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UNIVERSITY OF PRISHTINA
FACULTY OF ARTS

BACHELOR OF MUSIC
(MUSIC EDUCATION AND COMPOSITION)

REACCREDITATION OF THE STUDY PROGRAMME

FINAL REPORT OF THE EXPERT TEAM

Zagreb, (25/06/2025)

1/48



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1. INTRODUCTION

1.1. Context

Date of site visit: 12th and 13th of June 2025

Expert Team (ET) members:

- A Full Professor Art. Marina Novak, PhD, University of Zagreb Academy of Music
- B Professor Costas Mantzalos, Frederick University, Department of Arts and Communication, Cyprus
- C PhD in Audiovisual Communication student Alicia Presencio Herrero, Complutense University of Madrid, Spain

Coordinators from Kosovo Accreditation Agency (KAA):

- A Olsa Ibrahim, KAA, Senior Officer for Evaluation and Accreditation
- B Albiana Murtezi, KAA, Senior Officer for Evaluation and Accreditation
- C Mimoza Dobra, KAA, Senior Officer for Evaluation and Accreditation

Sources of information for the Report:

- A Self-evaluation Report (SER) University of Pristina, Faculty of Arts (2025)
- B supplemental documents requested by expert (16.6.2025)
- C Information obtained during in situ and the on-line meetings with management of the institution, teaching and administrative staff, external stakeholders and employers of graduates; visiting relevant websites

Criteria used for program evaluation:

- A KAA Accreditation Manual



1.2. Site visit schedule

Programme Accreditation Procedure at Faculty of Arts, Prishtine	
Programmes:	Master of Music in Performance (with 5 specializations), MMus (Re-accreditation) Master of Music in Composition with specialization in Composition, MMus (Re-accreditation) Bachelor of Music (with 2 specializations), BMus (Re-accreditation)
Site visit on:	12-13 June 2025
Expert Team:	Marina Novak Costas Mantzalos Alicia Presencio Herreo
Coordinators of the KAA:	Olsa Ibrahim, KAA Albiana Murtezi, KAA Mimoza Dobra, KAA

Site Visit Program

Time	Meeting	Participants
Day 1 09:00 – 09:50	Meeting with the management of the faculty where the programmes are integrated	Prof. Dr. Hazir Haziri- Dean of the FA Prof. asoc. Florita Raifi- Vicedean at the DAM Ass, Dr. Durim Kryeziu- Academic Development Coordinator-FA Tasim Vehapi – Secretary of the FA
09:50 – 10:35	Meeting with quality assurance representatives and administrative staff	-Ass. Durim Kryeziu – ADC,FA -Prof. asoc. Besa Shema Luzha, member of Quality Assurance Committee -UP - Ardita Kastrati -Academic Development Office-UP, -Shkumbin Tafilaj-ADO-UP



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		-Administration staff of FA- Fitim Guri-IT administrator, Mevlode Arifi-Student Service Officer, Resmije Morina-Teaching issue officer,
10:35 – 11:25	Meeting with the program holders of the study programmes Bachelor of Music (with 2 specializations), BMus	<u>Program holders BMUS:</u> Prof. asoc. Florita Raifi Prof. Misbah Kaçamaku Prof. asoc. Nezhate Shala Prof. asoc. Kreshnik Aličkaj Prof. asoc. Drinor Zymeri
11:30 – 12:30	Lunch break	
12:30 – 13:10	Visiting facilities	Department of music building, individual learning classrooms, group learning classrooms, orchestra and choir hall, concert hall.
13:10 – 14:10	Meeting with teaching staff (mixed all programs)	<u>Teaching Staff</u> Prof. Antonio Gashi Prof. Alberta Troni Prof. asoc. Sanije Matoshi Prof. asis. Dr. Rreze Kryeziu Breznica Prof. Betim Krasniqi Prof. asoc. Astrit Mustafa Prof. asis. Drilon Çoçaj Prof. Fraim Gashi Prof. asoc. Zana Basha Badivuku
Day 2 09:00 – 09:15	Meeting with the management of the faculty where the programme is integrated	Prof. Dr. Hazir Haziri, Dean of the FA Prof. asoc. Florita Raifi, vice dean at the DAM, Ass. Dr. Durim Kryeziu, Academic Decelptment Coordinator - FA,
09:15 – 10:05	Meeting with the program holders of the study programme Master of Music in Performance (with 5 specializations), MMus	<u>Program holders MMUS in Performance:</u> -Prof. asis. Besa Llugiqi -Prof. Lule Elezi



		<ul style="list-style-type: none">-Prof. asoc. Alma Bektashi-Prof. asoc. Arianit Shehu-Prof. Blerim Grubi-Prof. asoc. Shkumbin Bajraktari-Prof. Trimor Dhomi
10:05 – 10:55	Meeting with the program holders of the study programme Master of Music in Composition with specialization in Composition, MMus	<u>Program holders MMUS in Composition:</u> <ul style="list-style-type: none">-Valton Beqiri-Dafina Zeqiri Nushi
10:55 – 11:45	Meeting with students (mixed all programs)	<u>Students (mixed all programs)</u> <ul style="list-style-type: none">-Aurela Murtezaj-Shpëtim Mehmeti-Dea Ahma-Leart Sejdia-Landi Surdulli-Erza Limani-Ela Spahiu-Vlera Firza-Irlanda Likaj-Blert Hazeraj-Fjolla Gashi-Donjeta Cërmjani-Poema Zhaveli
11:45 – 12:45	Lunch break	
12:45 – 13:35	Meeting with graduate (mixed all programs)	<u>Alumni</u> <ul style="list-style-type: none">-Jeta Kryeziu-Music Teacher;-Besiana Tishukaj- Piano Teacher;- Zanë Abazi- Phiharmonic Orchestra;- Lum Haxhijakupi - Phiharmonic Orchestra. and Opera of Kosova;- Elona Sadiku – Choir member of the Phiharmonic;- Arbnor Gashi – Choir member and Nototekist, Opera of Kosova;-Blerina Kallaba- Music Teacher and Choir member at Opera of Kosova;



13:35 – 14:25	Meeting with employers of graduates and external stakeholders (mixed all programs)	Stakeholders -Dardan Selimaj, Director of Philharmonic Orchestra of Kosova; - Jeta Dida – Director of Music School “Prek Jakova”-Prishtine; -Jeta Dumnica – Director of Music school (private) “Misbah and Friends” – Prishtine; -Naser Dula — Director of Music School “Faik Sylka” – Rrahovec; - Ylber Asllanaj-Director of Dance and Song Ensemble “Shota” - Lirjona Sylejmani – Orchestra representative of KSF;
14:25 – 14:35	Internal meeting of KAA staff and experts	
14:35 – 14:45	Closing meeting with the management of the faculty and program	FA Management

A brief overview of the institution and program under evaluation

The Faculty of Arts (FA) is an integral part of the University of Prishtina (UP) as one of the 14 faculties. It is a public institution of higher education, which organizes and develops university studies, higher scientific, artistic and professional work. It has three departments: Department of Fine Arts (DFA), Department of Music (DAM) and Department of Dramatic Arts (DAD).

Faculty of Arts (firstly named Academy of Art) started working in 1973/74 with the Department of Visual Arts. which was established by the Assembly of Kosovo on July 31, 1973. The Academy began work on December 25, 1973/74. In the academic year 1975/76, a branch of Musical Art was formed, and from the academic year 1989/90, a unit of Dramatic Arts was established.



Today Faculty of Arts has 10 (6 BA and 4 MA) studies in the artistic field with a teaching staff of 93 full-time employed, 7 administrators and 78 external associates. All study programs are performed in Albanian language.

At Department of Music are 26 professors distributed in different positions (full-time), 4 accompanist who are supportive in the realization of performing programs (full-time), 10 external associates, 2 visiting professors from the University of Tirana, 4 professors engaged from the ranks of other faculties of University of Pristina.

There are 48 students on BA and 29 on MA degree. (2023-24).

<i>Name of the institution</i>	UNIVERSITY OF PRISTINA
<i>Faculty/Department</i>	FACULTY OF ARTS / Department of Music
<i>Name of the study program</i>	BACHELOR OF MUSIC (MUSIC EDUCATION AND COMPOSITION)
<i>Person responsible</i>	Prof. assoc. Kreshnik Alickaj
<i>Accreditation/Reaccreditation</i>	Reaccreditation
<i>NQF Qualification Level</i>	NQF Level Six
<i>Academic degree conferred</i>	Bachelor of Music / BMUS in Music Education / Composition
<i>ECTS</i>	240
<i>Program profile (specialization)</i>	1. Music Education 2. Composition
<i>Erasmus Code</i>	03.2 Music and Musicology
<i>Type of study</i>	Full-time
<i>Minimum duration of study</i>	4 years/ 8 semesters
<i>Number of students</i>	up to 25
<i>Module /Courses (brief intro)</i>	Music Education: Choir (I-IV), Conducting (I-II), Applied Piano (I-IV), Vocal Technique; Ear Training (I-III), Musical Forms (I-II), Harmony (I-II), Harmonic Analysis, Polyphony II, Choral Parts Reading (I-II); Musical Didactics, The Musical Teaching Method (I-II), School Practice,



	<p>Pedagogy, Psychology of Education, Arrangement (I-II), Music History with Knowledge of Literature (I-III), Instruments, Music Technology (I-II), Ethnomusicology.</p> <p>Composition:</p> <p>Composition (I, II, III); Orchestration and Instrumentation; Piano Obligatory, Choral parts I & II, Ear training I, II, III, Musical Forms I & II, Harmony I & II, Harmonic Analysis, and Contrapunkt I & II, Music History I, II, III, Instrument recognition and Applied music and Electronic music.</p>
<i>Full time academic staff (researcher/artistic)</i>	<p>PhD Prof. Permanent Misbah Kaçamaku</p> <p>Prof. perennial Valton Beqiri</p> <p>Prof. assoc. Kreshnik Alickaj</p> <p>Prof. assoc Zana Badivuku Basha</p> <p>Ed. D Prof. assoc. Besa Luzha</p> <p>Prof. assoc. Florita Raifi</p> <p>Prof. assoc Nezhate Shala</p> <p>Prof. assoc Drinor Zymberi</p> <p>PhD Prof. assoc. Dafina Zeqiri Nushi</p> <p>PhD Prof. Asis. Rreze Kryeziu</p> <p>Prof. Asis. Edon Ramadani</p> <p>Prof. Asis. Besa Llugiqi</p>
<i>Fee</i>	<i>free for regular students</i>



2. PROGRAM EVALUATION

2.1. Mission, objectives and administration

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

Indicators:

- The content and structure of the study program are in line with the institution's/academic unit's mission and strategic goals and it is publicly available.
- The study program recognizes the specifics of the HEI's position in the target geographic and/or research area.
- The intended learning outcomes of the study program are in line with the institution's/academic unit's mission and strategic goals and they are publicly available.
- The delivery of the study program is supported by a needs analysis conducted by the higher education institution/academic unit of the higher education institution (employment perspectives, demand for the programme by potential students, etc).
- The study program is justified by the higher education institution through a rational argumentation of the optimal number of students it intends to enroll.
- Facilities and equipment dedicated for the implementation of the study program are capable to cater the number of students intended to be enrolled.

The four-year (eight-semester) BA program in Music Education and Composition is built upon a clear mission and strategic goals that align closely with those of the University of Prishtina, Kosovo's national economic, political and cultural development priorities, and the evolving needs of society and the music sector. This alignment is thoroughly presented in the Self-Evaluation Report (SER), reinforced by discussions with the faculty's leadership, academic staff, and administration, and further confirmed through stakeholder engagement during the one-day on-site evaluation.

These stakeholders included seasoned professionals and senior figures from medium to large organizations with well-established institutions in fields such as music educational establishments, Kosovo Philharmonica, non-governmental organizations, and local government. They expressed strong support for the Faculty of Arts and shared positive experiences from previous and ongoing collaborations. These partnerships have involved studio and institutional



visits, internships, and access to advanced, theatre and performing spaces that are not currently available within the faculty. Their endorsement of the BA in Music Education and Composition program was both significant and highly encouraging.

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

Indicators:

- There is evidence that the study program implements the procedures that especially define what happens with the outcomes of the anti-plagiarism software and the exact process that students, academic staff, and administrative staff, must follow.
- Ethical standards are in place governing teaching and research of the study program, and all students, lecturers and other stakeholders are acquainted with them (for example, minutes of the Ethics Committee meeting, HEI informs students via student packages, student handbooks, statistical data about the use of antiplagiarism software, syllabuses containing information about ethical standards).
- Mechanisms for monitoring any potential unethical behaviour of students, lecturers and other stakeholders involved in the study program are efficient, regularly implemented and disseminated among all relevant groups (example or proof of how higher education institution solves the case of unethical behaviour or conflict, anonymized decisions of the Ethics Committee about certain cases).

The Self-Evaluation Report (SER) presents a detailed and thorough analysis, showing that the programme is governed by well-established policies and structures that safeguard academic integrity and support intellectual freedom. These systems are designed to deter all forms of unethical behaviour. Both faculty and students are fully aware of these standards, with all relevant guidelines readily available to the public. During the site visit, the Experts Team confirmed this through direct conversations with faculty leaders, educators, and students.

The Self-Evaluation Report (SER) confirms that the BA in Music Education and Composition operates under robust policies ensuring academic integrity and intellectual freedom, effectively preventing unethical behaviour. These policies, aligned with the University of Prishtina's Code of Ethics, are publicly accessible on the university's website and communicated to students and faculty through orientation sessions and regular updates. Discussions during the site visit verified that these measures foster a culture of transparency and ethical conduct.



Through both the SER and on-site discussions, it was evident that the programme places a high priority on creating an environment rooted in ethical values and academic freedom. The emphasis on transparency, mutual respect, and ongoing dialogue reinforces a culture where integrity is a central pillar. The programme's commitment is reflected in several key areas:

Upholding Academic Honesty

The program instils a strong ethical code that prioritizes respect for original work, fairness, and individual responsibility. Clear policies help foster a trustworthy academic setting where professionalism is central.

Preventive Approach to Unethical Behavior

The institution takes a proactive stance by enforcing strict guidelines against practices like plagiarism and cheating. These efforts aim to create a level playing field where achievements reflect genuine effort and merit.

Promotion of Free Thought and Expression

Academic freedom is actively supported, allowing faculty and students to explore ideas freely and engage in open discussions. This creates a learning atmosphere that values critical thinking and creativity.

Commitment to Transparency

Making ethical policies publicly accessible highlights the institution's dedication to accountability. It ensures that all members of the academic community, including prospective students and partners, understand the program's ethical foundations.

Continuous Communication and Education

The institution regularly revisits and communicates its academic policies to ensure ongoing awareness. This reinforces a shared commitment to ethical conduct and keeps all participants aligned with institutional values.

Integration of Ethics Across the Curriculum

Rather than treating ethics as an isolated topic, the program incorporates it into the broader academic framework. This integrated approach encourages students to internalize integrity as a fundamental aspect of their academic and professional lives.

Enhancing Trust and Institutional Standing

By maintaining rigorous ethical standards, the program not only builds a reputation for credibility but also attracts students and collaborators who value integrity. This strengthens its position within both the academic and wider professional communities.



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

Indicators:

- The information management system includes relevant, updated and reliable information. Furthermore, concrete action plans are in place to monitor the implementation of the study program).
- Ethical norms and government policies with respect to data protection and the privacy of the students are considered for the delivery of the study program.
- Students and staff of the study program are involved in providing and analysing information and planning follow-up activities.

The study program follows a systematic, data-informed approach to monitoring and improvement, ensuring that all elements—from academic performance and student satisfaction to administrative operations—are consistently evaluated and enhanced. This evidence-based strategy supports informed decision-making, aligns the program with the university's overarching goals, and helps sustain high-quality standards. Key metrics, including learning outcomes, student feedback, and overall program performance, are regularly reviewed to highlight strengths and identify areas for development. In the interest of transparency and accountability, important updates and performance data are made publicly available through the university's website, keeping all stakeholders informed and actively involved in the program's development and success.

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

Indicators:

- All study program activities and operations are subject to a policy and review process that ensures adequate and efficient administrative staff and budgetary support.
- The study program has sufficient administration to support the teaching and learning needs of students and academic staff.
- The administrative staff engaged in the delivery of the study program is subject to a professional development plan.



- The management of the HEI proves that administrative staff is structurally involved in professional development programs (for example, language training, etc.)

The Experts Team, drawing on the comprehensive Self-Evaluation Report (SER) and extensive, in-depth discussions with both academic and administrative staff, confirmed that the Faculty of Arts at the University of Prishtina (UP) consistently applies a well-structured and systematic approach to collecting, analysing, and utilizing essential data. This process plays a crucial role in overseeing, managing, and continuously improving its academic programs. The data collected encompasses a broad range of indicators—such as student performance, teaching quality, learning outcomes, and administrative efficiency—which are rigorously reviewed to inform decision-making and enhance program delivery. Importantly, the institution maintains transparency by making this key information publicly accessible through its official website, thereby ensuring that students, staff, and other stakeholders remain well-informed and engaged with the faculty's ongoing development efforts.

The BA programme in Music Education and Composition, in particular, benefits greatly from an organized and responsive administrative framework that supports a wide spectrum of activities related to teaching, research, student development, and community outreach. Administrative staff collaborate closely and effectively with academic personnel to guarantee smooth day-to-day operations, timely dissemination of information, and proactive assistance to both students and educators. This strong partnership between administrative and academic units ensures that the programme not only maintains high standards of academic excellence but also successfully achieves its broader educational goals. Moreover, this collaborative environment encourages and facilitates meaningful engagement beyond the classroom, involving community stakeholders, industry partners, and cultural institutions, thereby enriching the students' educational experience and broadening the programme's impact.

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

Indicator:

- The recommendations for improvement of the study program are analysed and activities and actions on the basis of previous internal and external quality assurance processes are undertaken (for example, action plans and reports on implementation based on recommendations of the expert panels, examples of results achieved based on recommendations from previous internal and external quality assurance procedures).



The Self-Evaluation Report (SER) clearly demonstrates that since its establishment, the BA programme has been integrated into the faculty's and the University's robust and comprehensive quality assurance framework. This framework ensures the program undergoes regular, systematic assessments designed to monitor its effectiveness, identify areas for improvement, and safeguard academic quality. As a re-accredited program hosted by a well-established and reputable institution, the BA programme benefits from the University's extensive experience and institutional knowledge in maintaining rigorous academic standards and quality assurance practices.

The programme's continuous improvement is evidenced by its proactive adoption of recommendations stemming from previous internal evaluations and external quality reviews. This ongoing commitment to quality enhancement reflects a deeply embedded culture of self-reflection and responsiveness within the Faculty of Arts. By incorporating lessons learned from past assessments, the programme consistently adapts to new educational challenges, evolving market demands, and emerging trends in music education. This ensures that it remains current, competitive, and aligned with both national qualification frameworks and international academic benchmarks.

In essence, the programme is firmly positioned for sustained growth and development, supported by a strategic vision that prioritizes academic excellence, innovation, and relevance. This unwavering dedication to continuous advancement not only strengthens the programme's academic profile but also enhances its appeal and effectiveness in preparing graduates to contribute meaningfully to the arts sector and society at large.

ET recommendations:

1. *The FA should develop an annual ethics training module by September 2026, led by the Quality Assurance Committee, to reinforce academic integrity, with an evaluation report submitted to the KAA by June 2027.*
2. *The FA should publish an annual newsletter on its website by July 2026, summarizing program achievements, industry partnerships, and quality improvements, with content overseen by the Quality Assurance Committee.*
3. *The DAM will benefit much more with a further engagement in collaboration with the other two departments of the FA and the establishment of interdisciplinary synergies through common projects.*



2.2. Quality management

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

Indicators:

- The HEI established an internal quality assurance system in line with national regulations, ESG and other international standards.
- There is a quality assurance policy covering all aspects related to the delivery of the study program which is publicly available.
- Internal quality assurance procedures for the study program are defined by the internal regulations of HEI (for example, quality assurance regulation, quality assurance guideline, etc.).
- The study program is supported by the institution's/academic unit's quality assurance coordinators who do not have teaching obligations and are in charge of monitoring the study program.
- The policies and processes of the internal quality assurance system form a cycle for continuous improvement (PDCA).
- There is an adequate monitoring plan for the implementation of the quality assurance procedures for the study program, and all stakeholders are involved in its continuous revision.

With more than 50 years of experience, the Faculty of Arts at the University of Pristina has evolved into a respected and well-established academic entity. Its quality assurance mechanisms are firmly grounded in the principles of the Bologna Process and shaped by the criteria set by the Kosovo Accreditation Agency (KAA). Contributions from international experts have further enhanced these processes, ensuring they are globally comparable and aligned with modern educational trends.

At the university-wide level, the University of Pristina has adopted a coherent and methodical system to guide the development, revision, and assessment of its academic units and study programs. This system is participatory, involving staff across all levels and extending down to individual faculties, thereby guaranteeing that all academic programs—both new and existing—comply with clearly articulated quality benchmarks.

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



Indicators:

- The development of the study program aligns with the institution's/academic unit's mission and strategic goals.
- The study program underwent an adequate and transparent internal quality assurance process and was formally approved by the designated strategic management bodies of the institution. Its continuous improvement is planned.
- The process for the development and approval of the study program is well-defined and includes internal and external stakeholders, including specific subject experts.
- Key performance indicators for monitoring the quality of the study program delivery are defined, and the achievement of these indicators is monitored on a regular basis.

The BA program in Music Education and Composition functions within a robust quality management system at the university, ensuring it upholds both national standards and international expectations for academic excellence and industry alignment. Quality Assurance Committees at both the faculty and institutional levels are instrumental in fostering a culture focused on ongoing enhancement. Their responsibilities include collecting and evaluating feedback from a range of stakeholders—including industry professionals—to ensure the program stays aligned with labour market needs and the National Qualifications Framework.

This structured, data-driven approach to curriculum design, assessment, and teaching methodology enables the program to remain adaptable and relevant, meeting both academic benchmarks and the evolving demands of the professional sector.

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

Indicators.

- The study program undergoes regular monitoring to assess its relevance to the needs of society (for example, employers' surveys on the necessary competencies in the labor market, analysis carried out in cooperation with the stakeholders, examples of the improvements based on the stakeholder feedback for the study program).
- The study program undergoes regular checks to establish whether the estimated workload (ECTS) allocation of students and the defined learning outcomes are achievable, realistic and adequate.
- The stakeholders, students, staff, alumni, and employers are involved in the monitoring processes of the study program which also includes



questionnaires, focus group discussions, and the results of their feedback on student workload, academic success, resources, employment of graduates, etc.

- The HEI can prove it regularly conducts stakeholder questionnaires (students, staff, alumni, employers, etc.) and includes the feedback into regular study program improvement processes.
- If the student practice is an integral part of the study program, processes for monitoring and improving the quality of student practice are clearly defined, are continuously implemented, and involve stakeholders' feedback (for example, students, mentors and employers' questionnaires, examples of improving student practice).
- The collected information is analysed and concrete actions are taken to ensure that the program is up to date.
- The results of the monitoring processes and the resulting action plans are communicated to all stakeholders and published on the HEI website.

To ensure the program consistently meets its objectives, it undergoes ongoing monitoring and thorough evaluations. The Self-Evaluation Report (SER) details a clearly structured framework for assessing all components of the educational process—from admissions and curriculum development to learning outcomes and assessment strategies.

Important indicators, including faculty and student workload, graduate success, and input from stakeholders, are regularly gathered and analysed. Continuous professional development for faculty is emphasized, with frequent training sessions aimed at keeping teaching practices aligned with current educational standards. Furthermore, strong industry partnerships and active student feedback systems help maintain the relevance and effectiveness of the instructional approach.

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

Indicators:

- All policies, regulations and guidelines pertaining to the study program are publicly available.
- Information on admission criteria, recognition of qualifications, enrolment quotas, syllabuses, learning outcomes, credits, assessment methods, and final qualification are published.
- Information on pass rate, dropout rate, and graduate employment are publicly available and objectively presented.



- The publicly available information on the study program is accurate, reliable, objective and is updated on regular basis

The program is built on principles of transparency and accountability. Essential details—such as the program structure, goals, and admission criteria—are communicated clearly, accurately, and are regularly updated. This ensures that prospective and current students, as well as other stakeholders, can make well-informed decisions based on dependable and comprehensive information.

This commitment to openness reflects the faculty's dedication to ethical practice and public service. The Experts Team noted that the existing information systems and procedures are both thorough and flexible, with communication tools—particularly the University's website and internal digital platforms—effectively facilitating access to all critical information.

ET recommendations:

1. *Further develop clear KPIs: For teaching, learning outcomes, performance standards, and graduate employability.*
2. *Introduce Peer review and mentorship programmes: Foster a culture of reflective teaching and quality improvement.*
3. *Engage alumni and industry professionals: In curriculum reviews, guest lectures, and advisory roles.*

2.3. Academic staff

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

Indicators:

- The HEI advertises vacancies nationally and internationally (for example, HEI website, Official Gazette). Y
- The HEI has clear, objective and transparent processes for staff recruitment and employment conditions (examples of completed carried out teacher recruitment procedures, copies of vacancy announcements, the composition of selection committees, reports of selection committees and the decision made by expert bodies). Y



- The higher education institution has adequate procedures for the selection of the best candidates for each position (teacher recruitment procedures arise from the strategic goals of the HEI and the specific needs of study programs, and they are aligned with the legislation and internal regulations in effect). Y
- Candidates for employment are provided with full position descriptions and employment conditions (for example, HEI internal regulations, Code of Ethics for teachers and students). 0

The Senate of the UP announces a public competition for academic staff by the competencies defined in the Statute of the UP, the Law on Higher Education in the Republic of Kosovo, and the Regulation on Selection Procedures for the Appointment, Re-appointment, and Advancement of Academic Staff in the FA.

This public competition outlines the available positions, general criteria, specific criteria, employment conditions, and administrative procedures.

The University of Pristina establishes the general criteria for engaging academic staff, while the DAM develops the specific criteria within the FA. In creating the specific criteria, the DAM considers the following factors: the subject(s) for which the academic staff are engaged, the category of staff required, and the teaching load that the required staff must fulfil.

According to the SER, there is a clear procedure for expressing the need for new teachers, announcing a competition, electing a commission to report on candidates, and the procedure for selecting the most suitable candidate for the position.

All procedures for teaching staff recruitment are in line with national legislation and internal regulations, and are based on an objective and transparent procedure.

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

Indicators:

- The number and qualifications of academic staff (elected into a grade in an appropriate field and/or area) are adequate for the implementation of the study program and for performing scientific/professional activity at the required level (for example, CV, data on the percentage of courses delivered by full-time academics for the study program, number of teachers with a doctoral degree). Y
- The academic staff engaged in the study program do not cover, within an academic year, more than two teaching positions (one full-time, one part- Y



- time), regardless of the education institution where they carry out their activity.
- The Academic staff should not be overburdened. Their engagement should not exceed the norms compared to institutions in Europe in terms of teaching hours and the number of courses. N
 - At least 50% of the academic staff who are involved in delivering the study program are full-time HEI employees (employment contracts). Y
 - For each student group (defined by the statute of the HEI) and for every 60 ECTS in the study program, the HEI has employed at least one full-time staff with a doctoral degree or equivalent title in the case of an artistic/applied science institution. Y
 - The ratio of students to full-time academics for the study program is 1:30 and is appropriate for the student's successful achievement of the program's learning outcomes (for example, student-teacher ratio and alterations thereof over time; future plans regarding student-teacher ratio). Y
 - The qualification of the academic staff engaged in the delivery of the study program is adequate and relevant to the courses they teach (CV; publications; books, etc.). Y
 - The workload of academic staff aligns with relevant legislation and by laws, regulations issued by competent bodies, etc. N
 - The workload of academic staff enables the appropriate distribution of teaching obligations (including mentoring of students), professional and/or scientific work, professional and personal development, and administrative duties and community service. N
 - Sufficient number of qualified mentors are employed who provide guidance to students enrolled in the study program (for example, mentors who support students in learning and progress as well as in mentoring the final thesis). Y

The regular staff (internal) for this study program are 12, with different positions: 2 regular professors, 7 by calling associate professor, 3 with assistant professor calls.

The academic staff does not hold more than two teaching positions (one full-time and one part-time) within a single academic year. The Governing Council of the University of Pristina has banned participation in private institutions. Most teachers adhere to the norm (6 hours per week) and the super-norm (4 hours per week) in DAM. For some specific subjects, in the absence of cadres, teachers allocate even more hours to include all students.

The engagement of external staff is conducted annually, and their contracts are valid for two semesters. After complex procedures based on the Regulation on Admission of External Teaching Associates of the University of Prishtina, the contracts are mainly from 01.10. 30.06 for the academic year.



External teachers (8) cover mainly the teaching of general and elective subjects (foreign languages, sociology, academic writing, etc.). Permanently employed teachers cover more than 50% of the teaching in the study program.

Each year, the number of staff who are engaged as outsiders is reduced. In this study program, regular staff exceeds 50%.

All teachers at the Faculty of Arts have adequate academic and scientific qualifications for the courses they teach. Most of them are active in Kosovo's artistic scene as performers, creators or managers of public and private artistic institutions. According to the SER, they use appropriate teaching strategies for different types of learning outcomes and participate in activities that improve their effectiveness as teachers.

An adequate number of qualified, permanent academic staff supports the study program.

Standard 3.3 The study program is supported by teaching staff who are subject to advancement and reappointment based on objective and transparent procedures which include the evaluation of excellence.

The advancement of staff arises from the higher education institution's strategic goals and is in line with the legislation and internal regulations in effect. (ESG 1.5)

Indicators:

- The teacher advancement procedures engaged in the study program are transparent and objective (examples of completed carried out teacher recruitment procedures, copies of vacancy announcements, the composition of selection committees, reports of selection committees and the decision made by expert bodies). Y
- The promotion of academic staff into higher grades is based on excellence and important achievements (national requirements for publishing in WoS and Scopus, teaching activity, international activity in the scientific discipline, high-impact publications, projects, supervision of final thesis, textbooks, feedback from the students, etc.). Y
- The results of the feedback are taken into account in the advancement and re-appointment of teaching staff and in the renewal of contracts (for example, the evaluation of the staff based on students, management, the colleague's questionnaire and self-evaluation). 0

UP and FA have a transparent and objective system for advancing academic staff. This system fully complies with the Law on Higher Education in the Republic of Kosovo, the Statute



of the UP and the FA's Regulation on Selection Procedures for the Appointment, Reappointment, and Advancement of Academic Staff.

As stated in the description of standard 3.1. all procedures, from announcing job competitions to the final decision-making by expert bodies, are uniform. Procedures apply to both new academic staff joining the university and existing staff seeking reappointment or advancement. Advancements are not automatic but are based on evidence of professional development, teaching, research and artistic activities and institutional academic contribution.

According to the SER, there is no official evidence provided that the results of the feedback are taken into account in the advancement and re-appointment of teaching staff and the renewal of contracts, but in subsequently submitted explanations, FA guarantees that each professor at the beginning of the academic year fills in the form of declaration for their employment status.

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

Indicators:

- The HEI has an annual operational plan for the professional development of the academic staff engaged in the study program and demonstrates their participation in the development activities. N
- The management of the HEI proves that all academic staff engaged in the study programs involved in professional development programs (for example, language training, etc.). N
- The HEI provides support to all academic staff of the study program in the development of skills related to testing and assessment methods. 0
- The HEI proves that all academic staff engaged in the study program participates in international activities (such as mobility programs, study visits at foreign HEIs, international projects, sabbatical leaves, networks, etc.), which are relevant to the study program, and academic staff are encouraged and supported by their own HEI in these activities. N
- The HEI provides evidence that it organizes specific training for its academic staff on the method of preparation and delivery of teaching and assessment and introduces them to the regulations and practices in higher education (for example, ECTS credits, learning outcomes, teaching methods, supervision process skills, assessment methods, etc.). Y
- Newly employed teachers for the delivery of the study program undergo adequate training to strengthen teaching competencies before starting their teaching activity at the HEI. Y



- The HEI ensures newly employed staff members undergo adequate onboarding aimed to familiarize them with HEI's standard operating practices, most importantly QA standards and procedures, standards of ethical behaviour, etc. 0
- The HEI ensures support to the academic staff in the development of their research programs through different mechanism as mentoring by senior colleagues, project teams, assistance in developing research proposals, and funding. 0

During the interview, teachers emphasised that they have the opportunity to attend courses organised by the Centre for Teaching Excellence (CTE) and that many of them have taken advantage of it. However, there is no evidence in the submitted documentation that such activities are an integral part of the annual work plan of the FA. It was stated that the improvement of teaching and other activities is encouraged; in fact, it is mandatory for teachers who are just entering the academic community.

Faculty members are highly proactive in their professional growth. They often work on their development by securing grants and subsidies to undertake projects and engage in artistic mobility at universities and art institutions across Europe and beyond.

In principle, the FA supports staff in pursuing scientific and artistic research. They regularly attend scientific conferences, symposiums, and various scientific and artistic activities, including international festivals. These platforms provide invaluable opportunities for staff to share their experiences, receive feedback, and foster a culture of continuous improvement.

Interviews with teachers revealed that more experienced teachers organised training for their younger colleagues. There is no evidence of a system in place for introducing new employees to their roles.

The academic staff engaged in delivering the study program is chiefly entitled to institutional support for professional development.

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

Indicators:

- External associates include the latest research, trends and know-how from the labour market in the teaching process. Y



- Specific training on the method of preparation and delivery of teaching for external associates from the business sector and/or from abroad are organized. The training also introduces them to the regulations and practices in higher education (for example, with ECTS credits, learning outcomes, teaching methods, and assessment methods). 0
- External associates engaged in the study program are encouraged to participate in the supervision of final and graduation theses (examples of co-supervision). Y
- The workload and expectations from the external associates are clearly agreed to ensure that the teaching is performed on high quality. Y

The Senate of the UP announces a Public Call for the Engagement of External Collaborators, which is based on the faculty proposals and published on the University website.

The evaluation committees, terms and conditions for engagement, rights of appeal, contract signing procedures, and the rights and obligations of external collaborators are governed by the specific regulations of UP.

External collaborators are distinguished artists from the music scene or teachers from other universities or faculties.

External collaborators can fulfil specific academic roles: they may serve as members of commissions for the defence of Bachelor and Master Theses. They can mentor a Bachelor-level candidate, provided they hold a doctoral degree (Dr.) or an equivalent qualification from the FA. The University Statute limits their teaching workload to a maximum of six (6) teaching hours per week.

ET recommendations:

1. *To alleviate the burden on full-time employees, ensure continuity and transfer of knowledge and skills, and reduce the reliance on external associates, it is necessary to hire new full-time teachers, primarily teaching assistants.*
2. *Formally introduce the results of student surveys and other forms of evaluation of teacher work as one of the conditions for promotion.*
3. *In the annual work plan, outline and ensure adequate resources for continuous teacher education.*



4. *To ensure that newly employed staff members undergo adequate onboarding aimed to familiarize them with HEI's standard operating practices, most importantly QA standards and procedures, and standards of ethical behaviour.*

2.4. Educational process content

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

Indicators:

- The study program's intended learning outcomes are aligned with the institution's/academic unit's mission and its strategic goals (proof of alignment of each intended learning outcome with the mission and strategic goals of the higher education institution). Y
- The intended learning outcomes are aligned with the general goals and objectives of the study program (proof of alignment of each intended learning outcome with the stated goals and objectives of the study program). Y
- The program's intended learning outcomes are written from a student perspective; they describe what a graduate of the study program will know and will be able to do (published and explained on the HEI website). Y
- The HEI proves that it used examples of good practices in defining intended learning outcomes (ECTS Guide, 2015) N
- Intended learning outcomes are of the indicated level of studies and include the development of generic and specific competencies, and are divided in knowledge, skills, and competences. Y
- Intended learning outcomes are comparable with similar study programs in EHEA, and the mapping of learning outcomes against other programs in EHEA has been performed. Y

The four-year (240ECTS) study program, Bachelor of Music with two tracks, Music Education and Composition, is structured around three types of competencies in line with AEC (European Association of Conservatories, Faculties and Universities of Music) standards:

1. Main and artistic-pedagogical subjects: Focusing on core musical skills and teaching methodologies.
2. Analytical-theoretical music subjects: Emphasizing in-depth understanding and analysis of music.



3. General Subjects: Providing a broader educational foundation.

With the content, learning outcomes are in line with comparable and similar study programs in EHEA

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

Indicators:

- The study program's intended learning outcomes comply with the National Qualification Framework and the European Qualifications Framework level descriptors (study program syllabus and curriculum). Y
- If the study program is delivered at the graduate level, its intended learning outcomes differ from the learning outcomes achieved at the undergraduate level of the study program. Y
- The intended learning outcomes of the study program are aligned with the level and profile of qualification gained, and they avoid overlapping across different study programs. Y

According to The National Qualifications Framework descriptors for level 6 of the NQF, "Individuals must have advanced knowledge in and about the field of work or study, including a critical understanding of theories and principles, advanced practical, cognitive and creative skills and be able to demonstrate mastery and innovation to solve complex and unforeseen problems in the specialized field of work or study. At this level, students should undertake tasks or studies that involve managing complex technical and professional activities or projects, which may include decision-making responsibilities in unforeseen work or study contexts or managing the professional development of individuals and groups.

... Programmes in formal higher education Level 6 programmes offer in-depth knowledge and skills that are consistent with first-cycle study programmes. They can be professional or academic in content and have credit value, and can last three or four years of full-time study.

These qualifications are in accordance with the first cycle of the Bologna process and are relevant.

Dublin descriptors and lead to a Bachelor's degree. Based on the knowledge and skills necessary for professional practice and may be the basis of a license to practice the profession." (pp 45- 46)



The study program is broadly harmonized with the NQF of the Republic of Kosovo in terms of duration (4 years, 240 ECTS).

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

Indicators:

- The courses 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. Y
- The rules defining the order of students' progression through the program courses ensure that the learning outcomes of previously successfully passed courses are sufficient to meet the prerequisites of the next courses in the curriculum. Y
- The core disciplines necessary for achieving the learning outcomes and acquiring competencies in the respective fields are adequately covered by the program courses. (mapping of competences on course level against the program learning outcomes has been performed). Y
- The study program is comparable with similar study programs abroad and enables graduate students horizontal and vertical mobility and employability in the European and global market (comparative analysis of the proposed study program in relation to similar accredited study programs in the EHEA). Y

The courses within the curriculum are presented in a logical sequence and meet the precise definition and determination of both general and specific competencies.

The mandatory subjects in Music Education specialisation cover a comprehensive range of musical disciplines, including: Performance and Conducting (Choir (I-IV), Conducting (I-II), Applied Piano (I-IV), Vocal Technique); Theory and Analysis (Ear Training (I-III), Musical Forms (I-II), Harmony (I-II), Harmonic Analysis, Polyphony II, Choral Parts Reading (I-II)); Music Education and Pedagogy(Musical Didactics, The Musical Teaching Method (I-II), School Practice, Pedagogy, Psychology of Education) and Other Music-Related subjects(Arrangement (I-II), Music History with Knowledge of Literature (I-III), Instruments, Music Technology (I-II), Ethnomusicology).

The mandatory subjects for the Composition track have focused heavily on core compositional skills, theoretical understanding, and foundational musical knowledge. Key areas include



Composition (Composition I, II, III); Orchestration and Instrumentation; Theory and Analysis (Piano Obligatory, Choral parts I & II, Ear training I, II, III, Musical Forms I & II, Harmony I & II, Harmonic Analysis, and Counterpoint I & II), Contextual Studies (Music History I, II, III and Instrument recognition) and Applied and Modern Music (Applied music and Electronic music)

Courses align with similar study programs offered in the EHEA. The study program is comparable to similar programs abroad and enables graduate students to have horizontal and vertical mobility, as well as employability in the European and global markets.

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

Indicators:

- The study program is compatible with prescribed conditions defined in EU Directives. (Mapping of the program content and parameters against the requirements of all relevant directives has been performed). n/a
- The contents of the study program and other aspects of its delivery have taken into account and applied the recommendations issued by professional associations (opinion of the professional chamber, possibility of license examination, etc.). n/a

Non applicable.

A study program at the undergraduate (BA) level cannot fully meet the criteria for the regulated profession of teacher/tutor, as this profession requires a completed graduate-level (MA) study in this field. However, the subjects, learning outcomes, and intended competencies of the study program are a good basis for their upgrade to the next level of study.

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

Indicators:

- The HEI has developed a regulation for practice that includes the expected learning outcomes, rights and responsibilities of all involved parties and templates for all documents necessary for completing practice. N



- During the practice period, students have mentors assigned among the academic staff in the study program. The practise is organized in appropriate learning environments outside the higher education institution, in cooperation with the labour market (contracts/agreements with employers, regulations on student practice). Y
- ETCS credits are allocated to practical work that is monitored through activity reports (records of student practice). Y
- The delivery of the study program is supported by cooperation agreements, contracts, or other documents with institutions/organizations/practical training units and feedback on cooperation from employers which participate in the organization of the student practice (feedback from supervisors from or outside the higher education institution, record of student practice). Y

Student practice is an essential component of this study program. For the Music Education specialization, a dedicated school practice is defined in the study course in the fourth year of study, with students individually assigned to a specific class for the entire school year. All activities have ECTS credits. This experience enables students to engage actively in an educational setting. Practical work is held in general and professional schools that have cooperation agreements with the Department of Music (DAM). Currently, the institution has established partnerships with Faik Konica Elementary School and Naim Frasheri High School for these school practices. The University of Prishtina already has an office in charge of the practice that aims to facilitate students in finding internships. The University of Pristina has signed agreements with various government institutions on the practice.

The Composition profile integrates practical experience directly into its main subjects, emphasizing artistic creativity and research. At this level, they don't have practice at music schools.

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

Indicators:

- | | |
|---|---|
| The study program has a didactic concept which supports students in achieving the program learning outcomes. | Y |
| The study program is delivered through various pedagogical methods that align with the intended learning outcomes and are adequate for the level of studies. | Y |
| Various teaching methods are used that encourage interactive and research-based learning, problem-solving and creative and critical thinking, with clearly defined instructions aligned with the learning outcomes. | Y |



To deliver the study program, teaching methods and different modes of program delivery are continually evaluated and adapted. Y

Teaching methods are adapted to support a diverse student population on demand (part time students, mature students, international students, students with learning difficulties and disabilities, etc.). 0

The delivery of the study program is ensured through the use of modern technology Y

There are three main teaching strategies employed in this study program, depending on the number of students in the class: individual teaching, small-group instruction, and large-group/collective teaching.

Individual teaching is a cornerstone of the program, particularly for key subjects like composition, as well as mandatory Piano or other mandatory instruments, which are taught individually. A personalised approach to students' skills and possibly special needs is crucial for fostering successful learning.

The methodology of teaching in small groups emphasises the importance of communication and cooperation, allowing students to play music, discuss, and exchange ideas with one another.

The large group (or collective) teaching methodology focuses on the use of techniques and strategies that enable the management of large groups of students, which provide practical learning in an environment where many individuals (including students of all years of study and of both levels of study - bachelor and master) are engaged at the same time.

The academic staff within the DAM continuously integrates new materials and resources into their teaching. This includes the use of modern tools, such as smartboard tables and specialised software for composition and recording, which enhances the learning experience through technological integration.

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

Indicators:

The program clearly describes the relation between the overall intended learning outcomes (knowledge, skills and competences) and the contribution made by each individual module to achieve those learning outcomes. Y

Assessment methodologies which are implemented in the program ensure systematic assessment of individual learning outcomes related to all relevant areas of Y



knowledge, skills and competences as defined in the program learning outcomes (a mapping of assessment methods against the learning outcomes of the study program has been performed).

The assessment criteria and methods, as well as grading criteria for the study program, are published in advance and all students are informed about it. Y

The study program ensures objective and reliable grading of students. Y

Students receive timely feedback on the evaluation results that identify their strengths and weaknesses, and if necessary, guidelines for the learning process based on these evaluations. Y

A functional student appeals procedure for the study program is in place (examples of appeals procedures). Y

Most syllabi clearly outline the course content, expected learning outcomes, and methods for achieving and assessing those outcomes. In individually taught courses, both the content and the pace of learning are tailored to each student, with clear assessment criteria provided. There is an increasing trend toward continuous monitoring and assessment of students through multiple colloquia held throughout the academic year.

The method of student assessment is communicated at the beginning of the semester during a presentation that covers exam deadlines, the SEMS grading system, and opportunities for student feedback. Additionally, the syllabus undergoes approval as part of the re-accreditation process, which serves as an additional mechanism to enhance student assessments.

In the classroom, the approach combines practical, artistic, and theoretical elements. It encourages a collaborative and systematic relationship between professors and students, engaging them throughout the entire process—from initial research to the completion of artistic work. Communication between students and teachers is always open and direct, enabling students to understand the assessment criteria and methodology, as well as how they can improve their performance in the future.

There is also a clear procedure for students to submit complaints, such as appealing a grade, which is facilitated through the SEMS system.

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



Indicators:

Assessment criteria must express what students know and can do as a result of demonstrating the learning outcomes. Y

The workload is calculated and ECTS assigned to all learning activities that lead to the program learning outcomes including the learning outcomes of the program components. Y

In the description of each course, there is a precise distribution of ECTS according to the type of workload (lectures, seminars, exercises, presentations, independent work). Most courses have clearly described criteria and procedures for assessing the achieved learning outcomes.

ET recommendations:

1. *Consider incorporating elective courses from other departments or fields of study within the Faculty of Arts.*
2. *Offer a wider variety of elective subjects that will enhance competencies related to the core curriculum, such as image and sound editing, working with students with special needs, and cultural management.*
3. *Continuously evaluate, adapt, and update course content along with required and supplementary reading materials.*
4. *Develop procedures for monitoring student practice, including protocols, mentor selection, reporting methods, and evaluation techniques.*

2.5. Students

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

Indicators:

- The requirements and criteria for admission to the study program, as well as the entire processes are defined clearly and comprehensively and they are published (admission criteria refer both to national and international students, national requirements separately for the bachelor and master level, additional assessments of knowledge and skills, etc).
- Students enrolled in a bachelor study program, possess a high school graduation diploma or other equivalent documents of study (State Matura results) according to national requirements. For a master study program, students must possess a bachelor's degree diploma.



- The admission process of the study program ensures the selection of candidates with appropriate prior knowledge and competencies (for example, defined decision-making procedure in relation to the admission criteria.)
- The admission criteria and process are consistently applied and fairly applied for all students, and they prevent discrimination.
- The HEI has adequate procedures for recognising periods of the study.

The admission policies for the Bachelor of Music program at the Faculty of Arts, University of Prishtina, are transparent, well-defined, and publicly accessible. These policies adhere to the University of Prishtina's statutory regulations and Kosovo's higher education legal framework, ensuring non-discrimination based on gender, ethnicity, religion, or socio-economic background.

Candidates must have completed secondary education and pass a profile-specific entrance exam, which varies by specialization (General Music Pedagogy, Composition, or Performance). The exam evaluates musical skills, such as instrumental or vocal proficiency, or composition portfolios for Composition candidates. Admission criteria and processes are detailed in the annual competition announcement, published on the university's website and social media. Annual quotas (20–25 students) are determined by the Department of Music based on resource availability and labor market needs, approved through institutional governance. The process ensures fairness, with reserved quotas for students with disabilities and minority groups, and financial support for socially vulnerable candidates, promoting inclusivity and accessibility.

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

Indicators:

- A functional system for monitoring students' progress is established and gives assistance and/or counselling to those who face difficulties.
- The study program is subject to regular monitoring of student progression rates and student completion rates. Appropriate actions are taken if necessary.
- Results of regular monitoring of student's progression are distributed to staff and students.



- The study program clearly defines the progression possibilities in terms of continuation of study or change of study. Students are informed about what they can achieve with their qualifications).
- The study program is subject to policies in place for the transfer or recognition of qualifications gained by other institutions.

The Bachelor of Music program systematically collects and analyses student progression data via the Electronic Student Management System (SEMS) to support timely program completion. Data from 2021–2024 show:

- **Registered students:** 60 total (20 in 2021/22, 18 in 2022/23, 22 in 2023/24) for Bachelor of Music; 3 total (1 in 2021/22, 2 in 2022/23, 0 in 2023/24) for Composition.
- **Graduates:** 35 total (7 in 2021/22, 14 in 2022/23, 14 in 2023/24) for Bachelor of Music; 2 total (0 in 2021/22, 2 in 2022/23, 0 in 2023/24) for Composition.
- **Progression rates:** Approximately 90% annually (90% in 2021/22, 88% in 2022/23, 92% in 2023/24) advance to the next year.
- **Completion rates:** Around 70% complete the 4-year, 240 ECTS program on time, with delays often due to economic or work-related challenges.

The program supports progression through personalized mentoring, flexible schedules for working students, and additional workshops in performance and pedagogy. Small cohort sizes (20–25 students) enable individualized attention, fostering academic and artistic growth. Interventions, such as financial aid and extra tutoring, address barriers to completion. Students develop soft skills, including collaboration, critical thinking, and communication, through ensemble performances and pedagogical projects, enhancing their professional preparedness.

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

Indicators:

- Students enrolled in the study program are regularly informed about the possibilities of international exchange mobility programs.
- Students enrolled in the study program are supported and stimulated to be involved in international exchange mobility programs (for example, Office for International Cooperation).
- The HEI has regulation for the recognition of ECTS credits.
- The HEI publishes information on application procedures and conditions as well as study program admission in foreign language.



- The HEI actively attracts foreign students and provides support when studying at a domestic HEI.
- The HEI provides courses on foreign language to foreign students.
- The HEI collects and analyses feedback from national and international students and takes appropriate measures to improve procedures of international exchange.
- The HEI provides information on how many students enrolled in the study program participated in international mobility for up to three months and more than three months in the period of the last five years (incoming and outgoing mobility).

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

Indicators:



- The number of professional, administrative, and technical staff who are involved in providing student support for the study program are sufficient and adequately qualified.
- Students are informed about services (information packages for new students, regulations on the study, and regulations on the internal organization etc.) that are publicly available.
- Students enrolled in the study program are provided with guidance on study and career opportunities (for example, tutors, supervisors and other advisers to support student learning and progress).
- Structures and procedures for appeals and complaints for the study program are clearly defined and are transparent to all students.
- Students enrolled in the study program are informed about extracurricular activities and the HEI has available funds to support their initiatives (for example, HEI has spaces for sports and recreation, for cultural and voluntary activities).

The Bachelor of Music program provides a supportive learning environment tailored to a diverse student population. Financial assistance, including subsidized tuition and access to affordable dormitories and canteen services, supports socially vulnerable students. The full-time program accommodates varied learning needs through flexible teaching methods, combining individual lessons, group ensembles, and theoretical classes. Infrastructure includes lecture halls, practice rooms, and a concert hall, though improvements in instrument availability are planned. The university library offers extensive music resources, supporting academic needs.

Faculty and staff demonstrate professionalism and empathy, with clear appeal and complaint procedures managed by the Faculty Council and University Senate. The Code of Ethics ensures an inclusive environment, with no reported discrimination issues. Small cohort sizes allow tailored support for underrepresented groups, students with disabilities, or those with work commitments. Students develop soft skills, such as problem-solving and teamwork, through performance projects and pedagogical training. Those in quality assurance committees receive targeted training to enhance their contributions to program development, fostering an equitable and dynamic academic community.

ET recommendations: non



2.6. Research

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

Indicators:

- The study program has defined scientific/applied research objectives that are reflected in the research development plan of the HEI (research strategy).
- The implementation of the study program is ensured through sufficient financial, logistic, and human resources provided by the institution for achieving the proposed research objectives.
- The study program is subject to clear policies that define recognized research and relate to international standards and established norms in the field of study program.

The University of Pristina (UP) and the Faculty of Arts place strong emphasis on embedding research within the academic setting. This dedication ensures that course content, faculty qualifications, and teaching materials remain current, meaningful, and beneficial for both students and the broader community. The focus on research directly supports the University's mission and aligns closely with its strategic objectives in the areas of research and innovation.

The program evaluation identifies a strong alignment between the curriculum and the broader goals of the University and its faculties. The program's structure reflects a purposeful effort to advance the Faculty's vision by promoting academic excellence, cultivating a research-oriented environment, and encouraging active community involvement. By aligning with institutional research priorities, the program fosters critical inquiry and integrates advanced research methodologies, enriching the overall student experience.

This strategic alignment not only improves the quality of education but also contributes to the Faculty's research productivity and academic standing. The program is carefully designed to balance theoretical foundations with practical research skills, equipping graduates for leadership roles and reaffirming the Faculty's dedication to high-quality, research-informed teaching.

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

Indicators:



- The academic staff research and/or professional activity is validated through scientific and applied research publications, artistic products, technological transfers, consultancy centres, scientific parks and/or professional activity.
- The academic staff publish their work in high-quality scientific or professional publications, research or professional achievements are presented at national and international conferences, they participated in projects as consultants (for example, for academic and scientific study programs, national requirements about publication and promotion purposes must be respected).
- The academic staff who are involved in delivering professional bachelor study programs have a minimum master's degree and at least five years of relevant professional activities.

Research engagement is a fundamental expectation for all academic staff and is an essential component of their professional duties. This research commitment is integrated into all academic programs, where it is reflected within the curriculum. The faculty actively promotes collaboration with external researchers and institutions, while also taking full advantage of external funding opportunities and strategic partnerships.

The current program, along with other creative disciplines at UP, benefits significantly from a dedicated and inclusive research policy for the arts, drama, and music—one that formally acknowledges creative practice as equal in value to conventional academic research. Creative practice is central to expanding knowledge through innovation, experiential processes, and artistic exploration. It facilitates inquiry into emerging and specialized fields such as performance, composition, and the relationship between arts and cultural identity—areas that are vital to contemporary art, drama, and music education, and the ongoing evolution of culture.

In addition, the program evaluation underscores the strong commitment of academic staff to producing high-quality research and professional work. Faculty members are not only experts in their disciplines but also receive consistent institutional support through research funding, professional development programs, and access to cutting-edge resources. This supportive environment fosters creativity, encourages interdisciplinary collaboration, and sustains a culture of academic excellence, ensuring that both staff and students are actively engaged in meaningful and innovative research.

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

Indicators:



The academic staff engaged in the study program is involved in identifying and capitalizing on its expertise and providing research and development services to the community.

The academic staff engaged in the study program is involved in developing collaborative research arrangements with colleagues from other HEIs from the country and abroad.

The teaching staff engaged in the study program is supported to cooperate with local business partners through joint research projects, cooperative strategies for development, and shared use of equipment when it is possible.

The teaching staff engaged in the study program is supported and involved in technology transfer and cooperation to transfer knowledge with the industry and public sector

The program review underscores a strong institutional dedication to promoting academic collaboration, with faculty members actively encouraged and supported in forming partnerships at both national and international levels. The University of Pristina and the Faculty of Arts offer various opportunities for staff to engage in collaborative projects that facilitate knowledge sharing, joint research, and continuous professional growth. These partnerships not only strengthen faculty research capacities but also provide valuable exposure to a range of global practices and viewpoints.

Faculty involvement in international performances, festivals, conferences, seminars, and research networks allows them to stay current with emerging academic developments and to contribute significantly to the global scholarly community. This international engagement enhances the program by incorporating diverse perspectives into the curriculum, giving students a more globally oriented educational experience. As discussed during the site visit, expanding participation in Erasmus+ mobility programs and broadening research partnerships will further advance the internationalization efforts of both the faculty and the university.

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

Indicators.

- Academic staff engaged in the study program are encouraged to include in their teaching the results of their research and information about their scholarly activities relevant to the courses they teach.
- Students enrolled in the study program are engaged in research activities with the academic staff.



The academic staff delivering the BA in Music Education and Composition program possess a strong record of research and/or professional practice that is closely aligned with the subjects they teach within the music and performance domain. These faculty members are not only skilled educators but also active participants in their fields through academic or creative contributions. As a result, students benefit from instruction that reflects the latest developments and is grounded in practical, real-world experience.

By integrating their research and professional work into their teaching, staff enhance the curriculum with up-to-date insights and diverse perspectives, fostering an engaging, interdisciplinary, and evidence-informed learning environment. Their achievements also serve as inspiring models for students, encouraging them to engage in research, creative exploration, and critical thinking. This close connection between faculty expertise and teaching content strengthens the program's academic quality and ensures its continued relevance to both industry expectations and academic standards.

ET recommendations:

1. Faculty to be encouraged to engage in reflective and scholarly writing about teaching practices, community engagement, or performance experiences.
2. Consider journals that accept reflective writing or practitioner-based research (e.g., Journal of Music, Technology & Education)
3. Use Technology to Disseminate Research by recording and sharing performances or lecture-recitals via YouTube, Vimeo, or university repositories.
4. Increase Research Output by setting individual annual targets (e.g., one journal article, one conference paper, one performance or composition).

2.7. Infrastructure and resources

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



Indicators:

The HEI has adequate premises and equipment for performing educational activities and research.	Y
The laboratories (if applicable) for all compulsory activities within the curriculum of the study program, wherever the analytical syllabus includes such activities, are well-equipped with-IT technologies.	N/A
The HEI has adequate software for the disciplines of study included in the curriculum, with a valid license.	Y
The space, equipment, and entire infrastructure (laboratories, IT services, work facilities, etc.) are fully functional and capable to cater for the number of students enrolled in the program. They support the achievement of the study program's intended learning outcomes separately from other study programs offered by the institution. (panel member tour of the facilities during the site visit to the HEI, information about facilities, ownership documents, the document proving the right to use the premises and equipment in the period of five years, optimal number of students enrolled in the study program with regard to available space, equipment and the number of teachers).	Y
Premises and equipment dedicated to the implementation of the study program are adjusted to students with special needs	N

The Department of Music operates within one of the three FA buildings. It features 14 individual learning classes, two chamber music classrooms, two accompanist classes, eight group learning classes, one collective learning class, and a concert hall accommodating approximately 100 listeners. The rooms are located on the first and second floors of the building, which lacks an elevator, making them more difficult to access for people with mobility difficulties. Most of the rooms have some acoustic adaptation of the space but not complete sound insulation from other spaces and external noise. The rooms are functionally equipped and sufficiently illuminated by natural light.

The department's two newest grand pianos are C. Bechstein models from 2018, which are located in the concert hall. It also has four grand pianos, also acquired in 2018. An electric piano from 2010 and a Rösler upright piano from 2010 are part of the collection. Several instruments were acquired in the first decade of the 2000s. The majority of the pianos and upright pianos are older, with most dating back to the 1990s. This includes various models from Petrof, Weinbach, Yamaha, Rösler, August Förster, and Steinway. The inventory also includes a set of timpani and keyboard percussion instruments acquired 12 years ago.



Classrooms for group classes are equipped with sufficient IT equipment. Eduroam is not yet available in the building, although it is planned. Composition classrooms have computers with software for notography and sound processing. The number and size of classrooms should correspond to the nature of teaching and the size and number of student groups. However, there is a lack of practice rooms for students and space for their living room. A space for quiet work is partially provided in the premises of the DAM library, which, in addition to being a space with a handy library, also serves as a teaching space and a reading room.

The HEI ensures a minimum standard of premises and equipment for performing educational processes and research.

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

Indicators:

- | | |
|--|---|
| • Library is equipped with reading rooms, group work rooms and its own book stock according to the courses included in the study program. | N |
| • Library and its services are available for extended hours beyond normal class time to ensure access when required by users. | Y |
| • Library ensures that the number of seats in the reading rooms is sufficient to the total number of students enrolled in the study program. | N |
| • Library must ensure that the number of seats in the group work rooms is sufficient with the total number of students enrolled in the study program. | N |
| • Library has its own book stock and other electronic resources from Albanian and foreign specialty literature, sufficient to cover the specific courses within the curricula and the needs of all students. The library should represent adequate and recent book titles or specialty courses of recognized publishers. | N |
| • Library has a sufficient number of subscriptions to domestic and foreign publications and periodicals. | Y |



The HEI is trying to ensure adequate library resources for study programs. The following collections of books and sheet music are available to students and teachers: DAM Library, Library of the FA and Central University Library (CUL).

As previously mentioned, the DAM library space is multipurpose and does not meet spatial standards and the requirements for equipment, storage and lending of library materials. However, the department's library space is available throughout the building's working hours. The library, although it lacks an extensive physical collection of books, sheet music, and music records, provides access to databases of scientific papers through the UP Academic Service Office and the National Library of Kosovo. The FA library, according to SER data, has about 6000 units of books and magazines for all three departments. The Central University Library (CUL) is open until 4:00 PM and offers e-services, including e-books, audiobooks, videos, music, and magazines. The CUL provides lending services, access to electronic resources, and professional support to faculty libraries, operating in accordance with international library standards.

Since the last reaccreditation, the managers of the DAM library have made significant progress in digitising mandatory and supplementary sheet music and book materials, thereby increasing their availability to students and teachers of the department. Although the number of titles in the Albanian language is not yet sufficient, it is continuously growing.

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

Indicators:

- The HEI ensures that there is a financial plan at the level of the study program which demonstrates the sustainability of the study program for the next five years. Y
- The HEI gains additional sources for funding the study program through national and international projects, and through cooperation with business partners and the local community. N
- The HEI uses additional financial resources for study program development and improvement. Y



The study program is carried out within the framework of a public university, and its financing costs are stable. The most significant part of the expenditure is related to employee salaries, which in the past three years have amounted to about 80% of the total budget. Material costs (3-4%) and capital investments (6-10%) are the most common in the constant costs. FA projects a consistent increase in its overall budget and workforce from 2025 to 2028. Increases in salaries and allowances, capital investments, and the purchase of goods and services primarily drive this growth. The vast majority of the funding is expected to come from government grants, with a more minor but growing contribution from own revenues. A significant point is the UP plan to construct a new facility for the FA, which is outlined in the UP Strategic Plan. While awaiting the new facility, the Faculty Management is renovating current facilities to meet requirements.

In a conversation with the leadership of FA and DAM, they established that they supplement their budget through national and international projects, with additional funding opportunities for artistic and research projects available from various ministries (Education, Science, Technology, and Innovation; Culture, Youth, and Sports) and international partners in Kosovo.

The study program is adequately financed, covering basic costs; however, there is no room for capital investments.

ET recommendations:

- 1. continuous procurement of necessary and maintenance of existing musical instruments, IT equipment and software, sheet music and literature*
- 2. ensuring a sufficient number of practice rooms for students, purchasing electric pianos with headphones*
- 3. in agreement with the Student Dormitory, ensuring space and purchasing electric pianos for practising students who use the dormitory*
- 4. employment of piano technician*
- 5. adaptation of facilities for students with special needs*
- 6. education of teaching staff to adapt teaching materials and methods to meet the needs of people with special needs*
- 7. encourage translation of essential literature into the Albanian language*
- 8. ensuring additional sources of financing for projects and research in art and science.*



3. OVERALL EVALUATION AND RECOMMENDATION OF THE ET

Since the last accreditation in 2021, significant strides have been made in promoting a quality assurance (QA) culture among employees. Learning outcomes at the study program level are aligned with the AEC guidelines relevant to higher education programs in music and are then applied to the level of each subject. The elements and criteria for evaluation have been more clearly defined, and continuous monitoring of student work has become an integral part of all courses. Great strides have been made in connecting with relevant cultural institutions in Kosovo, where students gain valuable experience in the profession through joint projects. The pedagogical practice of Music education students in music and general education schools has been more clearly defined.

Of course, there are also objective difficulties that have not yet been eliminated (primarily financial and material conditions for the program). Therefore, the expert team's recommendations for further improvement align with this direction.

From all the above, the following recommendations stand out:

1. *The FA should develop an annual ethics training module by September 2026, led by the Quality Assurance Committee, to reinforce academic integrity, with an evaluation report submitted to the KAA by June 2027.*
2. *The FA should publish an annual newsletter on its website by July 2026, summarizing program achievements, industry partnerships, and quality improvements, with content overseen by the Quality Assurance Committee.*
3. *The DAM will benefit much more with a further engagement in collaboration with the other 2 departments of the FA and the establishment of interdisciplinary synergies through common projects.*
4. *Further develop clear KPIs: For teaching, learning outcomes, performance standards, and graduate employability.*
5. *Introduce Peer review and mentorship programmes: Foster a culture of reflective teaching and quality improvement.*
6. *Engage alumni and industry professionals: In curriculum reviews, guest lectures, and advisory roles.*
7. *To alleviate the burden on full-time employees, ensure continuity and transfer of knowledge and skills, and reduce the reliance on external associates, it is necessary to hire new full-time teachers, primarily teaching assistants.*
8. *Formally introduce the results of student surveys and other forms of evaluation of teacher work as one of the conditions for promotion.*



9. *In the annual work plan, outline and ensure adequate resources for continuous teacher education.*
10. *To ensure that newly employed staff members undergo adequate onboarding aimed to familiarize them with HEI's standard operating practices, most importantly QA standards and procedures, and standards of ethical behaviour.*
11. *Consider incorporating elective courses from other departments or fields of study within the Faculty of Arts.*
12. *Offer a wider variety of elective subjects that will enhance competencies related to the core curriculum, such as image and sound editing, working with students with special needs, and cultural management.*
13. *Continuously evaluate, adapt, and update course content along with required and supplementary reading materials.*
14. *Develop procedures for monitoring student practice, including protocols, mentor selection, reporting methods, and evaluation techniques.*
15. *Faculty to be encouraged to engage in reflective and scholarly writing about teaching practices, community engagement, or performance experiences.*
16. *Consider journals that accept reflective writing or practitioner-based research (e.g., Journal of Music, Technology & Education)*
17. *Use Technology to Disseminate Research by recording and sharing performances or lecture-recitals via YouTube, Vimeo, or university repositories.*
18. *Increase Research Output by setting individual annual targets (e.g., one journal article, one conference paper, one performance or composition).*
19. *continuous procurement of necessary and maintenance of existing musical instruments, IT equipment and software, sheet music and literature*
20. *ensuring a sufficient number of practice rooms for students, purchasing electric pianos with headphones*
21. *in agreement with the Student Dormitory, ensuring space and purchasing electric pianos for practising students who use the dormitory*
22. *employment of piano technician*
23. *adaptation of facilities for students with special needs*
24. *education of teaching staff to adapt teaching materials and methods to meet the needs of people with special needs*
25. *encourage translation of essential literature into the Albanian language*
26. *ensuring additional sources of financing for projects and research in art and science.*



In conclusion, the Expert Team considers that the study program *Bachelor of Music (with 2 specializations: Music Education and Composition)*, *BMus* offered by *University of Pristina Faculty of Arts* is **Substantially compliant** with the standards included in the *KAA Accreditation manual* and, therefore, recommends to *reaccredit* the study program for a duration of **5 years** with a number of **25** students (per year) to be enrolled in the program.

4. APPENDICES (if available)

1. A Programme compliance calculation

FINAL RECOMMENDATION OF THE EXPERT TEAM
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1. MISSION, OBJECTIVES AND ADMINISTRATION	<i>Substantially Compliant</i>
2. QUALITY MANAGEMENT	<i>Fully Compliant</i>
3. ACADEMIC STAFF *Mandatory	<i>Substantially Compliant</i>
4. EDUCATIONAL PROCESS CONTENT	<i>Fully Compliant</i>
5. STUDENTS	<i>Fully Compliant</i>
6. RESEARCH	<i>Substantially Compliant</i>
7. INFRASTRUCTURE AND RESOURCES *Mandatory	<i>Substantially Compliant</i>
Overall Compliance	<i>Substantially Compliant</i>



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Kosovo Accreditation Agency



Expert Team

Chair

(Signature)

(Marina Novak)

(25/06/2025)

Expert

(Signature)

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