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**University “Ukshin Hoti” Prizren**

**PROGRAMME**  
**BACHELOR IN PRIMARY EDUCATION**  
((in 3 languages, Albanian, Bosnian, Turkish))

**REPORT OF THE EXPERT TEAM**

*Prizren, February 21, 2025*

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## INTRODUCTION

### Sources of information for the Report:

- SER
- Anexes
- KAA Accreditation Manual

### Criteria used for institutional and program evaluations

*Standards & performance indicators for external evaluation according to the Accreditation Manual of KAA*

### Site visit schedule

Programme Accreditation Procedure at University “Ukshin Hoti” Prizren	
Programmes:	Primary Education, BA (in 3 languages, 50 albanian, 25 bosnian, 25 turkish)
Site visit on (hybrid):	<b>06 February 2025</b>
Expert Team:	Prof. Melita Kovacevic Prof. Miklos Hoffmann Ms. Elisa Knief (student expert)
Coordinators of the KAA:	Leona Kovaçi, KAA Officer Arianit Krasniqi KAA Officer

### Site Visit Programme

Time	Meeting	Participants
09:00 – 09:50	Meeting with the management of the faculty where the programme is integrated	Prof.asoc.dr. Vedat Bajrami-Dean Prof.ass.dr. Artan Reshani- Head of the study program - Albanian lang. Prof.asoc.dr.Elsev B. Lopar Head of the study program – Turkish lang. Prof.asoc.dr. Ajka Aljilji- Head of the study program –Bosnian lang. Jasmin Jusufi-translator
09.55 – 10.35	Meeting with quality assurance representatives and administrative staff	Nora Rada- Head of the Quality Assurance and Evaluation Sector Teuta Thaqi - Quality Assurance Officer Blerta Ferati- Head of the Division for Student Affairs Hekuran Kabashi- Head of the Division for Books and Professional Libraries Mujdin Lutfiu- Secretary at the Faculty of Education and Chairman of the Quality Committee Tarik Han- Senior IT Officer Driton Krasniqi- Director of the Office for Academic Affairs, Scientific Research and Excellence

		Nehat Gashi- Head of the Career and Alumni Center Jasmin Jusufi-translator
10:35 – 11:35	Meeting with the heads of the study programme	Prof.asoc.dr. Shemsi - Morina,- head of the study programme Vedat Bajrami,- head of the study programme Esad Kurejsepi- head of the study programme Soner Jildirim- head of the study programme Gjylë Totaj Salihu- head of the study programme Mynever Muyo Yildirim head of the study programme Jasmin Jusufi-translator
11:35 – 12:25	Meeting with teaching staff	Prof.asoc.dr. Fatmir Mehmeti Prof.asoc.dr. Rifat Morina Prof.ass.dr. Albulena Alidema Prof.ass.dr. Esma C Kasemi Prof.asoc.dr. Ismet Temaj Ass. Besë Krasniqi, PhD c. Msc. Ergin Gash Prof.ass.dr Jasmin Jusufi
12:25 – 13:25	Lunch break	
13:25 – 13:45	Visiting Facilities	
13:45 – 14:30	Meeting with students	Yllka Gashi Vesa Rexhbeqaj Elisa Qollaku Azra Bajra Alma Halimi Elsa Rexhbeqaj Majda Maca Hava Koro
14:35 – 15:15	Meeting with graduates	Diella Pula Lekë Ukaj Fetije Rexhbeqaj Bajrama Çekan Aferdita Sopa
15:15 – 15:55	Meeting with employers of graduates and external stakeholders	Nexhat Maçkaj-Municipal education directorate official Akif Gas- deputy director Jyxhel Spahi- deputy director of a private school Hilmi Rexhaj- public school principal Jasmin Jusufi-translator
15:55 – 16:05	Internal meeting of KAA staff and experts	
16:05 – 16:15	Closing meeting with the management of the faculty and program	

## A brief overview of the programme under evaluation

One programme that is being evaluated is the Bachelor's Degree in Primary Education for re-accreditation. The programme is implemented at the Faculty of Education, University "Ukshin Hoti" in Prizren. The university was founded in 2009 and is a public university consisting of six faculties with a total of 12 accredited programmes at Bachelor's level and five at Master's level. In some units, courses are offered in three languages, Albanian, Bosnian and Turkish, as is the case with the Primary

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Education programme. Primary Education is a four-year programme with 240 ECTS, and while Primary Education in Albanian was accredited in 2021, two other programmes in Bosnian and Turkish were last accredited in 2016.

## **PROGRAMME EVALUATION**

*The programme evaluation consists of 7 standard areas through which the programme is evaluated.*

### **1. MISSION, OBJECTIVES AND ADMINISTRATION**

#### **Standard 1.1 The study program is in line with the higher education institution's mission and strategic goals, needs of society and it is publicly available. (ESG 1.1)**

According to the SER, the mission of the Faculty of Education is to prepare new generations of teachers and educators who will be committed to quality teaching, research and community service, promoting innovation, creativity and excellence among teachers and students, striving to become a point of reference at national and international levels. Considering the fact that the same programme will be offered in three languages that truly reflect the multicultural society and its educational needs, it is in line with the mission of the University and the Faculty, as well as its strategic planning.

In the process of preparing for re-accreditation, the Faculty has been in communication with the University Advisory Board, which has shared its needs with the Faculty management and teaching staff, and the programme has received strong support.

#### **Standard 1.2 The study program Is subject to policies and procedures on academic integrity and freedom that prevent all types of unethical behaviour. The documents are publicly available, and staff and students are informed thereof. (ESG 1.1)**

The programme is well equipped with mechanisms and tools to prevent plagiarism and other forms of academic misconduct. All the necessary documents, policies and regulations are in place at both University and Faculty level and students are well informed.

There are two codes, the Code of Ethics for Students and the Code of Ethics for Teachers, both of which are publicly available. There is also an Ethics Council for Scientific Research, a body at university level whose main aim is to ensure academic integrity.

#### **Standard 1.3 Relevant information is collected, analysed and used to ensure the effective management of the study program and other relevant activities and such information is publicly available. (ESG 1.7)**

There is a digitalised system of student data, which facilitates the monitoring and daily functioning of the institution (University Management System). The system makes it possible to be more efficient and effective and to provide various services to students, but also to monitor their progress, allow them to access teaching materials, view curricula, etc. The system is also designed to protect personal data, but at the same time to provide all the necessary information, which can be either anonymous or accessible only to individuals.

The Faculty has a 'one stop shop' system where students can get all the relevant information or any other relevant service they need.

**Standard 1.4 The delivery of the study program is supported by appropriate and sufficient administrative support to achieve its goals in teaching, learning, research, and community service. (ESG 1.6)**

The Faculty's organisational structure is supportive and sufficient given the number of students and the size of the institution. There is a well-qualified administrative staff, many of whom are bilingual or trilingual. There are also faculty bodies that cover different aspects of academic and student life, such as the Quality Assurance Committee, the Scientific Council and some other councils, sometimes organised on an ad hoc basis according to the needs of the system. Although it was noted during the site visit that administrative staff could participate in different types of training, there does not seem to be any annual planning and a more carefully developed plan to meet individual needs.

**Standard 1.5 The recommendations for quality improvement of the study program from previous internal and external quality assurance procedures are implemented. (ESG 1.10)**

The Faculty intends to continuously work on programme improvements based on various sources of information, feedback they receive as well as data collected from various surveys and questionnaires that are conducted on a regular basis. A valuable role has been played by the Industrial Advisory Board, which consists of external members from other sectors who have helped them shape their programmes. They provide a valuable insight into the real sector and as much as they guide them towards concrete changes, they also support them for further development.

**ET recommendations:**

- 1. It is important to develop annual plan for administrative staff development according to their roles and institutional needs*

## **2. QUALITY MANAGEMENT**

**Standard 2.1 The study program delivery is subject to an established and functional internal quality assurance system, in which all relevant stakeholders are included. (ESG 1.1)**

The University of Prizren "Ukshin Hoti" has established an internal quality assurance system in accordance with national regulations, ESG standards, and international requirements. This system includes a publicly available Quality Assurance Regulation and aligns with the National Qualifications Framework. According to the HEI, a structured monitoring plan ensures the implementation of quality assurance procedures for the study program, with all stakeholders actively involved in continuous revisions. Data and findings from both internal and external evaluations are published regularly—on a semesterly and annual basis—and communicated to students, staff, and the public. These reports serve as a foundation for improving the study program. Additionally, the university follows an improvement cycle by organizing staff training sessions and developing ongoing evaluation mechanisms.

**Standard 2.2 The study program is subject to a process of design and approval established by the HEI. (ESG 1.2)**

The HEI asserts that the study program aligns with the university's strategic plan. Its design was based on a needs analysis, incorporating input from key stakeholders, including students, employers, and public institutions. Following these consultations, the program's initial structure was drafted, reviewed, and refined based on internal evaluations and stakeholder feedback before being formally approved by the university's strategic management bodies, including the Faculty Council and the Senate. The program undergoes periodic reviews, guided by comprehensive semesterly and annual evaluations. Its development and approval process involve collaboration between academic staff from the Faculty of Education, experts in primary education, labor market representatives, and local educational institutions. Additionally, Key Performance Indicators are continuously monitored through student, alumni, and employer surveys, as well as internal self-assessment reports.

**Standard 2.3 The study program is periodically monitored and reviewed to ensure its objectives are achieved. The monitoring of the study program involves stakeholder participation. (ESG 1.9)**

The HEI asserts that its program monitoring follows a systematic process, involving the collection and analysis of data from surveys of employers, alumni, current students, and academic staff. Program improvements are based on stakeholder recommendations and collaborative evaluations. Additionally, the study program undergoes regular assessments to verify that the workload (ECTS) and learning outcomes are achievable and appropriate for students. The collected data is analyzed, and according to the SER, the results and corresponding action plans are published on the university's official website and shared with all stakeholders. However, for the Faculty of Education, the only available strategic plan is outdated, covering the period 2020–2023 with no updated version provided.

**Standard 2.4 All relevant information about the study program is clear, accurate, objective, up-to-date and is publicly available. (ESG 1.8)**

The SER states that all policies, regulations, and guidelines related to the study program are publicly available, as outlined in the Regulation on the Definition of Criteria for Basic Studies of the University "Ukshin Hoti" Prizren (2019). While this is generally accurate regarding university-wide policies, specific details for the Primary Education study program are more limited. Admission notices for the program are available on the Faculty of Education's website, along with syllabi that outline ECTS credits and learning outcomes. However, assessment methods and final qualifications are not published. Additionally, the syllabi date back to May 2020 and have not been updated in nearly five years.

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Similarly, the strategic plan only covers the period until 2023, with no updated version available. Furthermore, key statistical data, such as pass rates, dropout rates, and graduate employment figures, are neither publicly accessible nor objectively presented.

### **ET recommendations:**

*1. It's recommended to ensure proper functioning of the web page and public accessibility of all the regulations and information demanded under 2.4. substandard. Make sure to include assessment methods, final qualifications, pass rate, dropout rate, and graduate employment so that they are publicly available and objectively presented.*

## **3. ACADEMIC STAFF**

**Standard 3.1 The study program delivery is supported by teaching staff who are recruited in line with national legislation, and internal regulations in effect, and it is based on objective and transparent procedure. (ESG 1.5)**

University has defined and clear procedures for recruitment of new staff and aligned with national referent laws. In addition to these legal acts in force, the employment of academic staff is carried out according to the Statute and other institutional acts and regulations, as well as all the relevant governmental, nationally required laws and other regulations.

**Standard 3.2 The study program is supported by sufficient permanent academic staff who are adequately qualified to deliver the study program. (ESG 1.5)**

The programme is run by the Faculty of Education. The Faculty has the required number of full-time qualified staff in the field of education in general and those who specialise in the field of primary education, as well as staff who speak one of the three languages used in the programmes. All teaching staff are limited to two teaching posts, one full-time and one part-time. Their teaching load is acceptable and within permitted limits, although there are sometimes significant differences between academic staff. Some appear to be much more involved in teaching than others. There is a sufficient number of staff with doctoral degrees and the majority of them are full-time.

**Standard 3.3 The study program is supported by teaching staff who are subject to advancement and reappointment based on objective and transparent procedures which include the evaluation of excellence. The advancement of staff arises from the higher education institution's strategic goals and is in line with the legislation and internal regulations in effect. (ESG 1.5)**

The promotion of academic staff is governed by the University Statute and other relevant institutional regulations. The promotion process is transparent and competitive. It is publicly announced and conducted according to very strict procedures. Excellence in research, including research productivity as well as experience in research projects, is considered an important element of excellence. The Faculty has recently been very focused on building institutional research mechanisms.



The Faculty also conducts regular evaluations of academic staff and the results are accessible and published, according to the SER. These performance reports are also taken into account in the promotion and academic advancement of staff.

The Faculty's strategic planning also includes objectives for the professional development of academic staff. Academic staff have opportunities for additional professional development.

### **Standard 3.4 The academic staff engaged in the delivery of the study program is entitled to institutional support for professional development. (ESG 1.5)**

As mentioned above, academic staff have opportunities for professional development. The university has set up a Centre for Excellence in Teaching, and gradually it seems to be working better and providing more opportunities for academic staff to undertake additional training. Unfortunately, there is no update for 2024-25 on the website under the entry Training Calendar, which makes it difficult to conclude that this is not just an update or that there are no planned activities. Also under Modules there is no update since 2023. This suggests that there is still a lack of full institutional commitment that this type of training is very relevant and should be organised regularly and frequently enough. Also, according to the SER, faculty members provide four trainers for the university level, but at the same time, according to Table 8, p. 40, the last training was attended two years ago, in February 2023.

There is very little information on staff mobility, and although the written report expresses a positive attitude, there is no evidence or more concrete information is difficult to find.

Academic staff participate in conferences and other professional and research activities and, importantly, they are supported by the Faculty. Particularly in recent years, additional institutional efforts have been made to motivate academic staff to increase research productivity and improve its quality.

### **Standard 3.5 External associates who teach at the study program have adequate qualifications and work experience for the delivery of the study program and achievement of the intended learning outcomes. (ESG1.5)**

Faculty and academic staff responsible for the programme under evaluation perceive the participation and involvement of external staff in the teaching process as an added value. Their professional experience makes a significant contribution and has a positive impact on the students and the teaching process as a whole. According to the SER, the translation of knowledge from the real sector should be treated as an important support for quality teaching. However, there is very little information about their involvement, workload, etc., and this needs to be updated. On the website there is an entry on collaboration with local partners, but the last update was 2020 and there are mainly uploaded agreements on collaboration, but not with individuals and providing information on the nature and conditions of their engagement.

#### **ET recommendations:**

- 1. It is important to develop a professional development plan, update it regularly and ensure that planned training takes place.*
- 2. Regular updates with all relevant information for academic staff must be available on the website.*

#### **4. EDUCATIONAL PROCESS CONTENT**

**Standard 4.1 The study program intended learning outcomes are formulated clearly, precisely, and comprehensively according to the best practices; they are aligned with the published institution's/academic unit's mission and strategic goals and are publicly available. (ESG 1.2)**

The expected learning outcomes of the study program are adequately discussed in the SER (p.16 and also pp. 46-47), and are also available for students in the website. The learning outcomes of the study program are well aligned with the strategic goals of the institution, convincingly develop methodical and disciplinary, practical as well as academic skills to prepare students for the labour market and for societal challenges of the teaching profession.

The learning outcomes are also adequately designed to help students acquire the competencies needed for a teaching practice in primary education. They are written in a student-centered attitude. The outcomes are clear, measurable, and aligned with the program's overall objectives. Further on, it is very positive and seemingly useful that the Center for Excellence in Teaching of the university provides dedicated trainings for academic staff members about designing learning outcomes.

Although it is stated in the SER that the outcomes are comparable to those offered in the EHEA, no further specification or comparison are provided in this term.

**Standard 4.2 The study program intended learning outcomes comply with the National Qualification Framework and the European Qualifications Framework level descriptors. (ESG1.2)**

It is well assured that the intended learning outcomes of the study program overall comply with the National Qualifications Framework and the descriptors of the European Qualifications Framework (EQF) belong to this level of study. The program and curriculum are adequately structured with the classification of learning outcomes to three components: knowledge, skills, and competencies and these outcomes are in line with the level and profile of qualification gained by the students.

**Standard 4.3 The content and structure of the curriculum is coherent and enable the students to achieve the intended learning outcomes and to progress smoothly through their studies. (ESG 1.2)**

The curriculum is overall well structured, the courses follow a logical flow. The curriculum is well aligned with curricula of similar study programs delivered in the EHEA. The core disciplines, such as Mathematics, Language and Literature, Arts, as well as their pedagogical and methodical aspects necessary for achieving the learning outcomes and acquiring the foreseen competencies in the respective fields are adequately covered by the program courses.

That said, there is a room for further improvement both in terms of content and organization. From technical point of view, it is not fully clear what are the prerequisites of the individual courses to ensure that the learning outcomes of previously successfully passed courses are necessary and sufficient to meet the prerequisites of the next courses in the curriculum. This must be defined not only at semester level, but at course level as well.

An important concern about the content of the curriculum is that disciplinary and methodological aspects of Mathematics are provided separately in 2-2 courses, and in semesters that are far apart in time. While understanding the need for systematizing the school-level disciplinary knowledge of Mathematics, two courses (in semesters I and II) with 5 hours/week seem too much for that, especially because the methodological aspects (how to teach these fields) are provided only in semesters IV and VII. A more rational approach would be to teach mathematical notions and principles together with the methodology of teaching these notions and principles. Therefore these 4 courses should be reconsidered in this manner.

When designing the curriculum, it would be worth taking advantage of the uniqueness of the study program, namely that education is provided in three different languages. In those courses and areas where this is relevant (Literature, Music, Arts etc.), inter- and transcultural aspects could be involved and emphasized, introducing students to the cultural achievements of the other two languages as well. This could make this training even more effective and relevant in a cultural as well as a social sense for this region.

As the ET has learned from the meetings, students and graduates need more background and training about communication techniques with education stakeholders other than children (parents, colleagues, school directors etc.). This could be incorporated into the existing course “Communication skills with children” (with adjusted course title), or, alternatively, into a new elective course.

A further concern is that the syllabus of the course “ICT in education” is completely out of date. This course must be fundamentally revised and updated.

**Standard 4.4 If the study program leads to degrees in regulated professions, it is aligned with the EU Directives and national and international professional associations. (ESG 1.2)**

It is well assured that the study program has been designed to meet all the requirements set out in EU directives for the specific regulated profession, ensuring that the content and other parameters of the program align with European standards. It is also clear that local, national professional associations have been deeply involved in the development of the curriculum.

**Standard 4.5 The intended learning outcomes of the student practise period are clearly specified, and effective processes are followed to ensure that learning outcomes and the strategies to develop that learning are understood by students (if applicable). (ESG 1.2)**

It is very positive and exemplary that the study program consists of 400 hours of school practice in order to provide the necessary field-work experience and competencies to the students. Moreover, the university has declared detailed regulations for student practical work, and a specific handbook for practical teaching has been prepared by the Faculty of Education. Further on, a platform has been developed jointly by the university and the Municipal Directorates of Education, and schools in the Prizren region that enables students to complete their pedagogical practice. These efforts make the organization of the teaching practice easy-to-follow and transparent. The practice work is adequately credited by ECTS, making this period an integral and valuable part of the study program.

**Standard 4.6 The study program is delivered through student-centred teaching and learning. (ESG 1.3)**

It is very well-thought-out, that the study program has a concept that focuses on the simultaneous development of students' general pedagogical competencies, specific disciplinary knowledge and methodological skills. The achievement of outcomes in the learning process is well planned. The concept of the study program overall adequately integrates various teaching methods and techniques that include active, collaborative, and student-oriented learning, ensuring full student involvement in the learning process.

**Standard 4.7 The evaluation and assessment used in the study program are objective and consistent and ensures that intended learning outcomes are achieved. (ESG 1.3)**

The syllabi of the study program adequately describe the correspondence between the overall intended learning outcomes and the contribution made by each individual course to achieve those learning outcomes. This contribution is measured through the adequately calculated credits by ECTS, which guarantees transparency and international comparability of academic workload and outcomes. That said, the learning outcomes of the individual courses could have been given in a better structure, separately for knowledge, skills and competences. The assessment criteria and methods are well defined, as well as grading criteria for the study program, and these are publicly available for all students in advance. This is in line with the regulations.

**Standard 4.8 Learning outcomes are evaluated in terms of student workload and expressed in ECTS. (ECTS 1.2)**

The workload is adequately calculated for each course, and credits are assigned to all learning activities that lead to the program's learning outcomes. The amount of credits, and the entire crediting system are proportional to the workload in each phase of the study program, and this is adequately evaluated throughout the studies of the students.

### **ET recommendations:**

1. *The prerequisites of the individual courses should be defined to ensure that the learning outcomes of previously successfully passed courses are necessary and sufficient to meet the prerequisites of the next courses in the curriculum. This must be defined not only at semester level, but at course level as well.*
2. *A more rational approach of provide competencies related to Mathematics would be to teach mathematical notions and principles together with the methodology of teaching these notions and principles. Maths courses should be reconsidered this way.*
3. *It would be worth taking advantage of the uniqueness of the study program, namely that education is provided in three different languages. In those courses and areas where this is relevant (Literature, Music, Arts etc.), inter- and transcultural aspects could be involved and emphasized, introducing students to the cultural achievements of the other two languages as well.*
4. *More training should be provided about communication techniques with education stakeholders other than children (parents, colleagues, school directors etc.). This either could be incorporated into the existing course "Communication skills with children" (with adjusted course title), or, alternatively, into a new elective course.*
5. *The syllabus of the course "ICT in education" is completely out of date. This course must be fundamentally revised and updated.*
6. *The learning outcomes of the individual courses could have been given in a better structure, separately for knowledge, skills and competences.*

## **5. STUDENTS**

### **Standard 5.1 Clear admission policies, including requirements, criteria and processes for the study program are clearly defined and are publicly available. (ESG 1.4)**

The admission requirements and criteria for the study program, along with the entire application process, are transparent and publicly available on the university's website in English. This includes detailed information on courses, program requirements, available services, scholarship opportunities, tuition fees, administrative taxes, and other relevant aspects such as accredited programs, student services, and the academic calendar. A dedicated section is also available for international student admissions. For comprehensive guidance, the university has published a Student Handbook. According to the SER, applicants to a bachelor's program must hold a secondary school diploma. Admission includes an entrance exam designed to assess candidates' prior knowledge. To qualify for admission, candidates must achieve at least 40% of the maximum score on this exam. Those who do not meet this threshold are ineligible for admission, regardless of the availability of vacant spots. The admission criteria and process are applied consistently and fairly to all applicants, ensuring a non-discriminatory approach. Candidates from other countries can apply under the same competitive conditions as those from Kosovo. Additionally, the university provides preparation for the entrance exam in the language in which applicants completed their previous education or the language specified in their self-declaration form.

**Standard 5.2 Student progression data for the study program are regularly collected and analyzed. Appropriate actions are taken to ensure the student's completion of the study program. (ESG 1.4)**

A functional system for monitoring student progress is in place, providing assistance and counseling to those facing academic difficulties. Student progression and completion rates are continuously monitored, with the results reported to the responsible committee. Professors are required to hold consultations with students both before and after exams. Post-exam consultations are open to all students who wish to review their exams and discuss strategies for improvement with their professor. Following these consultations, professors update students' evaluations in the system. Students then have 72 hours to accept or contest their grades. After this period, professors prepare individual and group reports on student performance, which are verified by the student officer and archived in each student's file. Students experiencing academic challenges may request additional consultations or seek support from student tutors, academic advisors, or psychological counseling services. Additionally, the study program adheres to policies governing the transfer and recognition of qualifications, as outlined in the Regulation for Determining Criteria for Basic Studies. However, the institution does not clearly define progression pathways regarding the continuation or change of study programs.

**Standard 5.3 The study program ensures appropriate conditions and support for outgoing and incoming students (national and international students). (ESG 1.4)**

Students enrolled in the study program are informed twice a year, through public announcements, about opportunities for international exchange and mobility programs, in accordance with the SMIAL recommendations. The university actively encourages student mobility, and all relevant information is publicly available in the Regulation for Student Mobility, which outlines obligations and procedures, including the application process. This document is published in English. The HEI has established regulations for the recognition of ECTS credits. While it provides data on the number of students who have participated in international mobility programs over the past five years, this information is neither included in the SER nor made publicly available. However, the HEI does not present a concrete strategy for attracting foreign students, nor does it specify the availability of foreign language courses for international students. Additionally, there is no indication that the HEI collects and analyzes feedback from both national and international students to improve international exchange procedures.

**Standard 5.4 The study program delivery is ensured through adequate resources for student support. The needs of a diverse student population (part-time students, mature students, students from abroad, students from under-represented and vulnerable groups, students with learning difficulties and disabilities, etc.) are taken into account. (ESG 1.6)**

The number of professional, administrative, and technical staff supporting students in the study program is sufficient, and they are adequately qualified. Additionally, psychological support is available through a dedicated psychological clinic with counselors. Students enrolled in the study program receive guidance on academic and career opportunities, with academic units providing access to academic advisors. Furthermore, a student affairs office is accessible and transparent, ensuring students can easily seek support for various issues. However, support for students in special circumstances is divided into two groups. While infrastructure adaptations are in place for students with physical disabilities, there are currently no dedicated services available for students with mental disabilities, for instance, guaranteeing them more time in exams.

**ET recommendations:**

1. *Clearly define the progression possibilities in terms of continuation of study or change of study for students.*
2. *Develop a comprehensive strategy for attracting international students. Implement targeted initiatives to enhance "Ukshin Hoti" University's global appeal, including promotional outreach, partnerships with international institutions, and tailored support services for incoming students.*
3. *Systematically collect and analyze feedback from national and international students.*
4. *Implement specialized support services for students with mental disabilities. Ensure equitable access to education by introducing tailored support mechanisms, including counseling services, academic accommodations, and policies that address the specific needs of students with mental disabilities*

**6. RESEARCH****Standard 6.1. The study program aligns with the institution's/academic unit's mission and the research strategic goals.**

UUHP declared its clear strategic goals in terms of research activities in various documents, such as the University Statute and specifically the Strategic Plan of the Faculty of Education. The study program is designed fully in line with these goals, in order to provide valuable experiences for students and staff members in educational research, promoting academic integrity, freedom of expression and critical thinking, and the scholarly development. These are well integrated into the curriculum as well, for example in courses about methodological aspects or contemporary trends in education. Therefore, the study program adequately supports the university's strategic research goals and academic values, including transparency, accountability and non-discrimination. The university also has a clear advancement in regulating of publications and recognizing international standards and metrics in research.

**Standard 6.2. The academic staff engaged in the study program is committed and supported to achieve high-quality research work and/or professional activity.**

It is very positive that UUHP has a well-established research support system, including financial support of publications of high quality. Rewarding high quality research activities is a basis for improving the scientific productivity of the academic staff in this regard, which is fully in line with the university and the faculty strategic objectives. Publication in indexed international journals and participation in scientific conferences are well supported by the university, and the positive effect of this supportive system is already visible in the tables of publications. It is also positive, that the Faculty of Education, beyond supporting the academic staff in conference participation, organizes its on scientific activities such as conferences, sessions, roundtable discussions, including academic staff, young researchers, students, and graduates, and provides opportunities for them to present their research. The now regular Summer School can be considered as a best practice in this regard. That said, the publication activity of the academic staff involved in this specific study program is still of varying quality and intensity. Beside staff members with regular and high quality research activities, there are colleagues with very limited quality of scientific productivity. In the future, this latter group must be encouraged to be engaged in scientific activity, either by further supportive actions, or by more

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severe consequences of insufficient level of research. The staff members possess the required academic degree (mostly PhD) for their professional activities.

**Standard 6.3 The academic staff engaged in the delivery of the study program is encouraged to participate in different aspects of cooperation with national and international partners.**

The university has an established organizational system to support project-based national and international cooperation activities, and the faculty staff members indeed participate in such projects. The university, and specifically the Faculty of Education has active collaboration with local and national institutions and organizations, and a few cooperations with international organizations as well, such as Swiss CARITAS. Thanks to this latter collaboration, for example, the Didactic Center is established and developed.

That said, the SER presents a relatively limited number of this kind of projects, and the university must make further steps towards a more effective internationalization, including joint research and knowledge transfer through a wider outgoing as well as incoming staff and student mobility. Students gave very positive feedback about the few cases when they were able to participate in international mobility actions – these opportunities must be widening in the future. The cooperation with local public sector players (schools) is effective and fruitful – this could be extended to international level.

**Standard 6.4 The teaching staff engaged in the study program has a proven record of research results on the same topics as their teaching activity.**

Some of the staff members publish their work in high-quality scientific or professional publications, and their research activity is closely related to their field of involvement in the study program. Others have publications in journals of good reputation, but the field of these papers has nothing in common with the methodical and educational aspects of this specific study program (e.g. Chemistry). Although it holds that academic staff engaged in the study program are encouraged to include the results of their research in their everyday teaching practice, due to the varying level of research activities, only part of the teaching staff can include their scholarly activities relevant to the courses they teach, and only few professors can involve their research activity into their everyday teaching practice, encouraging students to conduct educational research activities. This aspect must be further strengthened in the future.

**ET recommendations:**

- 1. Research activity must be boosted in the group of academic staff with low-level or no recent publication record.*
- 2. Beside the few good examples, more members of the teaching staff must conduct research closely related to the field of courses they intend to teach.*
- 3. International cooperation actions, including students exchange opportunities must be widening in the future.*

## **7. INFRASTRUCTURE AND RESOURCES**



**Standard 7.1. The HEI ensures adequate premises and equipment for performing education processes and research. ESG (1.6)**

According to Table 17 of the SER, the building of the Faculty of Education and the Faculty of Philology provides an adequate space for teaching and research. This was also approved by the on-site visit of the ET. Regarding this specific study program, the equipment related to the teaching of primary education is appropriate. The faculty possesses facilities for pre-school and primary school teaching practices, including classrooms to imitate, model and practice school lesson, which is of utmost importance in this study programme. Mathematical and grammatical tools, logical games and further supporting materials for this age level are also ready to use. Also, the infrastructure of the Faculty of Education is well adapted for students/staff with disabilities, providing special access to all areas of the Faculty premises, including dedicated entrances, elevators, restrooms, etc.

**Standard 7.2 The HEI ensures adequate library resources for study program. (ESG 1.6)**

The small library is adequately equipped with reading rooms for individual work, spaces for group work and its own book stock according to the courses included in the study program. The variety of books and journals in the field of teaching methodology of various disciplines as well as pedagogical aspects of primary education is sufficient, but not outstanding. The library has cooperation agreements with several larger libraries in the country, including the National Library of Pristina, which is a good practice. In terms of research databases, students and research staff have access to EBSCO, but further databases are not mentioned explicitly, which is a shortcoming.

**Standard 7.3 The study program is appropriately funded to deliver its intended educational activities and research. (ESG 1.6)**

The financial background of the university is seemingly stable, and the SER provides a very detailed budget calculations for this specific study programme. All of this is convincing in terms of the stable financial background of the study program and the long-term sustainability of it.

**ET recommendations:**

- 1. The access to a wider variety of large-scale research databases should be established either through the Ministry or by using local resources.*

***OVERALL EVALUATION AND JUDGMENTS OF THE ET***

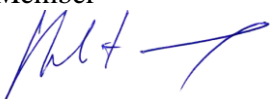
<b>Standard</b>	<b>Compliance level</b>
1. Mission, objectives and administration	Substantially compliant
2. Quality management	Substantially compliant
3. Academic staff *Mandatory	Substantially compliant
4. Educational process content	Substantially compliant
5. Students	Substantially compliant
6. Research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


## Overall evaluation and judgments of the ET

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.

**BA Programme Primary Education (in three languages), University of Prizren** demonstrated an overall substantial compliance. According to the Manual requirements, the Expert Team recommends **to reaccredit the programme (for all three languages) for the period of 5 years. ET recommends enrolling 50 students for Albanian, 25 for Bosnian and 25 for Turkish. The recommendations should be implemented during the accreditation period.**

	Expert Team	
Chair	Melita Kovacevic	February 21, 2025
(Signature)	(Print Name)	(Date)

	Member	
	Miklos Hoffmann	February 21, 2025
(Signature)	(Print Name)	(Date)

	Member	
	Elisa Knief	February 21, 2025
(Signature)	(Print Name)	(Date)