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Kosovo Accreditation Agency



***UNIVERSITY OF PRISHTINA “HASAN PRISHTINA”,
FACULTY OF PHILOSOPHY***

Social Work, BA

Re accreditation

REPORT OF THE EXPERT TEAM

May 2024., PRISHTINA

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1. INTRODUCTION

1.1. Context

Date of site visit: 17/05/2024

Expert Team (ET) members:

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

Coordinators from Kosovo Accreditation Agency (KAA):

- Arianit Kraniqi, KAA Officer

Sources of information for the Report:

- Self-evaluation report
- Additional documentation provided by the Department and Institution (CV's, appendices, syllabi)
- Information gathered during the site visit

Criteria used for institutional and program evaluations

- Standards for institutional evaluation as outlined in the Accreditation Manual 2021 of the KAA

1.2. Site visit schedule

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

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

15:45 – 15:55	Internal meeting of KAA staff and experts	
15:55 – 16:05	Closing meeting with the management of the faculty and program	

1.3. A brief overview of the institution under evaluation

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

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

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

The Faculty of Philosophy <https://uni-pr.edu/page.aspx?id=2,143> offers 13 study programmes to nearly 2,000 students. Out of the total number of programmes, 7 are at the bachelor level, 5 are MSc/MA programmes, and 1 PhD programme. Social Work BA has no MA level degree to offer.

2. PROGRAM EVALUATION

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

2.1. Mission, Objectives and Administration

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

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

During the meetings, the UP administrative and academic staff shared that the **Development Strategy of the Faculty of Philosophy has expired**. There is an ongoing change in the **Statute of the UP**, which is pending approval by the Parliament, to be followed by a general vote. The new Statute offers substantial changes in the functioning of the UP. These include the provision of space for the creation of institutes that will be associated with the departments, facilitation of the fundraising and publishing, possibilities for hiring researchers, clearer regulations for the promotion, clearer definitions for the roles of the deans. With the new Statute and the ongoing and upcoming reforms, the UP is moving more in a direction of developing into a research institute (and there are already three in place that are directly linked to the UP: institutes of social sciences, of anthropology, and of psychology, with sociology on the way of approval). All employees of the institutions are UP professors. The idea is that in the future, the positions will be announced independently, with institutes remaining as parts of the UP, on their one budgets resulting from the applications for national and international grants. Naturally, educational and teaching components will remain, with the research component being strengthened in parallel.

As stated in the SER, the implementation of BA in Social Work program is in line with the **Development Strategy 2018-2023 of the Faculty of Philosophy**. The new **Faculty Strategy will be developed once the new UP Statute is in place** – expected in the next 6 months, to be adopted for the next 5 years. External stakeholders will support the development of the Strategy. The Faculty staff assured that the Faculty Strategy and the strategic objectives [of the Faculty] will be aligned to the Strategy of the UP. *The meetings confirmed that the **Strategic Plan for the UP 2023-2025** was prepared in consultations with the Faculty members.* The BA

in Social Work program is reassessed internally by the Faculty's Teaching-Scientific Council and by KAA, in accordance with the 2018 provisions of the Administrative Instruction of the Ministry of Education, Science, and Technology (Art. 21).

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

The **mission of the Faculty of Philosophy** remained same as in the previous re-accreditation process and is reflected in the SER, as follows: through enhancement and strengthening of academic capacities, enriching the academic tradition with advanced European and international experience and practices, through expanding cooperation, increasing professionalism, intensifying scientific research, and digitizing administration and services to students, to become an academic institution of the prestigious international universities, with emphasis on the European Union, and to be a serious competitor in the academic market not only in the region but also beyond.

Strategic planning of the BA in Social Work program remains integrated with annual and longer-term budget. The implementation of the Faculty Strategy (once it is adopted) will be monitored on short- and medium-term targets, and outcomes will be evaluated, with the actions resulting from the evaluation, to ensure the current focus on applied knowledge and professional skills.

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

The meetings confirmed a **steady stream of publications** by the Albanian authors on the subject matters that are of relevance to Social Workers, including research findings from national authorities and beyond, with the translation support provided additionally.

The Faculty members have confirmed to act in their decision-making and academic/teaching activities in conformity with the relevant legal provisions. To cater to the needs of the students, a mandatory course on Social Work Legislation is part of the curricular, where legal aspects of social worker's applied work are covered in detail.

The meetings with the administrative and academic staff have confirmed that **BA in Social Work program** is conceived as a professional degree with mandatory theoretical and practical courses.

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

- Market needs exceed the available number of specialists with the relevant training. The already high demand in the specialists is growing exponentially due to the aging of the currently employed specialists and their gradual retirement;
- Market niche remains broad, with numerous working places available to the trained specialists in the public and private sectors alike. The Faculty continuously monitors developments in the

labour market/market demands through formal and informal meetings with the representatives of institutions;

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

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

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

Specific to the **BA in Social Work** program, the admission criteria remain clearly defined. The program offers a unique combination of academic, theoretical, and applied training in Social Work practice towards a professional degree. The program directly contributes to fulfilling the Faculty's core mission and objectives. BA students have the possibility to obtain theoretical knowledge and practical experience at various organisations (e.g. local authorities, NGOs, etc.). The meetings confirmed the possibilities for professional cooperation with public institutions and social services organisations to engage the staff and the students in creating new placements available for offering great opportunities for practicum purposes.

<i>Standard</i>	<i>Compliance</i>	
	<i>Yes</i>	<i>No</i>
<i>Standard 1.1. The study program mission is in compliance with the overall mission statement of the institution.</i>	X	
<i>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.</i>	X	
<i>Standard 1.3. The study program has a well-defined overarching didactic and research concept.</i>	X	

<i>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.</i>	X	
<i>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.</i>	X	
<i>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.</i>	X	

Compliance level: Fully compliant

ET recommendations:

1. The ET recommends improving the communication about and the visibility of the MA program in open access, by adding a direct link to the program in the “MA section” of the UP website.
2. According to the Strategic Plan of the UP 2023-2025, promotion of excellence in teaching and research represents a priority – also echoed in the new Education Strategy (ES) 2022-2026 – with a specific objective to bring a new dynamic to the teaching and research processes. The assessment of the ET is that the programs of the Faculty of Philosophy under re-accreditation are well established and are being successfully implemented. To support them further, the ET recommends the Faculty to hold an internal consultation amongst the academic and administrative staff to jointly elaborate and/or agree on the measures, the implementation of which would support taking the work on reaching this objective forward.

2.2. Quality Management

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

Quality assurance processes are coordinated at the central UP level under the Office for Academic Development. The Commission for Quality Assurance is responsible to organise and run all procedures regarding quality management, while there is additional input by one coordinator in each Faculty. In addition, the Commission for Quality Assurance is responsible for promoting all relevant evaluation procedures for both existing programs of study and new programs under (future) evaluation.

Specific to the BA program, the Department commits to utilizing quality management and evaluation mechanisms. Within the quality assurance and assessment system, two types of assessments are conducted: Internal Evaluation and External Evaluation (Evaluations for institutional accreditation purposes and Evaluations for program accreditation purposes at academic unit level). Evaluation processes and planning for improvement are integrated into the standard planning processes.

Quality assurance processes ensure that required standards are met and that there is continuing improvement in performance. The Electronic Student Management System (ESMS) represents the main instrument for the internal evaluation of the level of delivery of the course material to the students. The ESMS has software capacities for statistical data generation, which is regularly reviewed by the staff member responsible for the quality assurance within the Faculty of Philosophy. To ensure maximum objectivity in the evaluation of the teaching process and to assess the quality of the educational services delivered, the Faculty of Philosophy uses questionnaires formulated within the UP for academic and administrative staff, as well as students:

- **academic staff questionnaires**, which contains three categories of questions: for the faculty, for teaching and learning, and for research scientific activity. Its purpose is to gather ample data that would affect the continuous improvement of these three activities, according to the teachers' perspective. All Faculty staff participate in self-evaluations. They contribute to the processes aimed at the improvement of performance in their respective activities and areas of responsibility.
- **students' questionnaires**, which allow to assess the evaluation results, student workload, and academic success. Satisfaction is also reflected. The results are made available to the administrative and academic staff. They are carried out periodically (one time per semester) and steer the internal quality assurance process. The

questionnaires are filled in by the students electronically, and the results of these evaluations are made available to the UP administrative and teaching staff. Questionnaires consist of 10 questions and are anonymous, evaluating the academic performance of teaching staff. The meetings confirmed that filling in of the questionnaire is obligatory.

The collected data reflect the level of distribution and delivery of the course materials throughout the semester. It also allows to monitor the progress of a particular study program. The ESMS is deployed at the end of each semester, twice a year in total. In addition to generating comparative data on the evaluation of teaching modules, it automatically distributes the results to the responsible management bodies in the Rectorate and across the Faculties, including the Faculty of Philosophy. This independent and anonymous tool accurately reflects the quality of the teaching process delivered by the academic staff and the advancement of the learning objectives amongst the students. According to the SER, quality assurance processes encompass all aspects of program planning and delivery, including academically-relevant services, teaching, and communication with the UP. The information obtained is directed to the Rector's office, where it is analysed, and the findings are sent in an aggregated manner back to the Faculty. Lastly, there are in place procedures on how to deal with not satisfactory evaluations, in which cases the Dean of the Faculty has to be involved. The ET had access to the questionnaire templates for the student evaluation for the courses, teaching staff, and administration, in Albanian, but not the data collected from students or staff, or any reports developed based on these data.

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

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

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

The **Commission for Quality Assurance** is also responsible for promoting training opportunities to both academic and administrative staff, a fact that is evidenced by the formation of the **Centre for Teaching Excellence (CTE)**, which was established in

collaboration with representatives of Arizona State University (USA) in 2004 at the Faculty of Philosophy (until 2006) and currently catering to the needs of all Faculty Units at the UP (as if 2006). The CTE serves to provide continuous and sustainable teaching advancement, innovative services, and resources to promote teaching and learning at the UP – and beyond at other Higher Education Institutions (HEIs). The Faculty of Philosophy remains the main beneficiary of the CTE.

In addition, it was stated that the collected data from students, graduates and employers are not made publicly available, due to GDPR rules and restrictions. However, the University Annual Report is public and holds relevant information about its students and graduates.

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

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

During the meeting with quality assurance team, the question of fairly high rate of dropout from the UP – not specific to the BA in Social Work program – was discussed, with reportedly up to 50% of students not arriving to the graduation. This trend emerged recently, and the team intends to analyse the available data to understand why numbers are what they are. This trend is most visible at the technical faculties and is linked to the fact that students find employment after 2 years of studies, thus looking both the interest and the motivation to continue. While social sciences seem to be more resilient in this regard, the Faculty of Philosophy working to improve its response through a targeted strategy that helps to convince students to carry on with their studies until a completion of a degree. As a mitigation strategy, a rule is in place, which provides for a possibility to take the exam up to 3 times. Erasmus+ programme is another tool to mitigating this trend, as it represents an attractive option for the students.

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

<i>Standard 2.8. The institution ensures that reports on the overall quality of the program are prepared periodically (eg. every three years) for consideration within the institution indicating its strengths and weaknesses.</i>	X	
<i>Standard 2.9. The quality assurance arrangements for the program are themselves regularly evaluated and improved.</i>	X	

Compliance level: Substantially compliant

ET recommendations:

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

2.3. Academic Staff

The academic staff represents the backbone of the Faculty. The SER lists the strengths of its academic staff, including the fact that faculty members are qualified and trained, which is of outmost relevance, and possess relevant and adequate academic experience and training. The involvement of professionals and external experts into the teaching process represents a distinct strong point of the program.

The Department is comprised by professors in the domains of Social Work, Psychology and Sociology, having gained international experience with studies in Universities like in the UK, Germany, Austria, the Netherlands and Slovenia.

As far as the academic staff is concerned, the SER and the onsite visit confirm their training, credentials, and qualifications:

- The academic staff engaged in this program comes largely from the domains of Social Work, Psychology and Sociology;
- The staff has adequate titles and the right academic experience to teach at this program;
- Detailed information is provided regarding all relevant information about teaching workload, administrative activities, research, etc.
- Over 90% of the staff covering the program courses are PhD holders and 10% are PhD candidates.
- Practicum is supervised by a) a professor from the Department (psychologist), and b) experienced professional social workers in organisations such as local authorities, social services and NGOs, as mentors to social work students for applying social work methods in the fieldwork.

The analysis of the courses' description suggests a solid overview of the courses' content, objectives, expected learning outcomes, assessment, and forms of teaching.

The Rectorate decides on the employment of the academic staff, based on the proposal of the Faculty/Department. The Evaluation Committee reviewed the CVs of seven academic staff affiliated with the Department of Social Work. The provided CVs made a positive impression. They include the updated list of publications and are reflective of the prerequisite qualifications. The majority of staff in the Department are full time employees (5), there are another 2 full time professors employed in other Departments at the UP and lastly another 6 external collaborators/staff occasionally employed in the BA in Social Work. All academic staff are provided with the contracts, which include the conditions of employment.

According to the 3.4 standard, at least 50% of the academic staff are full time employees (over 90%, as stated above). During the meeting, it was confirmed that all of full time employees have been provided with position descriptions and conditions of employment, including the duration of the contract and the workload for teaching. The total number of full-time teaching staff being seven (as explained in the section above) and additional external collaborators/staff (6 members), represents a good number, particularly in relationship to the number of potential

students. The responsibilities of all teaching staff include teaching, engaging with the academic community and consultations with students. The latter has been confirmed unilaterally during the meeting with the students.

Academic staff evaluation is conducted regularly through student evaluations and occur on a formal basis once per semester. The process is centralized via an online system, where responses are submitted anonymously. The results of the evaluation are made available to the Faculty and across the University. Strategies for quality enhancement are being adopted based on the evaluations, which include adapting the teaching methodology and strategy to the needs and aspirations of the students. It has become clear from the discussion that evaluations inform teaching staff strategies for the improvement of teaching methods and formats. A portfolio of evidence of evaluations is kept at the central level. Strategies for improvement are discussed within the relevant Faculties and across programs and inform the decisions about amendments.

Lastly, there is lack of a mechanism regarding inferior's evaluation (e.g. the Dean to evaluate academic staff), which is not compulsory, according to the provided information. This could be done annually, preferably at the end of each academic year. It could be a good addition in the new Quality Management Strategy, which is under formation.

<i>Standard</i>	<i>Compliance</i>	
	<i>Yes</i>	<i>No</i>
<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),</i>	X	

<i>regardless of the educational institution where they carry out their activity.</i>		
<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>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 occur 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 retired at age limit or for other reasons lose the status of full-time teachers and are considered part-time teachers.</i>	X	

Compliance level: Substantially compliant

ET recommendations:

1. Sustainability of staff in employment is linked to the availability of funds. It is imperative need to hire one new member of staff in the domain of Social Work, preferable at higher positions. As it was stated in the visit, new procedures for tenure posts should be advanced.
2. It is necessary to proceed with all staff advancements, especially focusing on Social Work staff at lower positions (two members of staff).
3. Both of the above recommendations are based on the belief that the Department should start designing a Departmental strategy for setting up a postgraduate Master's program; staff in higher positions is required for such a development.
4. Actively look for possibilities for academic staff exchanges, including inviting professionals for teaching and training, depending on the availability of funding. Diversifying funding to attract guest/visiting lecturers need to be addressed.
5. Encourage academic staff to publish on Social Work Methods, in Albanian language.
6. Encourage academic staff to be involved in funded research projects, either as leaders or partners.
7. Staff should take new initiatives for involvement in new COST Actions, in an attempt towards the Department's internationalisation.
8. Staff should establish stronger collaboration with public authorities, in order to offer greater opportunities for students' practicum.

2.4. Educational Process Content

The SER acknowledges that the program has been designed based on standard and models of universities that have tradition in developing a similar program. In specific, it was indicated that the BA programme is comparable with the BA in Social Work of the University of Applied Sciences in Regensburg, in Germany, which was established with the support of the German Academic Exchange Programme (DAAD). The scrupulous assessment of the courses/modules suggests that the study program is modelled on qualification objectives for social workers. The Law on National Qualifications defines qualification along the lines of official recognition of achievements recognizing completion of education or training, or satisfactory performance in a test or exam. To this end, the courses cover subject-specific, methodological, and methods of social work themes. Given a range of subjects covered, the study program is interdisciplinary, yet with a clear and consistent focus on social work methods and applications. The choice of the courses delivers on the objective to develop generic social work methods and specific social work-related knowledge, skills, and competencies, while an interdisciplinary approach has been adopted (e.g. sociology, psychology, social policy, etc.). In line with the National Qualifications Framework 2020, the program offers a possibility for the individuals to obtain specialized factual and theoretical knowledge in the subject, coupled with professional skills, especially during the period of practicum. A diligent study will enable the students to use their knowledge to achieve results derived from structured learning, applied training, and practical work. In addition, they will be able to use the set of specialized skills required for planning, implementing, and adapting relevant processes. The social work components will empower the graduates to develop techniques for introducing creative solutions to practical challenges faced at their work either with individuals, groups and/or communities. Given the high share of exercises in the curriculum, a diligent study process will empower students to carry out independent work, including adapting to changing societal challenges and dealing with various social problems faced in nowadays. The applied angle of the courses, coupled with the market needs in professionals, suggests high correlation between the training offered and the capability of students taking up adequate employment, while expanding their core knowledge pertaining to the discipline. In order to provide, recognize, validate qualifications and educational components, as well as promote academic mobility of higher education students, the higher education system of Kosovo makes use of the European Credit Transfer and Accumulation System (ECTS). One ECTS credit equals 25 working hours.

The SER lists the total number of credits (ECTS) accumulated for one year at 60 ECTS - credits, which are gained from 23 mandatory courses (151 ECTS), 7 elective courses (out of which 3 courses have to be selected – 15 ECTS), from mandatory practical work (and Supervision of Practicum) (22 ECTS for both courses) and from preparation of Diploma Thesis (8 ECTS). This summarises 186 ECTS, which indicates that there is a wrong calculation of the ECTS table in SER (pp.62-66), possible in the calculation of the ECTS offered in Semester VI (as it stands it looks like 36 ECTS are offered in this semester).

All courses offer a combination of lectures and practical exercises. In some courses, their ratio is 50% for each, which is a highly promising indicator for delivering applied training in Social Work. Some explanations regarding the exercises are provided in the module/course descriptions. The content of the course and the learning objectives come across as correlating with each other. The individual components of the program complement each other in a manner

that allows achieving the specified qualification objectives and provides for adequate forms of teaching and learning. The syllabuses provided to the ET clearly outline the thematic content, objectives, learning outcomes, the distribution of classes and seminars/applicative activities, forms of teaching and learning, and assessment and grading system, accompanied by selected bibliography.

Teaching strategies are deemed adequate for the learning outcomes of the program. They are clearly, albeit concisely, presented in the module descriptions. The range of teaching techniques, strategies, and exercises is notably diverse, to tailor to individual needs of students beyond the learning objectives within the program. Assessment procedures were confirmed to be clearly communicated to students at the beginning of courses.

In compliance with the National Qualifications Framework, the assessment of the proposed courses, delivered by the qualified teaching/academic staff, suggests that the knowledge and skills obtained in the course of the studies will enable individuals to enter and successfully integrate into the labour market. Professional social workers are gradually being highly demanded at the municipal level, social services and NGOs. To this end, it has been confirmed that in order to facilitate trainings practices, the University cooperates with Local Authorities and NGOs under the students' practicum (Semester VI, duration of 15 weeks), while there is an attempt to create stronger relations and collaboration with public authorities. Through the existence of various MoUs between the UP and the above mentioned organisations, established training procedures have been put in place at local level, where the practicum is delivered, explained and evaluated. Overall, the program well combines theory and practice.

Additionally, it has been mentioned that in some cases organisations/NGOs requested to employ students after having implemented a successful practicum there. This can be considered as a great achievement for the Department, as local stakeholders recognise the level of students' preparedness to work as professional social workers after their graduation.

Overall, the academic feasibility of the study program is assessed positively by the ET. The design of the curriculum is assessed as suitable for the students and adequate for their professional development. The workload on the students has been reported as adapted to the needs of the students and based on their feedback, and has been institutionally approved across all faculties. Other resources in electronic format, particularly access to online electronic learning resources, do not seem to be available at the moment, and the resumption of their use is pending centralized coordinated decision and actions by the UP. Given that these are developments beyond control of the faculty members, their dedication to the advancement of the discipline and teaching by means of allocating their personal resources on the relevant literature is commendable. The assessment of the effectiveness of teaching strategies and the quality of delivered content is regularly conducted (after each course), and the outcomes will inform the structure of the modules, with adjustments introduced in response to evidence received concerning their effectiveness.

	<i>Compliance</i>
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Standard	Yes	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 competencies, to the capability of taking up adequate employment, contributing to the civil society and of developing the students' personality.</i>	X	
<i>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</i>	n/a	

<i>students begin their studies. This may be done through language training prior to the commencement of the program.</i>		
<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 within a program, and in comparison with other study programs at highly regarded institutions.</i>	X	
<i>Standard 4.10. Policies and procedures include actions to be taken in to dealing with situations where standards of student achievement are inadequate or KAA inconsistently assessed.</i>	X	

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

Compliance level: Fully compliant

ET recommendations:

1. Practicum should be supervised by professional qualified social worker, following the guidance and instructions established by IASSW-IFSW (Global Standards for Social Work Education & Training).
2. According to information provided in SER, Semester VI seems to have 36 ECTS instead of 30 as it is stated. SW Department staff are requested to make necessary changes in order to be clear how many courses/ECTS are offered in this semester.
3. Similarly, a thorough check has to be done in SER according to ECTS, e.g. Supervision of practicum equals 5 ECTS (p.66), while it appears with 6 ECTS in p.129. Corrections have to be made.
4. The following courses (“Practicum” and “Supervision of Practicum”) could be offered as a single course with 17 ECTS, which is a practice met in many similar programs in European Universities. Following this suggestion, a new course in SW methodology and/or SW applications could be added in the curriculum.
5. During the meeting, the academic staff members mentioned lack of resources in Albanian language (e.g. books, journals, policy papers, etc.). There is a great need to publish new material in Albanian and/or translate existing books from well-known European publishers regarding modern literature in the social work scientific domain. This can be seen as an area for great improvement in the coming years, affecting not only the Department’s students/graduates but the whole SW community of the country.

6. Allocate portion of the budget on the purchasing of books; inquire about the possibility to use interlibrary loan; apply for funding from international donors.
7. The Department should search funding to have access to online resources, research databases, e-journals, magazines, and other academically relevant resources. In addition, the Department should explore online resources that offer open access, particularly in areas relevant to the program, and encourage the students to familiarize themselves with these.

2.5. Students

The admission process is transparent and equal for all candidates with the requirements for admission being publicly available well ahead of time. The process is well defined by the Faculty and University. Students who are enrolled possess the required qualifications which are determined by the University and the Faculty. Study groups are dimensioned properly and there are no obstacles in this manner which would interfere with the flow of the educational process.

Student rights are positively met and students have their representatives in all functioning bodies of the Faculty. Student results and the academic record is kept digitally in SEMS system. Students have the opportunity to transfer to other institutions and the Faculty can accommodate students from other institutions from abroad.

Student-teacher relationships are extremely pleasant and professional, and the ET is under a major positive impression in that regard. The professors are not just teaching, they are mentoring and raising prominent young professionals. They observe their students and act according to their needs and their learning styles. The professors demonstrated several techniques which they apply to different types of students. Students receive prompt feedback and are given advice when needed, they are included in projects and activities, and they receive a lot of support in general from their teachers. Through the professors, the students also can get internships and later employment at relevant institutions where they leave a very positive impact.

The ET recognizes the efforts, motivation and eagerness of the professors carrying out this program, but more importantly, the students recognize and appreciate them as well. Students feel safe, aware of their growth as both professionals and academic citizens, which would not be possible without teaching staff. Even though literature may be scarce, the professors go above and beyond in order to provide quality to their teaching. Keep up the good work!

The one thing that the ET recommends is to obtain plagiarism software which may further increase the quality of the studies. While there is some free software that may be used, having licensed software provides a lot of additional options and possibilities and it is generally more attentive with works submitted.

Another thing the ET recommends is to incorporate AI models into the teaching process. Students will use it and it will be used in a lot of ways in the future and therefore it might be beneficial to consider in which way it may be incorporated and used in educational purposes.

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

Compliance level: Fully compliant

ET recommendations:

1. Obtain a fully licensed plagiarism software.
2. Implement AI in teaching and learning process.

2.6. Research

The Social Work Department has not got in place a Research Strategy at Departmental level or a similar document. Relevant information are provided in the SER report. In general, it has to be underline that the structure of the program is more applied rather than research oriented, following the overall University orientation. Nevertheless, during the meeting with SW Department staff it has become apparent that the study program has clear and well-defined applied research objectives, which pertain specifically to the methodology of social work and its applications in the local society, while quantitative and qualitative methodologies on social research are used. The focus is placed on various societal issues, problems and challenges faced by various vulnerable groups of people, while exploring how social work applications could be useful in terms of improving quality of life and standards of living. Research classes are envisaged to be provided on the research aspects across a wide range of societal issues for scientific, scientific-technical purposes, cultural-educational needs, for the needs of the state and social welfare organisations, bodies and other official services. Overall, the research component of the program is focused on the applied methods in designing, executing and applying quantitative and qualitative social research methods. The focus is duly reflected in the structure of the program, where two courses are dedicated to students' preparation for designing and applying various research methodologies in the social work scientific domain (1. Basics of Statistics and Qualitative Research and 2. Qualitative Research). Sufficient human resources are allocated for achieving the proposed research objectives.

The need in financial resources is envisaged to be addressed through the pro-bono support of the European, national, regional, and local funding schemes, which offer possibilities for implementing various research projects in social work domain. The anticipation of the limited financial support envisages the focus of the research process predominantly on social welfare institutions within Kosovo. Cooperation with local social welfare services, public and local authorities, NGOs and with other research agencies is encouraged, including cooperation involving joint research projects and shared use of research findings. In addition, the Office for Sponsored Projects of the UP facilitates participation with applications for research grants in international and local schemes as part of the UP strategy to increase research projects and publications.

Students are expected to be engaged into research projects related to social work themes. The program is scheduled to complete the research component in the final semester through the Diploma Thesis. According to the SER, the order of research activities is envisaged as follows:

Basics of Statistics and Qualitative Research Methods. The expected results are:

- Develop skills in designing quantitative research.
- Recognition of research methodology and approaches to statistical analysis.
- Application of quantitative research methodologies in social work studies.

Qualitative Research Methods. The expected results are:

- Students understand features of qualitative methods in Social Work.
- Students apply qualitative methods in social work research.

- Students develop skills for design, data collection and analysis.
- Students familiarize with interpretation strategies and presentation of research findings.
- Application of qualitative methods in social research.
- Development of critical thinking on social themes and marginalized social groups.
- Developing skills for qualitative data collection techniques.
- Application of ethical standards in qualitative research.

Diploma Thesis. Students with their work will be able to develop academic writing skills and research skills:

- Get knowledge scientific articles and field reports on relevant research questions.
- Familiarize with the methodological approaches and their relevance to the philosophy of science.
- To be able to read, understand and discuss literature.
- Understand and become aware of the problems in writing the BA degree topics.
- Ability to think critically and reflect on different approaches in an interdisciplinary context.
- To be able to work analytically and synthetically.

The ET estimates that the above courses and the Diploma Thesis offer sufficient students' involvement in research activities for the purposes of fulfilling the conditions for the program. In addition, during the evaluation meeting it has been explained and discussed that a number of research projects have been planned to be conducted with collaboration with various organisations and services that the Department has signed common MoU agreements. Actually, the existence of these agreements represent a great opportunity to explore in terms of research activities for both staff and students. Nevertheless, financial considerations seem to suggest that at least in the early stages, research is likely to be carried out only under these conditions. The research process will be monitored by the teaching professors, who actually act as mentors, too. During the research process, the students will summarize their research results in a final diploma thesis, which will be presented to professors for review, evaluation, and feedback.

Reaching research cooperation agreements in the field of social welfare and social services with public institutions, local authorities and private companies for the organization of internship and research represent the next step from the already established informal practice of such internships.

Given that social workers represent a discipline with a high level of applied value, expectations for teaching staff involvement in research and scholarly activities are clearly specified pertaining to the social work research domains. Their performance in relation to these expectations is considered in staff evaluation.

All academic staff demonstrate a proven record of accomplishment of publishing research results on the topics linked to their teaching activity, and beyond. These generally concern the areas of their specialization in social work methods and a number of societal issues, which

require specific research focus and experience of working with the sources. The academic and research staff publish their work in speciality journals or publishing houses, while scientific and applied outputs are presented at conferences, symposiums, and seminars. Expert advice and consultancy are offered mainly to the national, regional, and local partners. Lack of financial means impede exchanges of experts or students from abroad, while there are currently some exchanges taking place in the Department.

Although not each academic staff member has produced at least an average of one research publication per year for the past three years, they all demonstrate a fairly steady and consistent stream of academic publication over the course of years, including in established reputable national and foreign peer-reviewed journals. Support is provided for junior teaching staff in the development of their research through mechanisms such as mentoring by senior colleagues and assistance in developing research proposals. The program envisages strategies to engage and capitalizing on the expertise of teaching staff by developing research activities as described above. There does not seem to be an expectation on the part of the UP for the academic staff to contribute to attracting financial resources; however, there is an expectation to carry out research and applied work in the national, regional, and local social work scientific domain. The capacity and willingness of the academic staff and students to generate non-monetary returns has been noted, including in the performance review.

Lastly, it has to be stressed that there are not in place established policies for ownership of intellectual property and clear procedures for commercialization of ideas developed by staff and students. This could be a great opportunity for the coming years, in which the Department has to be involved in new domains, e.g. social entrepreneurship, and try to establish its reputation not just being the only SW Department in Kosovo but its attempt to design and offer innovative solutions in societal problems faced by local communities.

<i>Standard</i>	<i>Compliance</i>	
	<i>Yes</i>	<i>No</i>
<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.</i>	X	
<i>Standard 6.2. Expectations for teaching staff involvement in research and scholarly activities are clearly specified, and performance in</i>	X	

<i>relation to these expectations is considered in staff evaluation and promotion criteria.</i>		
<i>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.</i>	X	
<i>Standard 6.4. The academic staff has a proven track record of research results on the same topics as their teaching activity.</i>	X	
<i>Standard 6.5. The academic and research staff publish their work in speciality magazines or publishing houses, scientific/applied/artistic products are presented at conferences, sessions, symposiums, seminars etc. and contracts, expertise, consultancy, conventions, etc. are provided to partners inside the country and/or abroad.</i>	X	
<i>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.</i>	X	
<i>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.</i>		X
<i>Standard 6.8. Academic and research staff publish under the name of the institution in Kosovo they are affiliated to as full time staff.</i>	X	
<i>Standard 6.9/6.8. Academic staff are encouraged to include in their teaching information about their research and scholarly activities that are relevant to courses they teach, together with other significant research developments in the field.</i>	X	
<i>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.</i>	X	

<i>Standard 6.11. Students are engaged in research projects and other activities.</i>	X	
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Compliance level: Substantially compliant

ET recommendations:

1. Establish an informal Departmental Research Strategy with Key Performance Indicators (KPIs), which has to be reviewed annually. This mechanism will allow staff to record its progress and be in line with the established aims.
2. Continue encouraging the academic staff and students to publish work based on the findings and outcomes produced in Diploma Thesis. Special focus should be given on studies emphasizing social work methods and applications of social work interventions in micro, meso and macro levels.
3. Create strong bonds with local organisations (public, private, NGOs) through the creation of common interest research projects (preferably funded projects). In addition, publicly present research outcomes through the creation of Departmental conferences, seminars, small group workshops, etc.
4. Introduce an internal system of financial encouragement for the publications produced by staff.
5. Continue encouraging modernization of research tools, e.g. NVivo, etc.

2.7. Infrastructure and Resources

The infrastructural conditions on the premises are relatively renewed and somewhat adequate, although there is still much to be done. For example, a lot of “wear and tear” is present throughout the premises. It appears as the Faculty is lacking a person or two who would take care of infrastructural maintenance and small repairs. Those are just details and in no way do they contribute to the learning process, yet the impression the ET got is that the building itself is poorly maintained.

All financial plans are made at the level of the University and therefore the Department has little to no jurisdiction over it. All the premises are owned by the University and give to the Department.

The classrooms are spacious with lots of light, modern equipment (Smart Boards) and adequate number of seating places. Moreover, some of the classrooms are designed as big auditoriums with several writing surfaces, smart boards, projectors etc.

Currently, library seems to be a major issue in this institution. The ET believes that the representatives of the Faculty are well aware of this, and from the information during the site visit, it is planned to make certain improvements in this regards. The ET must state out that the current library setting is not satisfactory – while there are some work desks set inside the library, there is not enough room to study or work on a project, there are no electrical outlets at the desks, no adequate lighting. The library fundus cannot easily be browsed since the space between bookshelves is too narrow. The library should be priority for the faculty Management, but also for the University, since this type of library cannot be combined with the idea of Academia and Higher Education Institution in today’s world. The ET is aware that this is a major issue that cannot be solved in a short period of time and that the Department nor even Faculty cannot do it on their own. Thus we strongly advise to make an appeal towards the University and the Ministry of Education and all other instances which are relevant in this regard.

Besides the library as a physical space, the Faculty Library as a place of learning and research remains not connected to any regional or European library network, thus limiting students and academic staff in gaining access to online sources and secondary literature. The ET recommends allocation of funds towards this academically-relevant service.

The ET recognises that the Faculty is putting efforts into transforming the premisses into a pleasant habitat for students with the introduction of several relaxation zones throughout the hallways. They will serve as a meeting place for students, for relaxing after a lecture or even for group work (however, this does not annulate the lack of group workspace in the library).

Finally, the premises are equipped with ramps and an elevator for students with mobility difficulties. And from the perspective of the emotional support, the new University

strategy/Statute addresses these situations and is setting the grounds for opening a Counselling Centre which will be available to all students, with professional staff working there.

Standard	Compliance	
	Yes	No
<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:</i> <i>a) owned or rented spaces adequate for the educational process;</i> <i>b) owned or rented laboratories, with the adequate equipment for all the compulsory disciplines within the curriculum, wherever the analytical syllabus includes such activities;</i> <i>c) adequate software for the disciplines of study included in the curriculum, with utilisation licence;</i> <i>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, subgroups); the applicative activities for the</i>	X	

<i>speciality disciplines included in the curricula are carried out in laboratories equipped with IT equipment.</i>		
<p><i>Standard 7.5. The education institution's libraries must ensure, for each of the study programs:</i></p> <p><i>a) a number of seats in the reading rooms corresponding to at least 10% of the total number of students in the study program;</i></p> <p><i>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;</i></p> <p><i>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;</i></p> <p><i>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;</i></p> <p><i>e) a sufficient number of subscriptions to Albanian and foreign publications and periodicals, according to the stated mission.</i></p>		X
<i>Standard 7.6. The infrastructure and facilities dedicated to the implementation of the program is adapted to students with special needs.</i>	X	

Compliance level: Substantially compliant

ET recommendations:

1. Increase the maintenance level to mitigate or at least to repair the wear-and-tear .
2. Appeal towards the relevant institutions in order to modernise the library as both a physical and educational space.

3. FINAL RECOMMENDATION OF THE ET

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

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

Compliance level: Substantially compliant

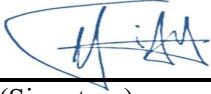
In conclusion, the Expert Team considers that the study program **BA in Social Work** offered by the Faculty of Philosophy at the University of Pristina is *Substantially compliant* with the standards included in the *KAA Accreditation manual* and, therefore, recommends re-accrediting the study program.

Student quota recommended: 30-40 students

Duration: Five (5) Years

Expert Team

Chair



Dr. Stavros Parlalis

(Signature)

(Print Name)

(Date)

Member



Dr. Anna Bara

(Signature)

(Print Name)

(Date)

Member



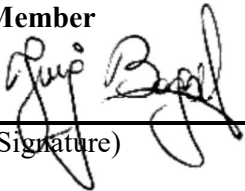
Dr. Pavo Barišić

(Signature)

(Print Name)

(Date)

Member



Juraj Bogat

(Signature)

(Print Name)

(Date)