



UNIVERSITY 'KADRI ZEKA'
GJILAN

BA programme Preschool Education

Re-accreditation

FINAL REPORT OF THE EXPERT TEAM

May 22, 2024

Pristina

Table of Contents

1. INTRODUCTION	3
1.1. Context.....	3
1.2. Site visit schedule	4
1.3. A brief overview of the institution under evaluation	6
2. PROGRAM EVALUATION.....	6
2.1. Mission, Objectives and Administration.....	6
2.2. Quality Management.....	7
2.3. Academic Staff.....	9
2.4. Educational Process Content.....	11
2.5 Students.....	15
2.6 Research.....	17
2.7 Infrastructure and Resources.....	19
3. FINAL RECOMMENDATION OF THE ET.....	20

1. INTRODUCTION

1.1.Context

Date of site visit: 30.04.2024.

Expert Team (ET) members:

- *Milan Pol, Masaryk University, Brno, Czechia*
- *Elene Jibladze, Ilia State University, Tbilisi, Georgia*
- *Nadia Manzoni, Central European University, Vienna (student expert)*

Coordinators from Kosovo Accreditation Agency (KAA):

- *Leona Kovaci*

Sources of information for the Report:

- *Self-evaluation report and other documents related to the program and the institution, as provided by the UZK*
- *Interviews*
- *Site visit*

Criteria used for institutional and program evaluations

- *Kosovo Accreditation Manual*

1.2.Site visit schedule

Time	Meeting	Participants
09:30 – 10:10	Meeting with quality assurance representatives and administrative staff	1.Fitore Malaj Director of QA Office 2.Xhevat Bekteshi –Quality Coordinator 3.Arjeta Rexhepi - Administrative Service 4.Arlinda Selmani - Career and Alumni Officer 5.Vjosa Baftiu –Accreditation Officer
10:10 – 10:50	Meeting with the management of the faculty where the programme is integrated	1.Prof.Asoc.Dr. Merxhan Avdyli - Dean 2.Prof.Ass.Dr. Mensur Neziri Vice-Dean 3. Kushtrim Demi Secretary of Academic Unit
10:50 – 10:55	Short Break	
10:55 – 11:55	Meeting with the heads of the study programme Preschool Education, BA 240 ECTS, Prof. Milan Pol	1.Prof.Ass.Dr. Mensur Neziri 2.Prof.Ass.Dr. Arbona Xhemajli 3.Prof. Dr.Xhevdet Thaqi 4.Prof.Ass.Dr. Drita Kryeziu
10:55 – 11:55	Meeting with the heads of the study programme Teaching and Curriculum in Primary Education, MA, 60 ECTS, Prof. Elene Jibladze	1.Prof.Asoc.Dr. Voglushe Kurteshi
11:55 – 12:55	Lunch break	
12:55 – 13:25	Visiting Facilities	
13:25 – 14:15	Meeting with teaching staff	1.Prof.Asoc.Dr. Nerxhivane Krasniqi 2.Prof.Asoc.Dr. Bashkim Dalipi 3.Prof.Asoc.Dr. Ekrem Alimi 4.Prof.Ass.Dr. Shqipe Avdiu Kryeziu 5. Prof.Asoc.Dr.Musa Ajeti 6.Prof.Asoc.Dr.Jonuz Dervodeli

4

		7. Dr.Sc. Lon Laska
14:15 – 15:05	Meeting with students	1.Dafina Ahmeti 2.Viola Maliqi 3.Dafina Muji 4.Eriola Maliqi 5.Fatlinda Latifi 6.Riona Selimi 7.Ereza Rahimaj
15:05 – 15:55	Meeting with Graduate	1.Ilir Xhafaj, 2.Aferdita Alimi, 3.Gezime Sahiti 4. Elsa Alidemi 5. Elsa Karaliti 6.Laureta Hyseni
16:05 -16:50	Meeting with employers	1.Albana Demiri Director of Education in Gjilan 2.Afrim Dervishi, Director of Education in Kamenica 3. Qemajl Hyseni Director of Primary school- Viti 4.Ramadan Dermaku, Director of Primary school -Gjilan 5.Afrim Llabjani Director of Education – Ferizaj
16:50 – 16:55	Internal meeting of KAA staff and experts	
16:55 – 17:00	Closing meeting with the management of the faculty and program	1.Prof.Asoc.Dr. Merxhan Avdyli - Dean 2.Prof.Ass.Dr. Mensur Neziri Vice-Dean

	3. Kushtrim Demi Secretary of Academic Unit
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1.3. A brief overview of the institution under evaluation

University “Kadri Zeka” Gjilan (UKZ) is a public higher education institution founded in 2013, but it is having roots in Teacher Training Centre which was founded already in 1958. In 2020, the UKZ gained administrative independence. At the moment, it has six faculties which offer 10 accredited study programs, out of them five on the bachelor level and five on the master level.

Faculty of Education of UZK is offering two bachelor programs and two master programs, among them bachelor program Preschool Education. In the academic year 2023/2024, the competition/admission ratio was 74/35 as for applicants/enrolled students in the Preschool Education program. The program providers declare in the self-evaluation report that the expected number of students to be enrolled is 70; based on the evaluation, the expert team recommends half of that number (35 each academic year).

2. PROGRAM EVALUATION

2.1. Mission, Objectives and Administration

There is no mission statement formulated for the program under evaluation, but from the discussions with relevant actors related to the program, and based on the analysis of the program documentation, it can be said that the program is in line with the mission statement of the UZK.

Learning outcomes of the program, as outlined in one of additionally requested documents, would deserve a more careful systematisation. A closer look shows, however, that in principle they are consistent with National Qualification Framework and Framework for Qualifications of the European Higher Education Area. The didactic and research concept of the program is implicit, the program providers do not explicitly define it. During the interviews, students confirmed that the overall learning outcomes of the program are communicated to them. Also, the promotion of critical thinking skills is rather implicit in the learning outcomes.

It can be said that there are formal procedures, policies and guidelines as well as regulations related to the program realisation. They deal with recurring procedural and academic issues. These are made publicly available to staff and students.

The panel did not find any evidence that would not make it possible to conclude that the staff and students comply with the internal regulations that relate to ethical conduct in academic and administrative activities.

There seem to be efforts to review the program and its management and delivery of the program on a regular basis, but the panel did not get clear evidence about it in English language, so this is based only on the interview results.

Standard	Compliance	
	Yes	No
<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: Partially compliant

ET recommendations:

- 1. Develop a clear mission statement of the program.*
- 2. Make sure learning outcomes of the program are well defined and logically structured.*
- 3. Make sure overarching didactic concept of the program is clearly defined and justified.*

2.2. Quality Management

The staff involved in the program of Preschool Education are – like all other staff members of the UZK – involved in self-evaluation activities. They are based on self-evaluation questionnaires and consequent interviews with superior colleagues. The staff cooperate with reporting and improvement processes of their activity.

Evaluation processes and planning for improvement, as conducted at the UKZ, seem to be integrated into regular planning processes related to the program under evaluation.

The processes of quality assurance seem to deal with main aspects of the program planning and delivery and include services and resources that are provided by other parts of the institution, too. The Quality Coordinator has been appointed at the level of Faculty of Education, and Supervisory Council for Quality and Evaluation was established, too.

Quality evaluations seem to be focused on teaching processes related to the program. From the documentation provided by the institution, it is not clear in which way the learning outcomes are handled in this context. Some interviews indicated the learning outcomes are in focus, but the level of regularity and systemic attention is not clear from the data the panel received.

It was not clear from the documentation provided and from the interviews that student progress and completion rates are regularly and timely reported to quality assurance bodies and consequently used in decision-making related to the study process.

Quality assurance processes seem to lead to improvements of activities relevant to the program. Examples of changes/improvements were brought by the institution in the self-evaluation report and also during the interviews. These examples are relevant to the program.

The data are collected from different groups of actors/stakeholders, including students (regular students, students before graduation, and also students who are dropping out), alumni, and employers. It is not clear to what extent results of these evaluations are made publicly available. But it seems to be evident that results of the evaluations are taken into account for further development and improvement of the program.

Quality reports seem to be prepared periodically; the panel received only the Albanian version of some of these reports; though, so it is not possible for the panel to comment on the content of these reports.

The quality assurance arrangement underwent some revisions, based on the evaluation. There seems to be regularity in these activities.

Standard	Compliance	
	Yes	No
Standard 2.1. All staff participate in self-evaluations and cooperate with reporting and improvement processes in their sphere of activity.	X	
Standard 2.2. Evaluation processes and planning for improvement are integrated into normal planning processes.	X	

<i>Standard 2.3.</i> Quality assurance processes deal with all aspects of program planning and delivery, including services and resources provided by other parts of the institution.	X	
<i>Standard 2.4.</i> Quality evaluations provide an overview of quality issues for the overall program as well as of different components within it; the evaluations consider inputs, processes and outputs, with particular attention given to learning outcomes for students.	X	
<i>Standard 2.5.</i> Quality assurance processes ensure both that required standards are met and that there is continuing improvement in performance.	X	
<i>Standard 2.6.</i> Survey data is being collected from students, graduates and employers; the results of these evaluations are made publicly available.		X
<i>Standard 2.7.</i> Results of the internal quality assurance system are taken into account for further development of the study program. This includes evaluation results, investigation of the student workload, academic success and employment of graduates.	X	
<i>Standard 2.8.</i> The institution ensures that reports on the overall quality of the program are prepared periodically (eg. every three years) for consideration within the institution indicating its strengths and weaknesses.	X	
<i>Standard 2.9.</i> The quality assurance arrangements for the program are themselves regularly evaluated and improved.		X

Compliance level: Substantially compliant

ET recommendations:

1. *Make sure the achievement of program learning outcomes is systematically monitored and evaluated.*
2. *Make sure student progress and completion rates are regularly and timely reported by the program to the quality assurance bodies of the faculty and used in decision-making related to the study process.*
3. *Make sure results of the data collection from different stakeholders are made publicly available.*

2.3. Academic Staff

According to the self-evaluation report, there are 17 academic staff related to the Preschool Education bachelor program, among them there is one professor, a number of associate professors and assistant professors. They all have their contracts for four years. The procedures related to employment of the staff are defined in the Statue of UKZ, they include descriptions of the positions and conditions of employment.

The teaching staff complies with the legal requirements that concern the occupation of teaching positions, as included in the administrative instructions on accreditation.

From the documentation provided it seems evident that academic staff do not cover, within an academic year, more than two teaching positions, regardless of the educational institution where they carry out their activity.

More than half of the staff related to the Preschool Education bachelor program are full-time employees of the UKZ.

The staffing of academics with PhD degrees seems to be meeting the requirements as formulated regarding the number of study groups and credits within the program.

There are opportunities provided for additional professional development of the teaching staff, some of them reflecting the results of the evaluation of their performance. Since the research/publication profile is not always directly focused on Preschool Education, and English language proficiency of many staff members is not high, as shown during the interviews, the panel sees a lot of potential for improvement here.

The responsibilities of the teaching staff include at the UKZ the engagement in their academic community, availability for consultations with the students and to some extent community service.

Academic staff's performance is evaluated mainly via student evaluations, self-assessment, evaluation done by the dean. These evaluations are conducted on a regular and sufficiently frequent basis.

Improving teaching and quality of learning materials is in focus when it comes to enhancement strategies. Some of them were concretely described by the teaching staff during the interviews.

Retirement age for academic staff is 65, some of them seem to stay after this age limit.

Standard	Compliance	
	Yes	No
<i>Standard 3.1. Candidates for employment are provided with full position descriptions and conditions of employment. To be presented in tabular form data about full time (FT) and part time (PT) academic/ artistic staff, such as: name, qualification, academic title, duration of official (valid) contract, workload for teaching, exams, consulting, administrative activities, research, etc. for the study program under evaluation.</i>		X
<i>Standard 3.2. The teaching staff must comply with the legal requirements concerning the occupation of teaching positions included in the Administrative instruction on Accreditation.</i>	X	

10

<i>Standard 3.3.</i> Academic staff do not cover, within an academic year, more than two teaching positions (one full-time, one part-time), regardless of the educational institution where they carry out their activity.	X	
<i>Standard 3.4.</i> At least 50% of the academic staff in the study program are full time employees, and account for at least 50% of the classes of the study program.	X	
<i>Standard 3.5.</i> For each student group (defined by the statute of the institution) and for every 60 ECTS credits in the study program, the institution has employed at least one full time staff with PhD title or equivalent title in the case of artistic/applied science institutions.	X	
<i>Standard 3.6.</i> Opportunities are provided for additional professional development of teaching staff, with special assistance given to any who are facing difficulties.	X	
<i>Standard 3.7.</i> The responsibilities of all teaching staff, especially full-time, include the engagement in the academic community, availability for consultations with students and community service.	X	
<i>Standard 3.8.</i> Academic staff evaluation is conducted regularly at least through self-evaluation, students, peer and superiors' evaluations, and occur on a formal basis at least once each year. The results of the evaluation are made publicly available.	X	
<i>Standard 3.9.</i> Strategies for quality enhancement include improving the teaching strategies and quality of learning materials.	X	
<i>Standard 3.10.</i> Teachers retired at age limit or for other reasons lose the status of full-time teachers and are considered part-time teachers.		X

Compliance level: Substantially compliant

ET recommendations:

1. *Make sure staff development opportunities effectively include activities helping the staff to focus their research/publication activities clearly on Preschool Education field.*
2. *Make sure English language proficiency of the staff is improving.*

2.4. Educational Process Content

The bachelor program Preschool Education is modelled on qualification objectives. They include aspects related to the subject as well as interdisciplinary elements. Disciplinary, methodological, and generic skills and competences are in focus here. Employment requirements are taken into account, and contribution to civil society as well as development of students' personality is also considered in the program.

Expected results of the program comply with Level VI of the National Qualifications Framework as well as the Framework for Qualifications in the European Higher Education Area.

There is a certain logic in the study plan of bachelor program Preschool Education and one can think of a certain gradation in the course of time. The program providers claim they have been inspired by similar programs realized in Croatia (Sveučilište Zagreb) and Slovenia (Univerza v Mariboru). The disciplines are divided into obligatory and elective ones, with one elective course to be chosen from second to seventh semester. The first and the last semester contain only obligatory courses. ECTS allocation seems to be acceptable.

Yet there are some aspects of the study plan which can be viewed critically. The first semester starts from a more general perspective which is understandable (Introduction to Psychology, Philosophy of Education), but does not offer any courses from the Education or Preschool Education field (it only starts from second semester but as an elective course, and as an obligatory course for all students from third semester onwards – Pedagogy of Preschool Education). This is a questionable practice. Similarly, three obligatory courses in the first three semesters are related to mathematics which the panel also finds questionable. (This is claimed notwithstanding the argument reported to the expert team that students arrive to the program with low general levels of mathematics and language skills, so the faculty offers a stronger component of mathematics and language in the first year of the program as a refresher.)

Another critical comment of the panel relates to the position of the course Developmental Psychology in the study plan - is it sufficient only as an elective course? During the interviews it appeared English language proficiency of some students was not very high – this is not reflected in the study plan very much (at the moment there is only one-semester course “English language for Educators”, 2+1, 5 ECTS).

The syllabi of the disciplines within the study plan contain all necessary elements and can serve as a good orientation for the students. In case of some courses (Research in Education, for instance) there are among basic learning resources also the English-written texts. The question is whether this is accessible for all students considering low levels of English skills.

Learning outcomes of individual courses are clear and during the discussions with the students it seemed that they understand them, and they also understand mutual responsibility (student-teacher) for achieving them. Students confirmed they were informed about the course and its main aspects at the beginning of the semester.

Teaching strategies, as indicated in syllabi and during the interviews with the teaching staff and the students seem to vary and are fit for the different types of learning outcomes that are planned to be achieved.

Student assessment is clearly defined and explained to students at the beginning of the courses and understood by students. Assessment seems to be conducted fairly and objectively, and students confirmed this. Also, mechanisms to verify standards of student achievements are appropriate.

There are policies and procedures in place to include actions to be taken for the situation where standards of student achievement are not adequate.

Practical work experience is spread throughout the program, and it has a gradation in terms of length and also content of the practice. The program provider has developed a manual for conducting student practices which seems to be a useful instrument. In total, students spend 20 weeks in an internship and some practical elements are also integrated into other courses of the study program.

The UKZ has a number of agreements with relevant institutions where students of Preschool Education can have their practical training.

Through a long-standing agreement with the University of Teacher Education Zug in Switzerland, some students and some staff have the opportunity to benefit from spending a week on mobility abroad and vice versa, to host Swiss students and staff for a week. Agreements are in place with seven other institutions, mainly in Turkey and Montenegro, for international collaboration and exchange of students and staff. However, the impression that the expert team got is that the level of English of students and staff is low and that even the best students do not have a level of English proficiency that would allow them to be independent in the language.

Standard	Compliance	
	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</i>		X

study programs and curricula delivered in the EHEA. To be listed at least 7 learning outcomes for the study program under evaluation.		
<i>Standard 4.4.</i> The disciplines within the curriculum have analytical syllabuses which comprise at least the following: the discipline's objectives, the basic thematic content, learning outcomes, the distribution of classes, seminars and applicative activities, students' assessment system, the minimal bibliography, etc. The full course description/ syllabuses of each subject/ module should be attached only in electronic form to the self-assessment report for the study program under evaluation.		X
<i>Standard 4.5.</i> If the language of instruction is other than Albanian, actions are taken to ensure that language skills of both students and academic staff are adequate for instruction in that language when students begin their studies. This may be done through language training prior to the commencement of the program.	N/A	
<i>Standard 4.6.</i> The student-teacher relationship is a partnership in which each assumes the responsibility of reaching the learning outcomes. Learning outcomes are explained and discussed with students from the perspective of their relevance to the students' development.	X	
<i>Standard 4.7.</i> Teaching strategies are fit for the different types of learning outcomes programs are intended to develop. Strategies of teaching and assessment set out in program and course specifications are followed with flexibility to meet the needs of different groups of students.	X	
<i>Standard 4.8.</i> Student assessment mechanisms are conducted fairly and objectively, are appropriate for the different forms of learning sought and are clearly communicated to students at the beginning of courses.	X	
<i>Standard 4.9.</i> Appropriate, valid and reliable mechanisms are used for verifying standards of student achievement. The standard of work required for different grades is consistent over time, comparable in courses offered within a program, and in comparison with other study programs at highly regarded institutions.	X	
<i>Standard 4.10.</i> Policies and procedures include actions to be taken in to dealing with situations where standards of student achievement are inadequate or KAA inconsistently assessed.	X	
<i>Standard 4.11.</i> If the study program includes practice stages, the intended student learning outcomes are clearly specified and effective processes are followed to ensure that those learning outcomes and the strategies to develop that learning are understood by students. The practice stages are allocated ETCS credits and the work of the students at the practical training organisations is monitored through activity reports; students during practice stages have assigned tutors among the academic staff in the study program.	X	
<i>Standard 4.12.</i> In order to facilitate the practice stages, the higher education institution signs cooperation agreements, contracts or other documents with institutions/organisations/practical training units. <i>*To be inserted the overview of the program (with all areas to be filled out)</i>	X	

Compliance level: Substantially compliant

ET recommendations:

1. *Make sure the study plan of Preschool Education program clearly and timely recognizes a key position of education and psychology courses.*
2. *Make sure basic literature is always available in Albanian for all students.*
3. *Make sure students have a chance to improve their English language proficiency during their studies.*
4. *Make sure students are not only taught digital skills but also the curriculum contains more emphasis on the challenges of digitalization for education.*

2.5 Students

The profile of the students in this program is that they mostly come from the geographical area in and around Gjilan and often commute to Gjilan by car to attend classes. The student dormitory run by the municipality is intended primarily for secondary school students, but a few university students make use of it too, as it is in the vicinity of the campus. Most students are in their early twenties. There are both merit-based and needs-based scholarships available to students, both from the Ministry and from the university itself.

Large majority of students finishes the program in the period of 4 years, while 13% take longer, 5 or 6 years. Around 40% continue to a master's degree, predominantly in public universities in Kosovo, whereas the rest seek employment. At this university, there is no suitable master program to deepen preschool education, but there are several master programs in the area of education that students could choose to continue studying in.

In graduate surveys, the graduates consider that the program prepares them well for taking up employment in kindergartens after graduation and 50% of respondents feel that they gained both practical and theoretical knowledge as well as skills to be effective at work.

According to the "Regulation on basic studies – Bachelor", Article 10, candidates interested in admission and enrolment in the program must have completed primary and secondary school of at least 12 years of schooling in Kosovo, passed the state Matura exam and passed the entrance exam with sufficient points. The entrance exam fee needs to be paid, but expert team did not verify the amount of this fee. The appeals procedure is set out in the Regulation.

No disabled or visually or hearing-impaired students currently attend this program nor any male students, so some questions arise around the inclusivity of admission procedures.

15

The curriculum is based on the qualification standard for preschool teachers issued by the Ministry of Education, though students find that the standard is out of date and needs updating.

In terms of areas of improvement, students identify the need to introduce more practical training in the workplace already in the first year of studies, the need to modernise technology, equipment and tools in use at the university.

Students have confirmed to the expert team that the teaching staff is sufficiently available for consultations and approachable as well as willing to help, when needed.

Students are represented in all the relevant governance bodies of the university, including Senate, teaching committees, quality assurance committees, the Faculty Council, the Studies Committee, the Governing Council and the Study Committee.

Standard	Compliance	
	Yes	No
<i>Standard 5.1. There is a clear and formally adopted admission procedure at institutional level that the study program respects when organising students' recruitment. Admission requirements are consistently and fairly applied for all students.</i>	X	
<i>Standard 5.2. All students enrolled in the study program possess a high school graduation diploma or other equivalent document of study, according to MEST requirements.</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 program and to all examinations.</i>	X	
<i>Standard 5.7. Records of student completion rates are kept for all courses and for the program as a whole and included among quality indicators.</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 programs 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: Substantially compliant

ET recommendations:

1. *Strengthen the impact of workshops for staff and students about dangers of plagiarism and unethical behavior in the academic setting.*

2.6 Research

Preschool Education program is a bachelor level program; therefore, research ambition is moderate. Academic Writing in the first semester and Research in Education in the last semester are the two courses explicitly dealing with research in one way or another (they are both obligatory courses).

There is an expectation for teaching staff involvement in research and scholarly activities at the UKZ, and research performance is gradually becoming a matter of staff performance evaluation/promotion.

To support research at the UKZ, the Senate of UKZ has approved Strategy for Scientific Research, and it is clearly indicated what is recognized as research.

Research is validated through research publications, and some academic staff members related to the program have solid research/publication results that are relevant to the program, in some other cases the research/publication record of the staff is modest, publications are not many, and thematically they often do not really relate to Preschool Education field. In general, their research/publication activity of last three years was not very high.

Publications of academic staff seem to be affiliated to the institution where they work.

From the syllabi and also from discussions during the interviews it appears some staff include information about their research into their teaching, but in some cases, this is not evidenced.

Engagement of students in the research is irregular and episodic, as shown during the interviews.

Standard	Compliance	
	Yes	No
Standard 6.1. The study program has defined scientific/applied research objectives (on its own or as part of a research centre or interdisciplinary program), which are also reflected in the research development plan of the institution; sufficient financial, logistic and human resources are allocated for achieving the proposed research objectives.		X

17

<i>Standard 6.2.</i> Expectations for teaching staff involvement in research and scholarly activities are clearly specified, and performance in relation to these expectations is considered in staff evaluation and promotion criteria.		X
<i>Standard 6.3.</i> Clear policies are established for defining what is recognized as research, consistent with international standards and established norms in the field of study of the program.	X	
<i>Standard 6.4.</i> The academic staff has a proven track record of research results on the same topics as their teaching activity.		X
<i>Standard 6.5.</i> The academic and research staff publish their work in speciality magazines or publishing houses, scientific/applied/artistic products are presented at conferences, sessions, symposiums, seminars etc. and contracts, expertise, consultancy, conventions, etc. are provided to partners inside the country and/or abroad.	X	
<i>Standard 6.6.</i> Research is validated through: scientific and applied research publications, artistic products, technological transfer through consultancy centres, scientific parks and other structures for validation.		X
<i>Standard 6.7.</i> Each academic staff member and researcher has produced at least an average of one scientific/applied research publication or artistic outcome/product per year for the past three years.		X
<i>Standard 6.8.</i> Academic and research staff publish under the name of the institution in Kosovo they are affiliated to as full time staff.	X	
<i>Standard 6.9/6.8.</i> Academic staff are encouraged to include in their teaching information about their research and scholarly activities that are relevant to courses they teach, together with other significant research developments in the field.		X
<i>Standard 6.10.</i> Policies are established for ownership of intellectual property and clear procedures set out for commercialization of ideas developed by staff and students.	X	
<i>Standard 6.11.</i> Students are engaged in research projects and other activities.		X

Compliance level: Partially compliant

ET recommendations:

1. *Make sure research and publication activities/results of the academic staff related to the program are clearly focused on the field of Preschool Education and are of a sufficient academic quality.*
2. *Make sure research results of the academic staff are clearly integrated into their teaching.*
3. *Make sure students have adequate possibility to get engaged in the applied research activities, working jointly with their teachers and also with preschool institutions.*

2.7 Infrastructure and Resources

Kadri Zeka university is housed in an owned building. The general state of the building is not of a high quality. The classrooms are of adequate size compared to the size of the cohort; however, they are not always well equipped with technology and resources for practical work. There is an IT cabinet, and most classrooms are equipped with projectors and boards (no screens or smartboards). The music cabinet has excellent equipment, the classroom with didactic toys as well as the visual arts room are not up to standard. A lot of the technical and IT equipment comes through donations or foreign aid projects, such as Euphoria, ReBus, E viva, Quadic, SMAHPC, ENEMLOS, ResearchCult, GreenTechWB, QATEK and others.

The library is spacious enough and contains enough working desks for independent work by students, however, the books are locked inside cabinets and there are insufficient computers for students to work on digitally. Students' access to digital resources, in particular online journals and books, is very limited. The library does not offer subscriptions to journals and the low level of English proficiency probably also prevents students (and some staff members) from accessing latest research as well as the full breath of research in the study field, as already indicated in part 2.4 of this report).

A room has been put at the disposal of students for the needs of the student union. At the same time, the building does not provide sufficient spaces for students to gather and exchange, such as common rooms, a cafeteria, or outside space for meetings. This can affect negatively the cohesion among students and may have a negative impact on the amount of collaborative and joint teamwork that students engage in. The student toilets are badly serviced, raising questions of hygiene and safety.

The SER reports on the use of an e-learning platform and software for student data management.

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</i>	X	

<p>etc.) that, for the study program submitted for evaluation it possesses the following, for the next at least three years:</p> <p>a) owned or rented spaces adequate for the educational process;</p> <p>b) owned or rented laboratories, with the adequate equipment for all the compulsory disciplines within the curriculum, wherever the analytical syllabus includes such activities;</p> <p>c) adequate software for the disciplines of study included in the curriculum, with utilisation licence;</p> <p>d) library equipped with reading rooms, group work rooms and its own book stock according to the disciplines included in the curricula.</p>		
<p><i>Standard 7.4.</i> The number of seats in the lecture rooms, seminar rooms and laboratories must be related to the study groups' size (series, groups, subgroups); the applicative activities for the speciality disciplines included in the curricula are carried out in laboratories equipped with IT equipment.</p>	X	
<p><i>Standard 7.5.</i> The education institution's libraries must ensure, for each of the study programs:</p> <p>a) a number of seats in the reading rooms corresponding to at least 10% of the total number of students in the study program;</p> <p>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;</p> <p>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;</p> <p>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;</p> <p>e) a sufficient number of subscriptions to Albanian and foreign publications and periodicals, according to the stated mission.</p>	X	
<p><i>Standard 7.6.</i> The infrastructure and facilities dedicated to the implementation of the program is adapted to students with special needs.</p>		X

Compliance level: Substantially compliant

ET recommendations:

1. *Make sure sanitary facilities in the university building are renovated and repaired and high standards of hygiene are maintained.*
- 2.. *Improve access to digital and physical resources in the library.*
3. *Provide students with common spaces for exchange.*

3. FINAL RECOMMENDATION OF THE ET

Overall compliance:

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

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

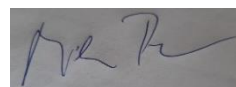
In conclusion, in line with the Manual requirements, the Expert Team recommends **to accredit** the program.

In conclusion, the Expert Team considers that the study program Preschool Education (bachelor level) **substantially complies** with the standards included in the KAA Accreditation manual and, therefore, recommends accrediting this study program for a duration of **3 years** with a number of **35 students** to be enrolled in the program.

Expert Team

Member

Milan Pol



May 19, 2024

Member

Elene Jibladze



Member

Nadia Manzoni