University "Ukshin Hoti" in Prizren

Education Science, profile Teaching and Curricula, MA

Programme Accreditation

Final Report of the Expert Team

July 5, 2024

Pristina

Republika e Kosovës
Republika Kosova - Republic of Kosovo

Agjencia e Kosovës për Akreditim
Agencija Kosova za Akreditaciju
Kosovo Accreditation Agency

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1. INTRODUCTION

1.1. Context

Date of site visit: June 13, 2024

Expert Team (ET) members:

- *Prof. Milan Pol, Masaryk University, Czech Republic*

- *Prof. Juliette Torabian, University of Fribourg, Switzerland*

- *Mr. Domagoj Svigir, student expert, University of Zagreb, Croatia*

Coordinators from Kosovo Accreditation Agency (KAA):

- *Leona Kovaci, Senior Officer*

Sources of information for the Report:

- *Self-evaluation report (SER) and other documentation*
- *Site visit observations*
- *Interviews during the site visit*

Requested documents:
- *Feasibility study*
- *Evidence about involvement of external stakeholders in program development*
- *Amendment to syllabi – the list of obligatory study literature*
- *Evidence (if there is any) about links of Faculty of Education/program-related staff to the Centre of Research, Innovation, and Knowledge Transfer*

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Additionally, received documents:

- *All documents, as requested*

Criteria used for program evaluation:

- *Accreditation Manual of KAA*

1.2. Site visit schedule

	Site Visit Program	

Time	Meeting	Participants
09:30 – 10:15	**Meeting with the management of the faculty where the programme is integrated**	1. **Prof.asoc.dr. Vedat Bajrami-Dean** 2. **Prof.ass.dr. Artan Reshani-head of the program-alb.lang.** 3. **Prof.asoc.dr.Elsev B. Lopar-head of the program-turkish lang.** 4. **Prof.asoc.dr. Ajka Aljilji-head of the program-bosnian lang.** 5. **Jasmin Jusufi-transl.(eng.-alb-eng,)**

10:15 – 11.00	Meeting with quality assurance representatives and administrative staff	1. Ramadan Baraliu- act. Director of the Quality Assurance Office 2. Nora Rada- Head of the Quality Assurance and Evaluation Sector 3. Blerta Ferati- Head of the Division for Student Affairs 4. Hekuran Kabashi- Head of the Division for Book and Professional Libraries 5. Mujdin Lutfiu- Secretary of the Faculty 6. Xhevat Kallaba- Head of the IT division 7. Gjylnaze Cakaj Mehmeti- act. Officer for Student Services - Faculty of Education 8. Jasmin Jusufi-transl.(eng.-alb-eng,)
11:00 – 11:10	*Short break*	
11:10 – 12:10	Meeting with the heads of the study programme:	1. Prof.asoc.dr. Fatmir Mehmeti 2. Prof.asoc.dr. Serdan Kervan 3. Jasmin Jusufi-transl.(eng.-alb-eng,)
12:10 – 13:10	*Lunch break*	

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13:10 – 13:50	**Visiting Facilities**	
13:50 – 14:50	**Meeting with teaching staff**	1. **Prof.asoc.dr. Ismet Temaj**
		2. **Prof.ass.dr. Gjylë T Salihu**
		3. **Prof.asoc.dr. Soner Yildirim**
		4. **Prof.asoc.dr. Rifat Morina**
		5. **Prof.asoc.dr. Shemsi Morina**
		6. **Prof.ass.dr. Jasmin Jusufi**
		7. **Prof.ass.dr. Muljaim Kaçka**
		8. **PhD c. Besa Krasniqi, Ass**
14:50 – 15:00	*Short break*	

15:00 – 15:50	**Meeting with employers of graduates and external stakeholders**	1. **Akif Gash-act. Director** 2. **Nexhat Maçkaj- official Municipal Directorate of Education** 3. **Jyxhel Spahi-Director** 4. **Diella Pula- graduates** 5. **Lekë Ukaj- graduates** 6. **Jetmira Qovanaj- graduates** 7. **Yllka Gashi-student** 8. **Denisa Mujo-student**
15:50 – 16:00	**Internal meeting of KAA staff and experts**	
16:00 – 16:10	**Closing meeting with the management of the faculty and program**	1. **Prof.asoc.dr. Vedat Bajrami** 2. **Prof.ass.dr. Artan Reshani** 3. **Prof.asoc.dr.Elsev B. Lopar** 4. **Prof.asoc.dr. Ajka Aljilji** 5. **Jasmin Jusufi-transl.(eng.-alb-eng,)**

1.3. A brief overview of the institution and program under evaluation.

University "Ukshin Hoti" Prizren (UUHP) was established in 2009 and started its work a year later, in 2010. Its predecessor was Higher Pedagogical School in Prizren since 1962. Now the UUHP has six faculties (Economy; Law; Computer Science; Education; Philology; and Life and Environmental Sciences). Within the last several years, the Faculty of Education offered two bachelor programs (Preschool Education; Primary Education) in three language versions (Albanian, Bosnian, and Turkish). According to the self-evaluation report (SER), currently there are 505 active students studying at the Faculty of Education. They come mainly from Prizren and neighbouring regions, in part also from Albania, Northern Macedonia and Turkey. Most of the students are female.

2. PROGRAM EVALUATION

2.1. Mission, objectives and administration

The mission of the proposed program emphasises the fulfilment of quality education, research, and also contribution to the community and internationalisation. In concrete, the mission statement of the newly proposed program is as follows: "We intend to build a responsible and dedicated environment to quality teaching, scientific research, sustainable contribution to the community as well as supporting internationalisation and ethnic and cultural diversity, to be a model for innovation in the field of education, at the local and international level." (SER, p. 14) This can be confirmed that the program mission is well balanced, it aims at all three main pillars of higher education institution´s activity and it is in compliance with the overall mission statement of UUHP.

It was proven during the interviews, and it was also declared by the UUHP in the program SER that when defining the intended learning outcomes, professional advice has been considered from stakeholders and experts from the field. Consequently, the intended learning outcomes can be seen in principle as consistent with the National Qualification Framework as well as the Framework for Qualifications of the European Higher Education Area.

This can be said the program has a well-defined overarching didactic concept which included the student-centred approach, implementation of active methods, linking theory and practice, and also learning and research.

The proposed program is built on a legal and institutional basis which includes relevant formal policies, guidelines and regulations that govern procedural as well as academic matters. University Statute, Regulation for Master Studies, Code of Ethics for UUHP Students, Regulation on the Establishment and Operation of the Council for Scientific Research are

among the main documents of this kind. These and other relevant documents are publicly available.

The UUHP has internal regulations related to academic integrity and ethical issues. Since the program is newly proposed, this cannot not be confirmed whether all staff and students comply with them, but the situation in the practice so far indicates there are measures in place to ensure this can be expected.

Present practice at the UUHP shows there is a regular review process of policies, regulations, terms of reference and statements of responsibility relating to the management and delivery of the program. Based on this, possible changes are made. Since the program is newly proposed, it can be expected (and the institution declares such an intention), this practice will relate also to the new program, if approved.

Standard	Compliance	
	Yes	No
Standard 1.1. The study program mission is in compliance with the overall mission statement of the institution.	x	
Standard 1.2. Relevant academic and professional advice is considered when defining the intended learning outcomes which are consistent with the National Qualifications Framework and the Framework for Qualifications of the European Higher Education Area.	x	
Standard 1.3. The study program has a well-defined overarching didactic and research concept.	x	

Standard 1.4. There are formal policies, guidelines and regulations dealing with recurring procedural or academic issues. These are made publicly available to all staff and students.	x	
Standard 1.5. All staff and students comply with the internal regulations relating to ethical conduct in research, teaching, assessment in all academic and administrative activities.	(x)	
Standard 1.6. All policies, regulations, terms of reference and statements of responsibility relating to the management and delivery of the program are reviewed at least once every two years and amended as required in the light of changing circumstances.	(x)	

Compliance level: fully compliant

ET recommendations:
- None

2.2. Quality management

The self-evaluation report outlines the university's quality management procedures. However, no evidence exists of using the PCDA methodology (plan-check-do-act). Although the SER states that evaluation and improvement planning (after evaluation cycle is completed) are integrated into regular planning processes, no practical evidence was presented on-site to demonstrate how this is accomplished and what methodologies are used at the Faculty´s quality assurance system.

The Faculty of Education implements policies and measures for quality assurance based on regulations approved by the UUHP Senate. The university has an integrated quality assurance

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system that involves academic, administrative, and support staff and is conducted on a regular basis. Quality assurance is the university's first strategic objective (Appendix 1.1.7) (Objective 1: Quality Assurance in Teaching and Learning). In pursuit of strategic objectives, the university has established the legal framework, mechanisms, and instruments for quality assurance, such as The Quality Assurance Regulation (Appendix 1.10); and The Regulation for the Assessment of Academic Staff Performance and the Impact of Assessment (Appendix 1.11). Additionally, the university has created the Key Performance Indicators (KPI), constituting a matrix of the university's performance that can be tracked, measured, compared, and analysed. The UUHP has defined KPIs to set standards, measure progress, and assess competitiveness with other academic institutions nationally and internationally, as well as to evaluate program performance. Apart from the course evaluation, the university administers other surveys, the results of which are utilised for internal quality management purposes. As a result, they are not discussed with a broader audience and feedback is not provided - the transparency of these results is inadequate.

It can be viewed positively, and it is evident from the SER and the list of evidence that when course evaluations reveal unsatisfactory results, appropriate measures are taken. These measures and procedures are adequately documented.

There is enough evidence to conclude that quality assurance processes that deal with all aspects of program planning and delivery, including services and resources provided by other parts of the institution, are regulated according to the Quality Assurance and Evaluation Regulation at the UUHP. QA team oversees the assessment of activities, with participation from all stakeholder groups. Quality assessments are conducted to identify issues related to program quality. The deans of the academic units (faculties) ensure that the academic development coordinator fulfils their responsibilities in conducting evaluations at the university and academic unit levels. Based on available documentation and on-site discussions, the expert panel confirms that the collected data is used for ongoing development, with clear responsibilities assigned to the relevant parties. However, there is no evidence in the SER or during meetings that evaluation processes and planning for improvement are integrated into normal planning processes.

Based on the available documents and on-site discussions, the expert panel notes that the collected data is used for continuous development. The relevant parties have well-defined responsibilities, which are being effectively carried out. Previous evaluation results have also led to corresponding adjustments of the study programs, including study content, workload and professional qualification. However, it is extremely important that the SER is written based on the new data. For example, in the SER there is data collected several years ago which is not always relevant for the need of this accreditation process. Program administrators receive reports for each course delivery, which specify any planned content that could not be covered and challenges faced in implementing planned strategies. After reviewing the course reports, suitable modifications are made in the teaching plans. Students evaluate the teaching quality of courses at the end of each semester. The course results are analysed by the Faculty for academic staff, and information is provided regarding quality assurance measures, as well as a ranking of plans to enhance quality. However, there is no evidence or reports on how the public are informed about quality development in a public report which points to a lack of transparency in that regard.

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

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

Compliance level: substantially compliant

ET recommendations:

1. *Develop a rigorous quality management system based on a proven quality management framework (PDCA-cycle), communicate it to all stakeholders, and make it a basis for participatory actions involving all stakeholders.*
2. *Provide regular feedback to students and other stakeholders regarding survey results and actions that are results of surveys.*

2.3. Academic staff

The employment procedures are in compliance with the Labour Law and the Administrative Instructions on Accreditation of HEIs. As indicated in the self-evaluation report of the UUHP, Faculty of Education, the hiring process is quite transparent and in conformity with the Statute of the University Articles 170-177. Additionally, appointment, re-appointment and promotion of academic staff are clearly framed and implemented by the Evaluation Commission set up by the Faculty Council and remains in conformity with the Statute of the University:

The activities, roles, responsibilities and ethical code of conduct of academic staff are clarified as observed in the UUHP's personnel handbook (this is in line with article 181 of the UUHP's Statute).

Academic staff do not engage in more than one full-time and one part-time teaching activity and 80% of the academic staff are employed full-time which surpasses the minimum of 50% set by KAA standard 3.4.

The Faculty of Education is assigning one full-time faculty member for every 60 ECTS while also providing individual offices and hence office hours for student-faculty interaction.

The Centre of Excellence for Teaching (CET) at the Faculty of Education is a genuine initiative that facilitates compliance with KAA Standard 3.6 & 3.9 and performance indicators 3.2 and 3.3. The training proposed at the CET is reported to be based on academic staff self-evaluation and their performance evaluation report which indicates the fitness of purpose of

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training provided in the CET. The Annual Teaching Work Plan of the academic staff and their Professional Development Plan are two efficient ways of track keeping on activities, performance and internal quality assurance. Based on exchanges with the quality assurance team, no evaluation is designed currently to measure the relevance, effectiveness, and impact of training on actual classroom teaching/learning processes.

Following discussions with the staff, it will be beneficial for CET to establish a partnership with LSE Centre of Teaching Excellence (EDEN) to learn from their experience and to further develop the range of training that the CET at the Faculty of Education is currently providing. The CET can also extend its activities by establishing partnerships with other universities or funding agencies by inviting external experts and/or visiting professors. Additionally, CET shall be able to provide induction programmes for any new academic staff hired.

Academic staff evaluation is conducted regularly and twice a year based on a triangulation of students' evaluation, dean's evaluation and academic staff' self-evaluation. There is an integrative approach towards staff evaluation reflecting the three-fold role of the university (teaching, research, social impact) which includes their teaching (20%). research (30%), social and community reach (25%), and the dean's evaluation (15%). Likewise, academic staff evaluations are taken into account for the purpose of their promotion and renewal of their contracts. However, report on the number of papers published and the impact of research is missing. Creating "research special interest groups2 at the Faculty can facilitate further research collaboration.

It is a positive strategy to provide seminars or workshops as part of the University's social impact but the title of the current training as listed in the self-evaluation report seems to be rather limited to specialised audiences like teachers.

Finally, the Faculty of Education proposes part-time employment to academic staff who for one reason or another lose their full-time status which can be certainly beneficial in ensuring transfer of knowledge to the younger recruits and students.

	Compliance

Standard	Yes	No
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.	x	
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.	x	
Standard 3.3. Academic staff do not cover, within an academic year, more than two teaching positions (one full-time, one part-time), regardless of the educational institution where they carry out their activity	x	
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.	x	
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.	x	
Standard 3.6. Opportunities are provided for additional professional development of teaching staff, with special assistance given to any who are facing difficulties.		x

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Standard 3.7. The responsibilities of all teaching staff, especially full-time, include the engagement in the academic community, availability for consultations with students and community service.		x

Compliance level: substantially complaint

ET recommendations:

1. *Further relate the training of the CET to the evaluation criteria of the academic staff. For the time being, the training of the CET focuses merely on a limited number of teaching-focused themes while the evaluation criteria of the academic staff is more based on their research (30%) and their teaching is at (20%). Providing training on research proposal development for Horizon 2020 or participatory research, field and action research could be among the relevant topics which can be decided and finalised for the next academic year.*

2. *To help the Faculty of Education stay up to date, the CET training shall also include topics such as English for academic purposes, AI in teaching and assessment; Teaching students with special needs; as well as education for sustainable development- all topics being of high relevance to universities that aim to have a say in the fast-shifting societies and the global needs for teachers with relevant skills and competencies*

3. *To ensure the CET is having a positive impact on teaching and research as well as social impact of the academic staff, it is recommended to set up an impact analysis system taking stock of pre- and post-training quality of teaching and research of the academic staff participating in these training.*

4. *To ensure social impact of the Faculty of Education further effort is recommended in organising open days for the general public, short and simplified demonstration of research outcomes conducted by the academic staff, workshops for young parents on topics such as autism, special needs, sustainable development, as well as multicultural events (funded by external partners).*

5. *To improve teaching, it is recommended to create a faculty level Community of Practice to share challenges and good practices and integrate student evaluations in the discussions of this CoP to facilitate peer and self-reflexive practice.*

6. *Partnering with other universities and research institutions can also help with mobility and access to e-libraries.*

2.4. Educational process content

The program under the evaluation in is a 2-year programme with 120 ECTS including five compulsory courses and one elective course in the first three semesters and a fourth semester dedicated to research and thesis preparation in accordance with the National Qualifications Framework and the Curricular Framework of Kosovo and in line with requirements of the Bologna Process.

As discussed with the staff and management, the content of the study programme is designed to provide students with a balanced theoretical and practical (10 days in schools) understanding of teaching, research and curricula which is explained (in the self-evaluation report). The programme has been designed and offered based on feasibility study and hence proved relevant to the national needs and the labour market. There is a good sequence of topics across semesters in line with KAA Standard 4.3, but there is a room for improvement.

As the CET provides training on syllabus design, there seems to be a good level of knowledge on designing syllabi among academic staff. Further engagement of students in faculty council and committees can be beneficial in ensuring further contribution by students.

The master's programme provides different and various learning-teaching and assessment strategies fitting the theoretical and practical learning needs of students. However, for instance, the course "Curriculum in pre-university education in Kosovo with Practice" can adopt a more comparative perspective to help students better understand challenges of the national curriculum by learning from other contexts. Also, the course Contemporary practices in teaching mathematics can be further expanded to STEM rather than focusing only on Maths. Likewise, as part of the course Teacher development, it is important to include topics such as global trends in teacher professional development, teacher professionalism, as well as reflexive practice. The course Critical thinking, although an important topic, is in fact an integral part -

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and not a separate topic - of a master's level programme that seeks to prepare students as critical and engaged global citizens. And finally, the course of English for specific purposes can be replaced by a course of English for academic purposes.

Mobility and participation in European and international conferences are currently limited due to the lack of budget. Partnering with European and international organisations to raise funding or to conduct joint projects shall help address this issue. Inviting international guest lecturers can then be a possibility and be beneficial in order to transfer knowledge.

The Faculty of Education staff reported on different remedial mechanisms available in situations when students fail performing well in their assessment including faculty-level discussions to address the issue, student tutors, academic and psychological counselling. However, reports on how individual cases have been handled and what has been the outcome, whether the student has dropped out or continued their study, are not clear.

Internship opportunities are provided in collaboration with the Ministry of Education and Municipal Directorates: This enhances practical knowledge and skills of students hence preparing them for real-life application of the theories they learn in their programme. Nonetheless, the length of the internships seems to be rather short.

Standard	Compliance	
	Yes	No
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.	x	

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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.	x	
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.		x
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.	x	
Standard 4.5. If the language of instruction is other than Albanian, actions are taken to ensure that language skills of both students and academic staff are adequate for instruction in that language when students begin their studies. This may be done through language training prior to the commencement of the program.		x
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.		x
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.	x	

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.	x	
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.	x	
Standard 4.10. Policies and procedures include actions to be taken in to dealing with situations where standards of student achievement are inadequate or inconsistently assessed.	x	
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.		x
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.	x	

Compliance level: substantially complaint

ET recommendations:

1. Consider moving a few study topics to different semesters. For example, Comparative and contemporary education can be moved to the first semester as it provides students with an international and more general understanding of the field of education. Likewise, Academic writing could be moved to the first semester as students embark on their programme.

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2. Create shared teaching schemes and shared research projects as part of these two courses with other universities (inclusive education and classroom management & multicultural and multilingual education).

3. *Offer topics such as education for sustainable development, sociology of education, or politics of curriculum development which seem to be missing in the program.*

4. *Consider prolongation of Practical experience to at least 15 or 20 days given the capacities of the host schools. Assign mentors to student/practitioners during their practical internships in order to quality control their practice and ensure learning*

5. *Provide mandatory English language courses in collaboration with entities such as the American embassy, British Council, or other organisations.*

6. *Include further skills-related courses as part of electives, for example physical education, music, arts - this can be beneficial in pedagogical practice of students facilitating combining these skills with learning scientific subjects in their future classroom teaching.*

2.5. Students

The admission process for master's studies is clear and concise: it is officially managed at the university level, ensuring transparency and accessibility for all prospective students regardless of age, gender, ethnicity, residence, religion, etc. Comprehensive information, including academic unit details, registration requirements, courses, program requirements, services, scholarship opportunities, tuition, and administrative fees, is provided on the university's website. Additionally, the website features information on accredited programs, student services, the academic calendar, and more. This information is available online before the application period begins. For detailed guidance, the UUHP has published a Student Handbook. Admission requirements are clearly outlined in the university's Statute (Appendix 1.2), the Regulations for basic studies and master's studies, and the Administrative Instructions from the Ministry of Education, Science, Technology, and Innovation (MESTI), in line with the decisions of the Kosovo Accreditation Agency regarding program accreditation. General

admission conditions and other relevant information are consistently updated and published on the university's website.

Programme that is at the centre of this accreditation ensures: the UUHP can enrol in master's studies the students who have completed the basic studies (bachelor) and have earned at least 180 credits (ECTS). Candidates who have completed their basic studies abroad that are recognized by the EUA (European University Association), or institutions that are accepted by an international accreditation agency, have the right to enrol in master's studies.

During the on-site visit it was confirmed by alumni and current students that after registration, students are divided into groups. This grouping aims to facilitate an effective and interactive teaching and learning process. Teachers set clear course goals, and students receive detailed session information through syllabuses. To enhance learning, teachers employ various methods, including audio-visual tools and interactive activities. These techniques encourage questions, discussions, and the exchange of experiences. Generally, teachers foster a democratic environment where students feel free to express their opinions, viewing mistakes as learning opportunities. Students are well informed of their rights and obligations, including the rule on how many times they can take an exam. If they fail on the last attempt, a commission evaluates them, and failing the last attempt results in automatic failure of the academic year. These procedures are well documented. The course syllabus provides details about the exam schedule and evaluation criteria. The academic year includes three regular exam periods, with flexibility for students in exceptional circumstances, such as those lodging complaints or in specific study programs, who may be assessed by an examination committee.

In addition to rights and obligations, the UUHP uses the reward system to motivate students to achieve higher grades during their studies. One of the rewards is the "Distinguished Students" award for students whose average grades are 10.00 and who are in their last year of studies.

There are some weaknesses confirmed by meetings and the SER - The university's insufficient infrastructure for relaxation hinders students' ability to unwind and rejuvenate, negatively impacting their overall well-being and academic performance. A lack of budget for involving students in research and scientific work limits their hands-on learning opportunities, reducing their preparedness for professional careers and diminishing the university's reputation for

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fostering innovation. Also, there is a lack of student counselling service and students do not know the English language well which is hindering their possibility to participate in Erasmus and other exchange programs.

Standard	Compliance	
	Yes	No
Standard 5.1. There is a clear and formally adopted admission procedure at institutional level that the study program respects when organising students' recruitment. Admission requirements are consistently and fairly applied for all students.	x	
Standard 5.2. All students enrolled in the study program posses a high school graduation diploma or other equivalent document of study, according to MEST requirements.	x	
Standard 5.3. The study groups are dimensioned so as to ensure an effective and interactive teaching and learning process.	x	
Standard 5.4. Feedback to students on their performance and results of assessments is given promptly and accompanied by mechanisms for assistance if needed.	x	
Standard 5.5. The results obtained by the students throughout the study cycles are certified by the academic record.	x	

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Standard 5.6. Flexible treatment of students in special situations is ensured with respect to deadlines and formal requirements in the program and to all examinations.	x	x
Standard 5.7. Records of student completion rates are kept for all courses and for the program as a whole and included among quality indicators.	x	
Standard 5.8. Effective procedures are being used to ensure that work submitted by students is original.		x
Standard 5.9. Students' rights and obligations are made publicly available, promoted to all those concerned and enforced equitably; these will include the right to academic appeals.	x	
Standard 5.10. The students' transfer between higher education institutions, faculties and study programs is clearly regulated in formal internal documents.	x	
Standard 5.11. Academic staff is available at sufficient scheduled times for consultation and advice to students. Adequate tutorial assistance is provided to ensure understanding and ability to apply learning.	x	

Compliance level: fully compliant

ET recommendations:

1. *Implement additional support for students for their professional counselling and support.*

2. *Continue further developing the alumni organisation.*
3. *Develop a plan for improving knowledge of the English language for students.*
4. *Develop dedicated relaxation areas such as lounges, gardens, and recreational spaces where students can relax and socialise.*

2.6. Research

Research is reflected in UUHP´s main strategic documents (Strategy of research for the years 2020-2024; Regulation on scientific research). Research is considered an integral part of UUHP´s activities across the institution. There can be seen priorities related to the research and the program under evaluation, and the financial plan to some extent contains the support of research activity related to the program. At the same time, it needs to be said, a lot is in the phase of preparation here.

The teaching staff is expected to be involved in research activities evaluation criteria containing the item "scientific publication and participation in conference" (30%). Publications are also a part of criteria related to the promotion/advancement of academic staff. For instance, according to the Statute of the UUHP, for the promotion to the position of assistant professor, the applicant must have at least one article published in international journals for promotion to the position of associate professor, the applicant must have at least three articles published in international journals.

This can be said there are clear policies established to define what is recognized as research, and these are in line with international standards and established norms in the field of study of the program. This is dealt with in Strategic Plan for Research and Scientific Activity 2020-2024 as well as in Regulation for scientific research. The Ethics Committee for Scientific Research also contributes by looking after the conditions and procedures of the research activities (ethical standards).

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Publications of academic staff are to some extent related to the field of study, in some other cases it is not so evident. Academic staff published their results in standard platforms, such as journals, conferences, books etc., nationally and to some extent internationally. This way, research is validated to some extent through publications. Some academic staff´s publication activity is not very high in recent years, though.

This can be confirmed, however, that most of the academic staff has produced at least an average of one research publication per year for the past three years.

Academic staff publish under the name of the UUHP where they are affiliated as full-time members.

It can be expected the academic staff will be encouraged to include in their teaching information about their research activities that are relevant to the courses they will teach, together with other significant research developments in the field. At the UUHP, policies are established for ownership of intellectual property and clear procedures set out for commercialization of ideas developed by staff and students, if this should be the case. This is regulated by the law on copyright and related issues.

There are no students in the program so far, so this cannot be evaluated to what extent they are involved in the research activities. But there is evidence that the academic staff that is planned to be involved in the proposed program has some experience of involving students in their research and other activities. It would be helpful if the budget of the program clearly contains the financial allocation for this purpose.

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)	(x)
Standard 6.2. Expectations for teaching staff involvement in research and scholarly activities are clearly specified, and performance in relation to these expectations is considered in staff evaluation and promotion criteria.	x	
Standard 6.3. Clear policies are established for defining what is recognized as research, consistent with international standards and established norms in the field of study of the program.	x	
Standard 6.4. The academic staff has a proven track record of research results on the same topics as their teaching activity.	x	X
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.	x	X
Standard 6.6. Research is validated through: scientific and applied research publications, artistic products, technological transfer through consultancy centres, scientific parks and other structures for validation.	x	X
Standard 6.7. Each academic staff member and researcher has produced at least an average of one scientific/applied research publication or artistic outcome/product per year for the past three years.	x	X

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Standard 6.8. Academic and research staff publish under the name of the institution in Kosovo they are affiliated to as full-time staff.	x	
Standard 6.8. 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.	x	
Standard 6.9. Policies are established for ownership of intellectual property and clear procedures set out for commercialization of ideas developed by staff and students.	x	
Standard 6.10. Students are engaged in research projects and other activities	N/A	

Compliance level: substantially compliant

ET recommendations:

1. Direct clearly the research focus of those academic staff members mainly involved in the program toward the fields of study.

2. Enhance collaboration of academic staff in the research, for instance by creating "research clusters" or "Spacial Research Interest Groups".

3. Allocate a portion of the budget specifically for student-led research projects, offering stipends, resources, and mentorship to encourage participation in scientific work.

2.7. Infrastructure and resources

In general, premises, human resources, and equipment planned for the proposed program seem to be sufficient as for the quantity as well as quality.

The UUHP has a financial plan at the level of the proposed study program that demonstrates the sustainability of the study program for the next minimum three years. This plan is broken down into several items, such as salaries and allowances, research/publications, other contracting services, buying literature, education and training services for students. A total of 67,400/70,750/80,400 EUR is envisaged for the next three academic years. The sources of income are mainly the state, tuition fees and other student payments, donations, gifts, and contracts with different organisations. The individual allocations seem to be distributed appropriately.

The UUHP has an area of 2,5 hectares, the campus in which the program is planned to be realised provides a suitable and maintained physical environment. The space seems to be adequate for the educational processes.

Adequate software for the study/learning management study is in place at the UUHP.

Library is equipped with a reading room, group work rooms and has its own stock related to the education field. Further equipment with relevant literature will be needed if the program gets approved.

Number of seats in the lecture halls, seminar rooms are suitable for the proposed study program. The rooms where teaching is planned to be realised are equipped with multimedia equipment.

The library is equipped with literature in Albanian, English, Turkish, Bosnian and some other languages. For the program purpose it will be important to keep a sufficient number of relevant literatures in all three language versions.

The library is equipped with a sufficient number of seats.

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Subscriptions to electronic databases are available.

The infrastructure and facilities dedicated/planned for the implementation of the program are adapted to students with special needs.

Standard	Compliance	
	Yes	No
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.	x	
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.	x	

Standard 7.3. The higher education institution must demonstrate with adequate documents (property deeds, lease contracts, inventories, invoices etc.) that, for the study program submitted for evaluation it possesses the following, for the next at least three years: a) owned or rented spaces adequate for the educational process; b) owned or rented laboratories, with the adequate equipment for all the compulsory disciplines within the curriculum, wherever the analytical syllabus includes such activities; c) adequate software for the disciplines of study included in the curriculum, with utilisation licence; d) library equipped with reading rooms, group work rooms and its own book stock according to the disciplines included in the curricula.	x	
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 speciality disciplines included in the curricula are carried out in laboratories equipped with IT equipment.	x	
Standard 7.5. The education institution's libraries must ensure, for each of the study programs: a) a number of seats in the reading rooms corresponding to at least 10% of the total number of students in the study program; b) a number of seats in the group work rooms corresponding to at least 10% of the total number of students in the study program; c) their own book stock from Albanian and foreign speciality literature, enough to cover the disciplines within the curricula, out of which at least 50% should represent book titles or speciality courses of	x	x

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recognised publishers, from the last 10 years; d) a book stock within its own library with a sufficient number of books so as to cover the needs of all students in the cycle and year of study the respective discipline is provided for; e) a sufficient number of subscriptions to Albanian and foreign publications and periodicals, according to the stated mission.		
Standard 7.6. The infrastructure and facilities dedicated to the implementation of the program is adapted to students with special needs	x	

Compliance level: fully compliant

ET recommendations:

None.

3. OVERALL EVALUATION AND RECOMMENDATION OF THE ET

Standard	Compliance Level
Mission, objectives and administration	fully compliant

Quality management	substantially compliant
Academic Staff	substantially compliant
Educational Process Content	substantially compliant
Students	fully compliant
Research	substantially compliant
Infrastructure and resources	fully compliant
Overall Compliance	substantially compliant

In conclusion, the Expert Team considers the study program **Education Science, profile Teaching and Curricula, MA is substantially compliant** with the standards included in the KAA Accreditation manual and, therefore, **recommends accrediting** the study program for a duration of **3 years** with a total number of **70 students** to be enrolled in the first year of the program.
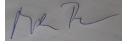
4. APPENDICES *(if available)*

None

Expert Team

Chair

Milan Pol

Member

Juliette Torabian.

Student expert

Domagoj Svigir