important that ample time is devoted to discussing the results of students and staff feedback (or feed forward) (via surveys and/or questionnaires) at these meetings.

The quality assurance questionnaire is an important tool for both the students and the teaching staff and Faculty to gain greater insights into how the programme will develop over the next number of years and the ET believes it is a positive development that completion of the questionnaire is not obligatory. While this might appear like administrative overreach, the obligatory nature of the tasks will mean higher completion rates and provide the programme heads with more empirical evidence on how the programme is developing not least through a

student lens. This feedback can be used for the continuous development of the MA programme at the programme and course levels.

The ET notes that in a number of obligatory courses in this MA, the allocated hours vary despite each course having 6 ECTS (with particular attention to the obligatory courses). In terms of quality management, it is very important to aim for a degree of consistency, especially where the credit allocation is the same; more attention should be paid to discussions between teaching staff on the relationship between credits and workload (not least in terms of the amount of exercises, lecture/contact hours, assigned readings and so on).

Overall, the Department of Philosophy and the Department of Politics have solid track records in the field of quality management and quality control. Yet, in a shared MA programme, greater attention should be paid to how this management and control can be maintained in an inter-disciplinary environment.

Standard	Compliance	
	Yes	No
<i>Standard 2.1.</i> All staff participate in self-evaluations and cooperate with reporting and improvement processes in their sphere of activity.	X	
<i>Standard 2.2.</i> Evaluation processes and planning for improvement are integrated into normal planning processes.	X	
<i>Standard 2.3.</i> Quality assurance processes deal with all aspects of program planning and delivery, including services and resources provided by other parts of the institution.	X	
<i>Standard 2.4.</i> 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	
<i>Standard 2.5.</i> Quality assurance processes ensure both that required standards are met and that there is continuing improvement in performance.	X	
<i>Standard 2.6.</i> Survey data is being collected from students, graduates and employers; the results of these evaluations are made publicly available.	X	
<i>Standard 2.7.</i> 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	
<i>Standard 2.8.</i> The institution ensures that reports on the overall quality of the program are prepared periodically (eg. every three years) for	X	

consideration within the institution indicating its strengths and weaknesses.		
<i>Standard 2.9.</i> The quality assurance arrangements for the program are themselves regularly evaluated and improved.	X	

Compliance level: Fully compliant.

ET recommendations:

1. The ET recommends that heads of this study programme create a forum for staff and students, who are involved in the programme to share views on what is working well and what challenges exist in the implementation of the MA programme over the course of the four semesters.
2. The ET recommends that Departmental meetings (in Politics and Philosophy) make time for discussions on the implementation of the programme and progress over the course of the academic year.
3. The ET recommends that there are adequate and meaningful follow up meetings on the electronic surveys/questionnaires.

2.3. Academic Staff

The academic staff who will contribute to the programme are mostly employed in the Department of Philosophy and in the Department of Political Science. The SER provided a detailed overview of the teaching staff, their academic degree qualifications, their administrative/research role (where applicable), the duration of their contracts of employment, and their weekly contracted hours. Academic staff are engaged in providing lectures which are conducted by regular staff (with at least the academic title of assistant professor). Exercises, which are a key learning tool in the courses, are assessed/taught by internal and external staff who are recruited through a public competition. The ET met with two of these staff member who are current PhD candidates and will be involved in this MA programme. The ET was impressed by their enthusiasm for teaching and student engagement. The final grading of the course is done by the course instructor. The ET was impressed at the good organisational relationship between those engaged in the exercises and the management of the course.

According to the SER, and based on a review the relevant documentation, the ET finds that the academic staff engaged in this MA in Political Philosophy complies with the legal requirements

related to the profession of the teaching positions, included in the Administrative Instruction for Accreditation and the Accreditation Manual AKA.

The academic staff involved in the programme, with the exception of the staff involved in exercises, work on a full-time basis and work within the relevant legal framework. The SER notes that staff for some exercise hours are currently recruited from outside every year. The ET accepts some of the hiring challenges outlined in the SER and discussed by staff during the site visit. The ET believe that it important that externally hired staff who are involved in the course exercises are fully aware of how the exercises align with intended learning outcomes at the course and programme level.

According to the SER, the Department of Philosophy has provided sufficient full-time staff with appropriate academic qualifications in accordance with the provisions of the UP statute and current legislation. The ET notes that the full-time staff have doctoral degrees as do the full-time staff from the other departments who will contribute to this MA programme.

The SER notes that the academic staff have opportunities for professional development by participating in conferences and publishing internationally in journals indexed in SCOPUS and Web of Science. There is also the possibility of publishing monographs through the University of Prishtina Publishing House. Additionally, staff members undergo training through the Center for Excellence in Teaching at the University of Prishtina. Yet, the ET did not see enough evidence of proactive engagement among academic staff with the University's Center for Excellence in Teaching nor does there appear to be adequate funding available for continuous professional development within the teaching environment. The ET notes the funding given to academic staff who publish in certain index platforms. This is a good incentive for academic staff and to encourage research-led teaching. Yet, the ET suggests that greater synergies are developed between the teaching staff and this Center not least in the alignment of student workload to ECTS allocation and in how to write clear and concise learning outcomes. Moreover, the ET recommends that the Faculty develop other ways to incentivise staff's continual engagement with the Center.

The ET is impressed at the level of engagement by the academic community with students and the wider society. The SER notes that teaching staff has, as per their contracts, dedicated time for student consultations. There is also a good degree of community service both internally and externally. These include public bodies such as the State Council for Quality, the Association of Philosophers of Kosovo, and internally the Faculty of Philosophy Council, while a number of teaching staff hold management roles including membership of the Faculty of Philosophy Council, head of the Department of Philosophy, pro-dean of the Faculty or head of the Constitutional Administrative Department at the Faculty of Law. The ET commends this academic service and encourages academic staff to continue this service not only internally but externally with strategic stakeholders in Kosovo and internationally.

The SER makes clear that assessment of academic staff is regularly conducted through student evaluation, peer evaluation (during the selection and reselection of academic positions), and supervisor evaluation (Faculty management). The assessment results are made public, and the ET find this to be an important degree of transparency. The ET was informed that academic staff are also evaluated by students where the questionnaires are completed electronically and managed by SEMS at the level of the University of Prishtina Rectorate. These questionnaires are to be made obligatory and, ergo, the staff and management will be able to more effectively assess the quality of academic teaching through a greater sample of student input. The ET find this a positive development.

In terms of quality improvement strategies, the Faculty is well equipped to ensure that this MA programme monitors and develops the quality of teaching over the four semesters. There is, for example, the Coordinator for Academic Development, who along with the Dean, can take important steps to improve teaching strategies and teaching materials through requests for improvement and updating of syllabus in line with the latest publications. The periodic external evaluation of the programme will also ensure a high degree of quality control and where necessary improvement measures. The heads of the programme along with the teaching staff who contribute to the MA can also play an important role in the quality improvement strategies at programme level.

Finally, as the SER makes clear, the retirement of teaching staff is foreseen by legal provisions and the statute of the University of Pristina. Regular academic staff work full-time until the age of 65, while, based on the needs of the departments, a specific teacher may be engaged as part-time staff until the age of 70.

Standard	Compliance	
	Yes	No
<i>Standard 3.1.</i> Candidates for employment are provided with full position descriptions and conditions of employment. To be presented in tabular form data about full time (FT) and part time (PT) academic/ artistic staff, such as: name, qualification, academic title, duration of official (valid) contract, workload for teaching, exams, consulting, administrative activities, research, etc. for the study program under evaluation.	X	
<i>Standard 3.2.</i> The teaching staff must comply with the legal requirements concerning the occupation of teaching positions included in the Administrative instruction on Accreditation.	X	
<i>Standard 3.3.</i> Academic staff do not cover, within an academic year, more than two teaching positions (one full-time, one part-time), regardless of the educational institution where they carry out their activity.	X	
<i>Standard 3.4.</i> At least 50% of the academic staff in the study program are full time employees, and account for at least 50% of the classes of the study program.	X	
<i>Standard 3.5.</i> For each student group (defined by the statute of the institution) and for every 60 ECTS credits in the study program, the institution has employed at least one full time staff with PhD title or equivalent title in the case of artistic/applied science institutions.	X	
<i>Standard 3.6.</i> Opportunities are provided for additional professional development of teaching staff, with special assistance given to any who are facing difficulties.		X
<i>Standard 3.7.</i> The responsibilities of all teaching staff, especially full-time, include the engagement in the academic community, availability for consultations with students and community service.	X	
<i>Standard 3.8.</i> Academic staff evaluation is conducted regularly at least through self-evaluation, students, peer and superiors' evaluations, and occur on a formal basis at least once each year. The results of the evaluation are made publicly available.	X	
<i>Standard 3.9.</i> Strategies for quality enhancement include improving the teaching strategies and quality of learning materials.	X	
<i>Standard 3.10.</i> Teachers retired at age limit or for other reasons lose the status of full-time teachers and are considered part-time teachers.	X	

Compliance level: Substantially compliant.

ET recommendations:

15

1. The ET recommends that the Faculty develop more funding opportunities for the professional development of academic staff especially in the field of teaching.
2. The ET recommends that for staff hired outside for some of the work exercises ample help and explanation is provided to them by the programme heads and the relevant course coordinators/instructors so that they are aware of the programme and course learning outcomes and, specifically, how these exercises align with these outcomes.
3. The ET recommends the Faculty to develop a new development strategy as a matter of priority.

2.4. Educational Process Content

The ET finds that the MA program in Political Philosophy is sufficiently interdisciplinary in terms of the content that is being offered to students. The scope of the courses on offer should enable students to teach in secondary schools, work in NGOs in Kosovo and elsewhere, embark on a career in journalism (or the wider media landscape), or pursue a career in the public and state administration. The programme offers a number of skills modules that are sufficiently transferable to different job market settings. Moreover, the ET finds that the more related content/knowledge courses will provide a good degree of intellectual and critical thinking depth that can be applied to these employment opportunities or to doctoral studies. The ET was satisfied that the overall design of the programme takes into account skills development, knowledge creation and independent thinking.

The ET, through an analysis of the SER, meetings with stakeholders and from an examination of the relevant documents and curriculum, is satisfied that this MA in Political Philosophy has been developed in full accordance with the standards of the European Higher Education Area, reflecting the three-cycle model of studies, where MA studies constitute the second cycle of studies with 120 ECTS.

The programme is designed in compatibility with the study programs and curricula delivered in the EHEA. The learning outcomes are clear and measurable in terms of the flow between the courses. Each of the courses in the MA has outcomes that reflect either knowledge or skills targets. In most cases this is clear. However, the ET recommends that for greater clarity, the learning outcomes at the programme and course levels be divided into skills and knowledge in order to provide students with a greater understanding of what outcomes they are acquiring especially at the course level.

The ET is satisfied that the MA is designed in accordance with the standards set out by the Kosovo Ministry of Education, Science and Technology and the ESG standards described in the manual of the Kosovo Accreditation Agency. The SER has provided an overview of the courses to be offered over the four semesters along with a list of lectures to be delivered in each course and a reading list. There is a good degree of cohesion between the modules and the teaching staff have, notwithstanding challenges in gaining access to literature, put together reading lists that are highly relevant vis-à-vis the course descriptions and lecture schedule. The student evaluation system is embedded into the programme and the questionnaires should provide valuable feedback within the context of quality control and course revisions.

As the SER makes clear, the MA in Political Philosophy is delivered in the Albanian language. The condition for student registration in this programme is the student's knowledge of a certain foreign language.

The ET is convinced that the teaching staff are oriented towards the achievement of teaching results and the development of student-centred learning. Yet, when it comes to how the learning outcomes at the course level have been designed, the ET found it difficult to discern knowledge outcomes from skills outcomes as per the way the outcomes are described in the SER. The learning outcomes should be explained/discussed/described and unpacked in a clearer fashion. The ET recommends, for example, making it more explicit the knowledge and skills outcomes and recommends greater dialogue between the programme heads and the teaching staff in how the learning outcomes at the course level speak to the learning outcomes at the programme level. In an interdisciplinary programme like this, communication is vital. In other words, the programme staff should make the implicit explicit regarding course learning outcomes.

The ET concludes that the teaching strategies reflects the different abilities of the students. As the SER makes clear, and as the ET evaluated at the site visit, students must pass the entrance test threshold in the competition; only students with sufficient knowledge and capacity to absorb the advanced knowledge of the courses offered in this MA programme will be admitted

to the MA. The ET is satisfied that the course syllabi are designed in accordance with the MA level of graduate studies.

On the standard of student assessment, the ET concludes that there is a rigorous and professional system in place for this MA. The courses make clear the conditions for evaluation and passing the courses. The ET is satisfied that written and/or oral examinations are in accordance with the statute of the University of Pristina and evaluated in a fair and objective fashion. Students are sufficiently informed at the start of the semester and additional information is provided on the Faculty’s website on examination guidelines. There is an established appeal procedure mechanism procedure, which the Faculty handles with deadlines provided by the Statute.

In dialogue with academic staff and students, the ET was satisfied that mechanisms for assessing achievement are sufficiently evident throughout the course. The assessment methods are comparable to the assessment in the subjects within the program and to other programs in the Faculty of Philosophy and the University of Pristina.

There are ample opportunities for students to gain help and feedback from academic staff. The According to the SER and as the ET saw on its site visit, consultation times are announced allowing students the opportunity to meet course instructors. As noted above, there are procedures to allow students to challenging their grades.

Standard	Compliance	
	Yes	No
<i>Standard 4.1.</i> The study program is modelled on qualification objectives. These include subject-related and interdisciplinary aspects as well as the acquisition of disciplinary, methodological and generic skills and competencies. The aspects refer especially to academic or artistic competencies, to the capability of taking up adequate employment, contributing to the civil society and of developing the students’ personality.	X	
<i>Standard 4.2.</i> The study program complies with the National Qualifications Framework and the Framework for Qualifications of the European Higher 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	

<i>Standard 4.3.</i> The disciplines within the curriculum are provided in a logical flow and meet the definition and precise determination of the general and specific competencies, as well as the compatibility with the study programs and curricula delivered in the EHEA. To be listed at least 7 learning outcomes for the study program under evaluation.	X	
<i>Standard 4.4.</i> The disciplines within the curriculum have analytical syllabuses which comprise at least the following: the discipline's objectives, the basic thematic content, learning outcomes, the distribution of classes, seminars and applicative activities, students' assessment system, the minimal bibliography, etc. The full course description/ syllabuses of each subject/ module should be attached only in electronic form to the self-assessment report for the study program under evaluation.	X	
<i>Standard 4.5.</i> If the language of instruction is other than Albanian, actions are taken to ensure that language skills of both students and academic staff are adequate for instruction in that language when students begin their studies. This may be done through language training prior to the commencement of the program.	X	
<i>Standard 4.6.</i> The student-teacher relationship is a partnership in which each assumes the responsibility of reaching the learning outcomes. Learning outcomes are explained and discussed with students from the perspective of their relevance to the students' development.		X
<i>Standard 4.7.</i> Teaching strategies are fit for the different types of learning outcomes programs are intended to develop. Strategies of teaching and assessment set out in program and course specifications are followed with flexibility to meet the needs of different groups of students.	X	
<i>Standard 4.8.</i> Student assessment mechanisms are conducted fairly and objectively, are appropriate for the different forms of learning sought and are clearly communicated to students at the beginning of courses.	X	
<i>Standard 4.9.</i> Appropriate, valid and reliable mechanisms are used for verifying standards of student achievement. The standard of work required for different grades is consistent over time, comparable in courses offered within a program, and in comparison with other study programs at highly regarded institutions.	X	
<i>Standard 4.10.</i> Policies and procedures include actions to be taken in to dealing with situations where standards of student achievement are inadequate or KAA inconsistently assessed.	X	
<i>Standard 4.11.</i> If the study program includes practice stages, the intended student learning outcomes are clearly specified and effective processes are followed to ensure that those learning outcomes and the strategies to develop that learning are understood by students. The practice stages are allocated ETCS credits and the work of the students at the practical training organisations is monitored through activity reports; students during practice stages have assigned tutors among the academic staff in the study program.	X	

<p><i>Standard 4.12.</i> 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>*To be inserted the overview of the program (with all areas to be filled out)</i></p>	<p>X</p>	
--	-----------------	--

Compliance level: Substantially compliant.

ET recommendations:

1. The ET recommends alignment between the ECTS for a course and the workload in terms of contact hours, exercises and examination.
2. The ET recommends that the learning outcomes are divided into knowledge and skills (and/or general competencies) to allow students see more clearly at the course level what learning outcomes they are expected to gain after the course.

5. Students

The admission criteria outlined for the program appear to be structured with the aim of ensuring a rigorous selection process. Selection process has incorporated standard benchmarks such as completing basic studies, demonstrating language proficiency, and passing an entrance exam in Philosophy and Political Science. However, there is a notable lack of clarity regarding the nature of this entrance exam and the recognition of prior formal education. It is crucial for the admission procedure to clearly delineate the criteria, evaluation methods, and policies for recognizing prior education, thus ensuring transparency and fairness in the recruitment process. Moreover, specifying whether the entrance exam assesses skills or theoretical knowledge would further enhance transparency and enable applicants to adequately prepare for the evaluation. Providing clear guidance on the content and format of the exam would not only alleviate ambiguity but also empower applicants to showcase their strengths effectively. Additionally, considering non-traditional ways of assessing applicants beyond traditional exams, such as interviews, writing samples, or portfolio reviews, could provide a more holistic evaluation of candidates' abilities and potential. Implementing such alternative assessment methods could enable applicants to showcase a broader range of skills and experiences, ultimately enriching the diversity and quality of the student cohort.

Students are required to possess a valid from completed previous studies, in alignment with the stipulations set forth by the Ministry of Education and Science. The evaluation team found no reasons for concern or doubt regarding enforcement of this requirement.

The program plans to enrol 40 students per year, totalling 80 in two years, a substantial figure. However, with other programs being discontinued, staff workload may normalize. Nonetheless, the concerning issue lies in the limited number of full-time staff with contracts beyond 2024, impacting group sizing. There are only 2 full-time staff (out of 8) with the contract until 2026. The plan of the faculty is to hire adjunct faculty for exercise delivery. But relying heavily on them may compromise the continuity and quality of education. Immediate action is necessary to address this to ensure adequate staffing levels and maintain program quality.

Standard 5.4. Feedback to students on their performance and results of assessments is given promptly and accompanied by mechanisms for assistance if needed.

N/A - this aspect could not be assessed for the programme at present due to the absence of enrolled students.

Even though there are no students currently enrolled in the programme, there are systems in place to store student data and their academic records.

According to the SER, students have the opportunity for additional study extension and exam deadlines in special cases, following the legal regulations of UP. While the possibility of deadline extensions applies to all students, there is a significant opportunity to enhance support specifically for working students in terms of flexible treatment. This could involve implementing policies that allow for flexible scheduling of classes or exams to accommodate work commitments, providing access to online resources and materials to facilitate self-paced learning, and offering evening or weekend course options. Additionally, establishing clear communication channels for working students to seek academic guidance or request accommodations based on their professional obligations would further enhance their educational experience. By prioritizing flexibility and understanding the unique needs of working students, the university can create a more inclusive and supportive environment conducive to their academic success.

In relation to including student completion rates as one of the quality indicators the SER mentions that the "grades are generally allocated for all subjects in the grade statement which serves as a quality indicator but also as a general evaluation for the students in particular." This suggests a misunderstanding regarding the distinction between grading and completion rates. While grades serve as one aspect of assessing student performance, completion rates specifically track the proportion of students who successfully finish a course or program. The university's reliance solely on grades as a quality indicator overlooks the importance of monitoring completion rates to assess the overall success and effectiveness of the program.

Additionally, the low completion rate of only 58 out of 328 students graduating from the Political Science BA programme over the past three years highlights a significant concern. Despite this concerning trend, the Faculty's lack of proactive measures to address the issue, attributing it to student disinterest and financial constraints, reflects a complacency towards improving completion rates. Neglecting to recognize low completion rates as a potential threat to programme quality undermines efforts to enhance student success and overall educational outcomes.

The ET also notes the absence of counselling services for students specifically for emotional/psychological problems. Students attribute this gap to cultural norms where discussing emotional problems is often stigmatized. Addressing this cultural barrier is essential as emotional well-being significantly impacts learning outcomes and student retention rates. By providing accessible and culturally sensitive counselling services, the Faculty can create a supportive environment that promotes student well-being, enhances academic performance, and reduces dropout rates. Encouraging open dialogue about emotional issues can destigmatize seeking support and foster a positive campus community conducive to holistic student development.

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.

N/A

Standard 5.8. Effective procedures are being used to ensure that work submitted by students is original.

N/A

The Expert Team (ET) acknowledges that there are currently no students enrolled in the programme. In accordance with the agency's guidelines, the ET did not include an evaluation of academic integrity mechanisms in the final assessment. However, the ET finds it concerning that there are no effective mechanisms in place to ensure academic integrity. The existing measures primarily involve ethical and disciplinary commissions at the Faculty level, where any potential violations are reported and reviewed. Second, during the defence of the diploma paper, students sign a declaration of original work, without which the public defence of the diploma paper is not possible. The ET finds that this cannot be sufficient measures to effectively safeguard principles of academic integrity in absence of anti-plagiarism software. The reason for this is that these measures are reactive rather than proactive, addressing potential violations only after they occur rather than preventing them. Moreover, relying on a declaration of originality at the final stage of a student's academic journey is not adequate to ensure ongoing academic integrity throughout the programme. A robust system should include comprehensive measures such as regular plagiarism checks, continuous ethical training, and clear guidelines on academic conduct to prevent misconduct from occurring in the first place. The absence of a system to safeguard academic standards effectively is a matter that needs to be addressed before the programme commences to ensure the integrity and quality of the academic offerings once students are enrolled.

As per the UP Statute, students receive clear information on their rights, obligations, and avenues for addressing unequal treatment. They're represented by the 'Student Parliament' in Faculty and University bodies, crucial for advocating their interests. However, challenges arise when these organizations are perceived as politicized or lacking transparency, undermining trust. Thus, ongoing institutional development efforts are vital to strengthen student representation and transparency in governance structures, fostering an environment of inclusivity and accountability.

Student transfers adhere to legal regulations and university statutes, as well as decisions made by the State Council for Quality.

The Faculty plans to provide consultation schedules for students, along with offering online counselling and assistance in research work to each student. Posting consultation schedules on office doors and the faculty website is a step towards accessibility, but it may not suffice for MA students who require structured supervision arrangements, especially for complex research projects. To enhance academic support, the Faculty could implement structured supervision arrangements, such as establishing regular progress meetings for research projects, and providing online resources for skill development and academic guidance.

Standard	Compliance	
	Yes	No
<i>Standard 5.1.</i> There is a clear and formally adopted admission procedure at institutional level that the study program respects when organising students' recruitment. Admission requirements are consistently and fairly applied for all students.		X
<i>Standard 5.2.</i> All students enrolled in the study program possess a high school graduation diploma or other equivalent document of study, according to MEST requirements.	X	
<i>Standard 5.3.</i> The study groups are dimensioned so as to ensure an effective and interactive teaching and learning process.		X
<i>Standard 5.4.</i> Feedback to students on their performance and results of assessments is given promptly and accompanied by mechanisms for assistance if needed.	N/A	
<i>Standard 5.5.</i> The results obtained by the students throughout the study cycles are certified by the academic record.	X	
<i>Standard 5.6.</i> Flexible treatment of students in special situations is ensured with respect to deadlines and formal requirements in the program and to all examinations.	X	
<i>Standard 5.7.</i> Records of student completion rates are kept for all courses and for the program as a whole and included among quality indicators.	N/A	
<i>Standard 5.8.</i> Effective procedures are being used to ensure that work submitted by students is original.	N/A	
<i>Standard 5.9.</i> Students' rights and obligations are made publicly available, promoted to all those concerned and enforced equitably; these will include the right to academic appeals.	X	
<i>Standard 5.10.</i> The students' transfer between higher education institutions, faculties and study programs is clearly regulated in formal internal documents.	X	

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: 71%, substantially compliant.

ET recommendations:

1. To enhance the admission process for the programme, it is recommended to clarify the nature of the entrance exam and establish clear guidelines on the content and format of the assessment. This would provide transparency to applicants and enable them to adequately prepare. Additionally, considering non-traditional assessment methods such as interviews, writing samples, or portfolio reviews could offer a more holistic evaluation of candidates' abilities and enrich the diversity and quality of the student cohort.
2. Establish transparent policies for recognizing prior formal education, particularly for candidates who have previously completed relevant MA courses. This ensures fairness in the admission process and prevents repetition of courses for the candidates, who have already successfully undertaken courses relevant to the programme goals.
3. Since the Faculty proposes to enrol 40 students per year into the programme, immediate action is required to ensure adequate staffing levels, which is essential for effective group dimensioning and maintaining programme quality.
4. To better support working students, the Faculty could consider implementing flexible class scheduling, providing access to online resources, and establishing clear communication channels for academic assistance. These measures would enhance accessibility and accommodate the diverse needs of students balancing work and study commitments.
5. The Faculty should prioritize the prompt acquisition and implementation of anti-plagiarism software. Additionally, comprehensive training programs should be provided to both students and academic staff to raise awareness about the importance of academic integrity and how to use the software effectively. Regular audits and evaluations of the software's usage and effectiveness should also be conducted to ensure ongoing compliance with ethical standards and academic best practices.
6. To enhance the enforcement of students' rights, the university should prioritize ongoing efforts increase transparency, accountability, and inclusivity within student representation structures. By fostering an environment where students feel empowered to actively engage in governance processes and trust in the effectiveness of these structures, the university can better ensure the enforcement of students' rights and contribute to a more equitable and inclusive academic community.
7. To enhance academic support, the Faculty could implement structured supervision arrangements, such as establishing regular progress meetings for research projects, and providing online resources for skill development and academic guidance.

2.6 Research

1. Research

The Faculty of Philosophy has defined scientific/applied research objectives outlined in their 2018-23 development strategy (as new strategy has yet to be developed). Within the context of this new MA in Political Philosophy, the related strategic aims of the existing strategy include investment in subscriptions to databases for access to international journal and e-books, and increased international cooperation through research projects, attendance at scientific conferences, workshops etc. The ET is mostly satisfied at this progress but recommends that the Faculty's next development strategy go further and faster in realising the aims of wider access to journal and e-books in order to facilitate a greater learning experience for the new cohort of MA students in this programme. The ET also commends the Faculty in encouraging enhanced publications nationally and internationally among its scientific staff. However, the ET recommends that the Faculty should consider developed strategic funding for academic staff to do research and/or to kick start research project which would also result in more scientific output.

As the SER makes clear, the University of Pristina has regulations around the promotion of the teaching staff, which is in part based on scientific research and publications in journals with international credibility, determined by the university's Statute (namely articles 164, 165, 166, 167, 168 and 175, 176, and 177, and Regulation no. 886 dt. 27/04/2022). The definitions for the quality criteria of the staff are also provided by the document of the Accreditation Manual of AKA. The ET notes that teaching staff are obliged to engage in research and wider academic activity which is also a basic criterion for their promotion through the academic system. As the SER states, organizing and participating in symposiums, conferences, as well as publishing the results of scientific research is a prerequisite for the advancement of every academic.

The University of Pristina (and by extension the Faculty of Philosophy where this MA is based) has a system that regulates/evaluates the professional and scientific contribution of its academic staff. The ET notes in particular, the scoring publications and publications in local and international journals with an impact factor is regulated, based on the Statute of the UP and Regulation no. 886 dt. 27/04/2022.

As part of the SER, the ET commends the solid publication record of many of the teaching staff involved in this MA, notwithstanding the additional administrative and teaching loads and limited financial resources to conduct research and that can impact on doing primary research. There are clear research-led teaching synergies which is an important aspect of this programme and scientific staff are active researchers in the disciplines that contribute to the programme like in law, history, sociology, politics and philosophy. Many of these publications are peer-reviewed and published internationally, further enhancing not only the profile of the researchers but also the Faculty and the programme. Moreover, staff are active participants at seminars, conferences and workshops both nationally and internationally.

The list of scholarly activity is impressive and wide ranging. Important multidisciplinary research is being done on Kosovo's relations with its neighbours and with the wider European and international world. Beyond the political sciences/international relations research, scholars involved in this programme are also active researchers in fields like health behavioural medicine linked to the COVID-19 pandemic, religion, and public administration. The ET commends the academic community at the Faculty and strongly encourages continued research and publication activity both nationally and especially internationally. It also encourages the Faculty's leadership to financially support research projects (not least research trips to archives, or conference especially for early career researchers). The ET also commends the Faculty for having a good IT infrastructure to showcase this research output on the staff pages published on the university website. This is an important venue to showcase scholarly output.

In terms of research validation, the ET finds that this is mostly achieved via publication output in the form of publications, conferences, public lectures, workshops and so on that the scientific community are involved in. The ET recommends that the Faculty's next five-year strategy significant focus is given to supporting research.

The ET is also satisfied that academic staff involved in the MA in Political Philosophy are active researchers based on an examination of their resumes. They are publishing articles, book chapters and are otherwise engaged scholars connected to the national and international scholar community. Promotion is also linked to publication output.

As the SER makes clear, and as the ET assessed through examining a selection of published works, the academic staff mostly publishes their research in their own name by addressing the academic unit where they are based as scientific staff within the University of Pristina.

The ET notes that the academic staff are encouraged and free to include their published work in their course syllabus and in many of the courses that the ET reviewed in this accreditation evaluation, this is the case. It also strengthens the research-led teaching philosophy where teaching staff are experts in the fields that they are teaching in the MA.

In terms of copyright and intellectual property, the SER states that in Kosovo, there is a law for the protection of IP. It also makes clear that the university has clearly defined rules regarding the ownership of scientific works and has also defined punitive measures for its misuse and has mechanisms to prevent plagiarism. The ET find this rigorous and sufficient.

Finally, in the context of research, students are mostly involved at the course level with their own research work. MA students (in Philosophy, for example) do have the opportunity to published in the Department’s own journal, *Agora Philosophia* which has a junior board which is committed to student publishing activities. The ET find this very commendable and hopes that the new MA will encourage interdisciplinary articles from the political side of the curriculum.

Standard	Compliance	
	Yes	No
<i>Standard 6.1.</i> The study program has defined scientific/applied research objectives (on its own or as part of a research centre or interdisciplinary program), which are also reflected in the research development plan of the institution; sufficient financial, logistic and human resources are allocated for achieving the proposed research objectives.		X
<i>Standard 6.2.</i> Expectations for teaching staff involvement in research and scholarly activities are clearly specified, and performance in relation to these expectations is considered in staff evaluation and promotion criteria.	X	
<i>Standard 6.3.</i> Clear policies are established for defining what is recognized as research, consistent with international standards and established norms in the field of study of the program.	X	
<i>Standard 6.4.</i> The academic staff has a proven track record of research results on the same topics as their teaching activity.	X	

<i>Standard 6.5.</i> The academic and research staff publish their work in speciality magazines or publishing houses, scientific/applied/artistic products are presented at conferences, sessions, symposiums, seminars etc. and contracts, expertise, consultancy, conventions, etc. are provided to partners inside the country and/or abroad.	X	
<i>Standard 6.6.</i> Research is validated through: scientific and applied research publications, artistic products, technological transfer through consultancy centres, scientific parks and other structures for validation.	X	
<i>Standard 6.7.</i> Each academic staff member and researcher has produced at least an average of one scientific/applied research publication or artistic outcome/product per year for the past three years.	X	
<i>Standard 6.8.</i> Academic and research staff publish under the name of the institution in Kosovo they are affiliated to as full time staff.	X	
<i>Standard 6.9/6.8.</i> Academic staff are encouraged to include in their teaching information about their research and scholarly activities that are relevant to courses they teach, together with other significant research developments in the field.	X	
<i>Standard 6.10.</i> Policies are established for ownership of intellectual property and clear procedures set out for commercialization of ideas developed by staff and students.	X	
<i>Standard 6.11.</i> Students are engaged in research projects and other activities.	X	

Compliance level: Substantially compliant.

ET recommendations:

1. The ET strongly recommends that the Faculty of Philosophy develop a strategic research fund where academic staff can apply for seed funding to do research and/or kick start research projects. While it is commendable that academic staff are rewarded with money when they publish in certain citation databases, there should also be an opportunity to apply for internal funding to *do* research.

2.5. Infrastructure and Resources

1. Infrastructure and resources

Given that this is a MA programme under accreditation evaluation, the ET is satisfied that in terms of the long-term implementation of the programme, the Faculty of Philosophy has the physical resources to ensure its delivery. It is also satisfied that the human resources are available to ensure that the courses promised in the programme description can be delivered. In terms of the financial resources, the SER makes clear that proposed activities and budgets related to this MA rest with the management of the Faculty of Philosophy, while the decision-

making authority for budget allocations lies with the Executive Council of the University of Prishtina. The ET is convinced, from discussions with the stakeholders, that the financial resources are available to launch this new MA.

Regarding the physical spaces and ownership of said teaching spaces etc., the SER states that the spaces to be used for this MA are University property. The ET visited some of these study spaces and lecture halls. Documentation of ownership is the responsibility of the Rectorate. The department does not possess such administrative documentation. The documentation for the Faculty is held by the Academic Development Coordinator, respectively, the Dean's Office. The ET is satisfied regarding the availability of these spaces for the MA.

There is a sufficient allocation of teaching spaces vis-à-vis the number of students to be enrolled in this MA programme. The ET was impressed at the recent renovations in some of the teaching rooms, not least the larger lecture halls which are modern and small enough to generate fruitful group discussions especially for a small MA cohort of approximately forty students. The ET noted that all the halls it visited are equipped with projectors and other learning-related tools, such as whiteboards, small boards, etc. The number of seats in each room is adequate to accommodate the students in this MA programme.

In terms of the Faculty's library and related resources, the ET is less positive. The availability of learning resources (online and physical material) is challenging. The ongoing digitalisation of physical books in the Faculty's library is commendable but should be done with a greater sense of urgency. While there are certain problems related to ordering books (via Amazon, for example), the ET strongly recommends the Faculty and the wider university leadership to invest more in online resources and with closer engagement with the National Library. There are clear pressures to gain access to reading materials and this can have a negative impact on student learning and on learning outcomes. While the ET notes that some of the scientific staff have become innovative in securing PDF copies of relevant literature for students, greater efforts and investment is needed to ensure that the availability of material is not ah-hoc based (for example, depending on which course instructor has better access to material through networks abroad).

The physical infrastructure is developed to cater for the special needs of some students. As the SER points out, the infrastructure and facilities partially meet the requirements for implementing the programme for individuals with special needs related to limb impairments. The ET noted that the three floors of the Faculty of Philosophy building are accessible by an elevator. The ground floor and the main entrance of the building are accessible for all equipment used by individuals with special needs. Meanwhile, the sanitary facilities on the ground floor are equipped with toilets for individuals with special needs. As the faculty makes clear to the ET, there is no adequate infrastructure for individuals with other types of special needs (for example, the visually impaired, the hearing impaired, etc.).

Standard	Compliance	
	Yes	No
<i>Standard 7.1.</i> The adequate long-term implementation of the study program is ensured in quantitative terms as regards premises, human resources and equipment. At the same time, it is guaranteed that qualitative aspects are also taken into account.	X	
<i>Standard 7.2.</i> There is a financial plan at the level of the study program that would demonstrate the sustainability of the study program for the next minimum three years.	X	
<i>Standard 7.3.</i> The higher education institution must demonstrate with adequate documents (property deeds, lease contracts, inventories, invoices etc.) that, for the study program submitted for evaluation it possesses the following, for the next at least three years: a) owned or rented spaces adequate for the educational process; b) owned or rented laboratories, with the adequate equipment for all the compulsory disciplines within the curriculum, wherever the analytical syllabus includes such activities; c) adequate software for the disciplines of study included in the curriculum, with utilisation licence; d) library equipped with reading rooms, group work rooms and its own book stock according to the disciplines included in the curricula.	X	
<i>Standard 7.4.</i> The number of seats in the lecture rooms, seminar rooms and laboratories must be related to the study groups' size (series, groups, subgroups); the applicative activities for the speciality disciplines included in the curricula are carried out in laboratories equipped with IT equipment.	X	
<i>Standard 7.5.</i> The education institution's libraries must ensure, for each of the study programs: 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
<i>Standard 7.6.</i> 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. While it is commendable that the Faculty’s leadership plans to redesign and develop the library facilities (subject to the availability of financial resources), which the ET strongly supports, the ET recommends that this area needs to be prioritized as a matter of urgency not least from a learning perspective.
2. The ET recommends that the process of digitalising/cataloguing books in the Faculty’s library should take place with a greater sense of urgency.
3. The ET recommends that the Faculty go to greater lengths to find ways to provide students with more access to online scholarly resources like journals and e-books.

3. FINAL RECOMMENDATION OF THE ET

The ET finds that overall, the MA in Political Philosophy is substantially compliant.

Overall compliance:

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

According to the KAA Accreditation manual, in order to be granted a positive decision for program re/accreditation, every education provider has to demonstrate at least a **substantial compliance** level in the overall judgment. Therefore, failure in meeting at least an overall substantial compliance level entails delaying, withdrawing, suspending or denying accreditation.

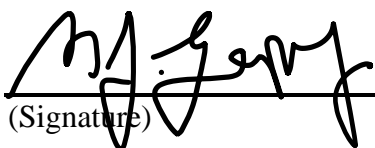
In conclusion, in line with the Manual requirements, the Expert Team recommends **accrediting** the programme – MA in Political Philosophy.

Compliance level: Substantially compliant

Student quota recommended is 40. The MA in Political Philosophy should be accredited for Three Years.

Expert Team

Member



(Signature)

Michael J. Geary

(Print Name)

28 May 2024

(Date)

Member



(Signature)

Lali Giorgidze

(Print Name)

28 May 2024

(Date)

Member



(Signature)

Pavo Barišić

(Print Name)

28 May 2024

(Date)