

**UNESCO-CEPES / European University Association (EUA)
Seminar on the External Dimension of the Bologna Process -
Southeastern European Higher Education and the European
Higher Education Area in a Global World**

6 - 8 March 2003, Bucharest

**REFORMING THE STUDY PROGRAMS AND CURRICULA
AT THE UNIVERSITY OF PRISHTINA
FROM THE PERSPECTIVE OF THE PROVISIONS
OF THE BOLOGNA DECLARATION**

A Case Study (December-January, 2002-2003)

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I. Introduction

With the purpose to achieve the standards and quality, University of Prishtina has worked in different directions, such as reform of the form and structure. Kosova has new Law of Education and in the study case "Reforming the study programmes and curricula at the University of Prishtina from the perspective of the provisions of the Bologna Declaration", I have looked different aspects such as: study programmes, curricula, infrastructure, labor market, private education, education of the minorities, student organizations etc.

I also used some results from the quantitative research with the students (20-23 October 2002) and one quality research with teachers in University of Prishtina (5 November 2002) made by Index Kosova in Prishtina, in the partnership with BBSS Gallup International.

UNMIK (United Nations Mission in Kosova) as the official authority acts - next to other obligations - as the key-player in the reconstruction and development of higher education. UNMIK has established the Joint Civil Commission for Education (JCCE), which includes members of both sides of the Kosovo academic community as well as a UNESCO/UNICEF representative as chairman. In addition next to UNMIK and JCCE, there are several other non-governmental, government and international organizations engaged in the (re-)construction of (higher) education in Kosovo. International "key-players" involved in the reconstruction of higher education are the Council of Europe, OSCE, EU-TAFOK, CRE-Task-Force, WUS, SOROS and others.

In respect of Following the situation in education as outlined above, there were three areas of reconstruction: physical reconstruction (new equipping of schools and the university), legal reconstruction (creation of new, normative basis for school- and university- structures) and finally academic reconstruction (curricula-development, school- and university -management, know-how -transfer etc.). The UNMIK education section has established consortium for the reconstruction of higher education to define the sharing division of work between the different international players in educational reconstruction.

1. The Law on Higher Education of Kosova

European experts with some suggestions from local experts have drafted the Law on Higher Education for Kosova and this was a biggest support from the Council of Europe. The Law of Higher Education has been approved in the Parliament of Kosova, but still is waiting for the signature of Special Representative of the General Secretary of the United Nations, Mr. Steiner. Based on the Resolution 1244 and on the Constitutional Frame of Kosova, the Law is approved only after the signature of Special Representative in Kosova.

This is the first approved Law on Higher Education in Europe that is based on the Bologna Declaration. The experts consider this Law as the best Law on higher education in the region.

The new Statute of the University of Prishtina must be in accordance with the Law of Higher Education of Kosova, and the Ministry of Education and the Parliament of

Kosova must approve it. However the same experts of the Council of Europe also write the actual Statute of the University, which have drafted the Law of Higher Education, and it is based on the Bologna Declaration. Some parts of this Statute must be changed to remove the competencies of the International Administrator of the University of Prishtina that with the actual Statute of UP were unlimited.

The new Law on Higher Education is based on the Bologna Declaration and it is in the front of new Developments in Europe, that insures equivalence of the System of Higher Education of Europe with the western countries.

2. University of Prishtina (UP)

The University of Prishtina is established as the first institution of higher education in Kosova, and the way of its development has been very specific and furious. The UP was founded by the Law on Foundation of the UP, which was passed by the Kosova Assemble on 18 November 1969 at separate sessions of the former Provincial Chamber.

The foundation of the UP was a great historical event to Kosova population, especially to the Albanian population, which are more than 90%.

The date of 15 February was declared the Day of the University of Prishtina.

Since the end of the 90's when the first private schools were established, University of Prishtina was the only Higher Education Institution in Kosova.

In this multicultural University, the academic programs were organized into two languages of study: Albanian and Serbian. This reflected not only Kosova's multicultural and multilingual structure, but also has made possible for our University to offer specializations in these two languages. This made possible to Kosovar Albanian population to study in their own native language that was the main aim of establishing the University. Since 1996 University of Prishtina had more than 60000 graduates, and from that number 36000 were Albanians.¹

University of Prishtina is one of the first institutions that started with activities in the postwar Kosova. With the aim for further developing and to be closer with the Higher Education Institutions in the Western Europe, this institution immediately started to reform the study programs and curricula.

The UP includes 15 faculties and 7 Higher Schools as follows:

1. Faculty of Philosophy
2. Faculty of Natural and Mathematical Sciences
3. Faculty of Philology
4. Faculty of Law
5. Economic Faculty
6. Faculty of Civil Engineering and Architecture
7. Faculty of electrical and Computer Engineering
8. Faculty of Mechanics
9. Faculty of Medicine
10. Faculty of fine Arts
11. Faculty of Agronomy

¹ Source: University of Prishtina-30 years, Monograph, 2000

12. Faculty of Physical Education
13. Mining and Metallurgic Faculty
14. Faculty of Education
 - a. Faculty of Teaching
 - b. Higher Pedagogical School in Prishtina
 - c. Higher Pedagogical School in Prizren
 - d. Higher Pedagogical School in Gjakova
 - e. Higher Pedagogical School in Gjilan
15. University Business School in Peja
16. Higher Technical School in Mitrovica
17. Higher Technical School in Ferizaj

From the academic year 2002/2003, Faculty of teaching, Higher Pedagogical School in Prishtina, Higher Pedagogical School in Prizren, Higher Pedagogical School in Gjakova and Higher Pedagogical School in Gjilan formed a new Modern Faculty of Education with it's branches in four cities of Kosova: Prishtina, Prizren, Gjakova and Gjilan.

Most of the Faculties are in Prishtina, but there are also branches in all 7 regions of Kosova, such as: University Business School in Peja, Mining-Metallurgic Faculty and Higher Technical School in Mitrovica, Departments of the Faculty of Education in Prishtina, Prizren, Gjakova and Gjilan and Higher technical School in Ferizaj.

The University signed agreements and developed successful co-operation with several universities in Europe, such as: the University "Friedrich Schiller" in Jena (Germany), the Institute Joan Louis Vives in which 17 universities take part etc.

After the war in 1999 European Universities Association has given a big support to the UP in order to improve the reform process. They have financed a lot of study visits abroad, seminars, conferences here and abroad for the staff and students of UP in order to advance the new teaching methods, to develop the curriculum for different faculties and to realize the reform process.

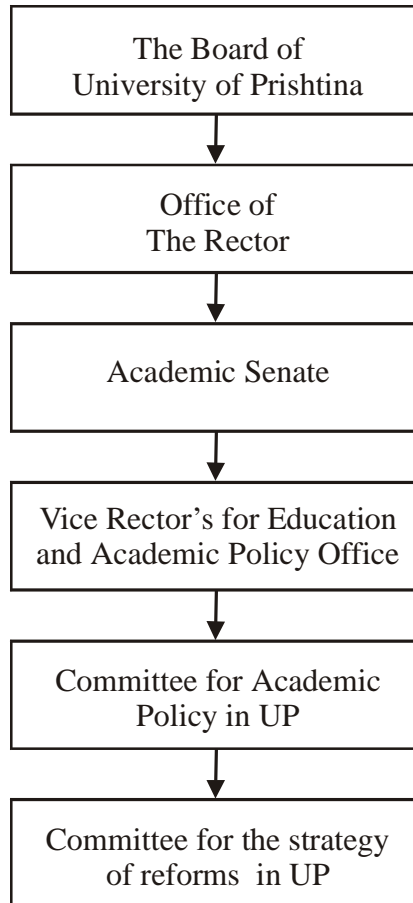
The support of German Rectors Conference and DAAD for creating the Central Administration and the Central Laboratory of the UP is unforgettable.

3. Reform process in UP

One of the main points towards reforming in the University of Prishtina is the Bologna Declaration and recognition of studies and diplomas, for the creation of an Open European area of education and training where students and teachers can move without obstacles. After the war, in 1999 European Universities Association has given a big support to the UP in order to improve the reform process. They have financed a lot of study visits abroad, seminars, conferences here and outside for the staff and students of UP in order to advance the new teaching methods, to develop the curriculum for different faculties and to realize the reform process. University of Prishtina, also right after the Bologna Declaration (June 1999) had an opportunity to have presence of international staff from the UE countries and has started to implement the reforming based on the principles of Bologna.

The experts of the Council of Europe, which has also drafted the Law of Higher Education, write the actual Statute of the University and it is based on the Bologna Declaration. Some parts of this Statute has given the competencies of the International Administrator of the University of Prishtina that were unlimited, who ordered this Statute just after he came in Kosova, in March of 2000.

In the reform process the main bodies involved are as follows:



In March 2000, the Academic Senate of the University of Prishtina has formed The Committee for the strategy of reforms (as a Bologna Working Group) to evaluate the implications of the Bologna Declaration in Europe.

The objectives of the Committee for the strategy of reforms can be described as follows:

- To inform colleagues and raise awareness about the Bologna Declaration
- To identify the key implications of the Bologna Declaration
- To gather data from European institutions about their current practices in relation to these implications
- To interpret the data, once gathered, and propose strategies to the Academic Senate in UP.

During the period April 2000 – June 2000, the Committee for the strategy of reforms and the Committee for Academic Policy of University of Prishtina has developed the “Model of Reforming of the faculties in the University of Prishtina based on Bologna Declaration”, that became official document by the approval of the Academic Senate of UP.

“Model of Reforming of the faculties in the University of Prishtina” is based on Bologna Declaration on a clearly defined common goal: to create a «European space for higher education » in order to enhance the employability and mobility of citizens and to increase the international competitiveness of European higher education. This Committee was aware that the main objectives of Bologna Declaration are:

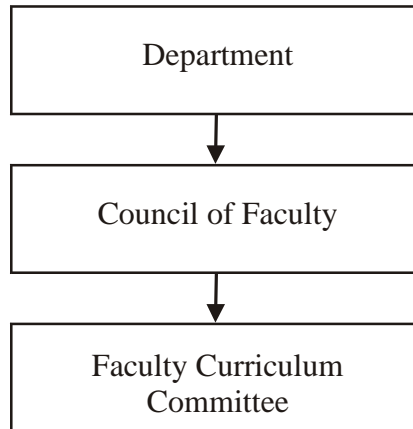
- Adoption of a system of easily readable and comparable degrees in order to promote employability of European citizens and the international competitiveness of the European higher education system.
- Adoption of a system essentially based on two main cycles, undergraduate and graduate. Access to the second cycle requires successful completion of first cycle studies, lasting a minimum of three years. The degree awarded after the first cycle should also be relevant to the European labour market as an appropriate level of qualification. The second cycle should lead to the master and/or doctorate degree, as is the case in many European countries.
- Establishment of a system of credits - such as in the ECTS system - as a proper means of promoting the most widespread student mobility. Credits could also be acquired in non-higher education contexts, including lifelong learning, provided they are recognized by receiving institutions of higher education.
- Promotion of mobility by overcoming obstacles to the effective exercise of free movement. For students, this involves access to study and training opportunities as well as related services and for teachers, researchers and administrative staff, recognition and valorization of periods spent in a European context researching, teaching and training, without prejudice to their statutory rights.
- Promotion of European co-operation in quality assurance with a view to developing comparable criteria and methodologies.
- Promotion of the necessary European dimensions in higher education, particularly with regards to curricular development, inter-institutional co-operation, mobility schemes and integrated programmes of study, training and research.

The “Model of Reforming of the faculties in the University of Prishtina”, based on Bologna Declaration has its Action Programmed with the following main goals:

- Reform of the programs and curricula and their harmonization with the Higher Education in the states of European Union as an imperative of the time;
- Upgrading the content of curricula with the experience of the universities in European Union,
- Reforming of the regime of study, opening the possibility for transfer and mobility of students and teachers,
- Increasing the effectiveness and quality of studies with implementing of the new modern methods of teaching and evaluation of the students,
- Use of the potential of inside teachers and of those who are graduated in the western countries.

This was the starting point towards academic reforms in the UP. The Academic Senate has decided for step-by-step reforming, that started in the Academic Year 2001/2002.

Every University unit has formed the Faculty/Department Curriculum Committee with the following bodies:



From that year the reforms of the courses has been done and all faculties proposed new curricula based on the following two principles:

1. Organization of courses on the basis of a modular system, the ECTS (European Transfer System)
2. The setting up of a system based on three study cycles, following the 3-5-8 scheme: 3 years Bachelor, 2 years Masters, 3 years PhD.

In addition to, it is considered to allow students to earn extra credits each year in optional courses within and outside their faculties.

This project has been entirely accepted by all faculties. However, one important aspect of the Bologna Resolution is considered: The resolution provides that “*the degree awarded after the first cycle shall also be relevant to the European labor market as an appropriate level of qualification*”². These conditions will allow substantial innovations as regards teaching methods as well as, importantly, the introduction of multy-disciplinarity. Moreover, “European cooperation in matters of evaluation and quality” are introduced.

The realization of three-year courses for bachelor in University of Prishtina is the most important goal to date, as it required a complete rethinking of the mission of Prishtina University as well as its relations with its socio-economic environment. In addition, Kosovo disposes of only one University for its 2 million Albanian inhabitants with a high proportion of young people, which represents a ratio 5 to 7 times smaller than those existing in European Union countries. **Moreover, and importantly so, the education of a competent and motivated middle class is an essential factor in the economic and democratic development.** The logical consequence of this setting up 3-year bachelor courses will be life long education and the valorization of acquired professional knowledge.

Hence, the following strategy is proposed:

- The implementation of the 3-5-8 system is expanded to cover the entire university (except the Faculty of Medicine, Department of Albanian Literature and Language and the Faculty of Education). At the same time, courses incompatible

² The quotations in italics are taken from the Bologna declaration

with this system have not been set up, as their transformation, at a latter stage, could prove extremely difficult. Moreover, a more in depth evolution towards the “*promotion of the necessary European dimensions in higher education*” should be encouraged.

- At the same time, pilot projects should be identified to be conducted by competent and motivated partners aware of the truly European dimension of the Bologna Resolution. These projects would exemplify the evolution of the University in its entirety.
 - a) Setting up of a bachelor diploma for the students
 - b) Integration of a European universities network .The European Universities will send professors to implement training modules in the new programme. At least in those of the first stage. The professors of Prishtina University will then assume those modules.
 - c) The foreign Universities will contribute to the training and the readaptation of Kosovars university teachers, promote the mobility of the students and teachers even for short periods of time, exchange of books, and courses photocopies and will establish thanks to internet a permanent and regular following of the reform.
 - d) The foreign universities will send external experts for the exams of the first and second stage, backing so that diploma. Then, the setting up of double diploma can be foreseen.
 - e) Those universities networks will study all the financial means especially concerning the TEMPUS programme.

Many possibilities are already identified: in mathematics and computer science, law, economic/business sciences, electronic, mechanics, Agriculture, French literature and language sociology and philosophy.

The Association of European Universities will be appealed for the setting up of backing European network for those pilot-projects.

II. The State of curricula in view of the provisions of the Bologna Declaration

1. The Degrees and Diploma Supplement

University of Prishtina has adopted BA+MA+Ph.D. systems that are comparable degrees, and also have started with the implementation of the Diploma Supplement, in order to promote the international competitiveness of the European higher education system.

-A diploma supplement, in combination with the credential itself, provides information on the nature, level, course content and status that were pursued and successfully

completed by the individual named on the original accompanying qualification. The final thesis is an essential part in the curriculum of higher education.

The *curriculum guidelines* for the final work are a source in which goals are formulated as follows:

The final work is an integrated part of the curriculum training and therefore needs to be considered as the product of the learning processes the student went through. The interaction between theory, practice and reflection plays an important role.

In making this final thesis the student demonstrates his/her growth towards a more refined insight in teaching practice and an increasing ability in professional performance.

Therefore a student has to choose a relevant theme from the professional field and to elaborate this in a personal and independent way. This means: collection of data, selection of the information, summarizing and critical discussion. The quality of the thesis is also judged on the basis of students' involvement in the task.

-Transcripts of records describe the learning achievements of each student. Every course taken by the student is recorded on the transcript of records with not only the ECTS credits but also with the grade awarded according to the local grading scale and the grade awarded according to the ECTS grading scale. The combination of grades and ECTS credits represents the performance of the student in qualitative and quantitative terms respectively.

1.1. Qualifications

In most of faculties, to be qualified in the Bachelor level it is required to achieve 180 ECTS credits. 210 ECTS credits are required in engineering Faculties, 240 ECTS credits in the Department of Albanian Language and literature, 240 ECTS credits in the Faculty of Education and 360 ECTS credits in the Faculty of Medicine. The bachelor diploma is achieved with the final exam.

The candidate after basic studies will receive the professional university diploma

bachelor in *field_of_study*

eg. Bachelor in Business Administration (BBA)

Student who has finished the second 5-year cycle of study (300 ECTS credits) receives professional-academic diploma:

Master in *field_of_study*

Eg. Master in Business Administration (MBA)

Student who has finished the second 8-year cycle of study (420 ECTS credits) receives professional-science diploma:

PhD in *field of study*

1.2. Course structure diagram

The Academic Senate of the University of Prishtina has approved the following Model of study in the University of Prishtina:

The study Programs were changed with the model that offers:

- Compulsory courses (60% of courses),
- Elective courses and (40% of courses)
- Optional courses (up to 20% of courses).

All courses are credited with the ECTS system.

Compulsory courses, present courses those are obligatory with the specific program of study. Elective courses are offered in the Department of studies and optional courses are offered in the different Departments of the University.

The development and changing of curricula in UP is ongoing Process.

Basic studies (bachelor)

3 years

Module 1: Basic studies – semester I and II

Module 2: Basic Professional studies – semester III and IV

Module 3: Professional studies and Project (Diploma) work– semester V and VI

Bachelor in field_of_study (180 ECTS)

Professional studies (Master)

2 years

(only students with good marks, not less than 8)

Module 4: Practical work and mentor approval– semester VII

Module 5: Professional studies – semester VIII,

Module 6: Professional elective studies – semester IX

Module 7: Special study (seminars, publications)–sem. X

Module 8: Master thesis work – semester X

Master in field_of_study (300 ECTS)

Scientific-Professional Studies (PhD)

3 years

Module 9: Definition of the program for research thesis with the mentor – semester XI

Module 10: Basic scientific Studies– semester XII

Module 11: Scientific-Professional Studies – semester XIII, XIV

Module 12: Publications in the scientific newspapers, semester XV

Module 13: Doctoral Thesis – semester XVI

PhD in field_of_study (480 ECTS)

Every Faculty has developed a diagram or table of the structure of the degree programme(s), showing the number of ECTS credits allocated to each course unit. The example in the Business School is given in follows:

Department
BUSINESS ADMINISTRATION (BA)-Example of the 1st semester programme

Explanation: Fond of contact hours is given in the form L+E+P, where L stands for lecturers, E-exercises, P-Practical exercises.

First Semester

Compulsory courses

code	Course	Hours/week	ECTS credits	Teacher
101	Bases of business I	2+1+0	4,5	Dr.sc. Isak Mustafa, prof.
102	Mathematics I	2+1+0	4,5	Mr.sc. Salih Imami, prof.
103	Enterprise Economy I	2+1+0	4,5	Dr.sc. Ali Sylqa, prof.
104	Introduct. on Accounting	2+1+1	4,5	prof. Drita Shoshi; ass. Theranda Beqiri
Total:		13	18,0	60% of courses

Elective courses

code	Course	Hours/week	ECTS credits	Teacher
105	Bases of informatics	2+1+1	6	Dr.sc. Edmond Beqiri, prof.
106	Introduct.on Economics	2+2+0	6	Dr.sc. Selman Selmanaj, prof.
107	Stock knowledge	2+1+1	6	Dr.sc. Shaban Shkololli, prof.
108	Business English I	2+1+1	6	Prof. Ibrahim Berisha, Ass. Shqipe Husaj
109	French Language I	2+1+1	6	Dr.sc. Muhamet Kërveshi, prof.
110	Sociology	3+0+0	6	Mr.sc. Mustafë Maloku, prof.
111	Business Law	2+1+1	6	Mr.sc. Mustafë Maloku, ass.D. Kërveshi
		7 or 8	12	40% of courses

Optional courses: Any course offered in the University of Prishtina that matches with the fields of Economy, business, mathematics, informatics, psychology, pedagogy etc. (up to 6 ECTS credits).

From the table we can see that the student must collect 18 ECTS credits from compulsory courses and 12 ECTS credits from elective or optional courses. This means that student for e.g. can choose 2 courses from 7 courses offered in the table.

1.2. Individual course units

In principle all course units are included in the information package of every Faculty or Department.

The department defines course units and in some cases they are grouped into larger modules or blocks of learning within the global course structure.

In cases where the availability of course units may depend on a minimum number of students enrolling, that minimum is clearly indicated.

The description of the individual course units is the most important part of the information package of every Department.

Every individual course unit includes the following:

- Identification (The title of the course unit and its code),
- Description (A clear description of the content of each unit),
- Level (Course unit level is indicated with reference to the Prerequisite: an indication of the prior knowledge assumed at the start of the course unit, including a guide to the books and other course learning material students might usefully consult in advance, prerequisite courses;),
- Aims and objectives: the description of the intended learning outcomes of each course unit, in terms of its aims and objectives;
- Bibliography: any books or other learning material, which they will be required to use as the course unit progresses.

2. The European Credit Transfer System (ECTS)

In order to evaluate the activity of its students enrolled in all types of programmes (short term, long term and advanced studies programmes), the University of Prishtina applies the **European Credit Transfer System**.

From the Academic Year 2001/2002 UP started to implement the system in practice. The principal elements of ECTS are presented briefly as they have been developed, in the specially published ECTS manual in Albanian language, in 172 pages, published by the University of Prishtina. University of Prishtina is now placing the Information Package with presentations on the World Wide Web, wholly, with the following ECTS Information Package notes that are intended as guidance for starting this process.

Credits represent numerical values, usually from 1 to 30, assigned to subjects and precise activities developed during a semester. Credits show the **quantity of work**, under all its aspects (course, seminar, laboratory work, projects, practice, individual work, etc.), student invests in order to assimilate a subject.

The basic unit of curriculum is a semester. It comprises 14 weeks of teaching activities and 2 – 4 weeks of examination session. The academic year ends with a four-week examination session for students who did not pass their exams first. In order to allow students to prepare their graduation paper / dissertation we may foresee 2 – 4 weeks for it in the last semester. According to the curriculum, such activity is assigned a distinct number of credits. In order to ensure the **compatibility with the ECTS**, the number of credits foreseen in the curriculum is of 30 a semester. According to the curriculum, within the programmes where the last semester is especially designated for it, the preparation of the graduation paper is assigned 30 credits.

Credits assigned to a subject are whole numbers or fractions of 0.5.

Curricula comprise **compulsory** subjects, **elective** subjects and **optional** subjects. The standard duration of studying a subject is a semester.

- **Compulsory subjects** provide students with the basic knowledge in the field.
- **Elective subjects** aim to offer students in-depth and specialized knowledge.
- **Optional subjects** are offered both in the chosen field and in other complementary domains. Students may further choose elective subjects from the offer of the faculty. These subjects shall be considered as optional ones and will be mentioned in the official academic record and in the transcript of records. Our students are allowed to attend courses taught within the other faculties and

programmes (observing the restrictions). These subjects shall be considered as optional ones, provided that the groups set up for the course is not influenced. On the basis of the learning agreement, the faculty to which student is enrolled informs in writing the other faculties about the list of subjects and the number of students involved in these subjects and asks for their agreement. Grades obtained to these subjects are separately listed and sent to the faculty to which the student is enrolled. Grades are registered in the official academic record and in student's transcript of records (mention: other subjects).

The types of assessment foreseen in the curriculum are written examination, oral examination and continuous assessment. Upon the proposal of the subject coordinator, the teaching councils settle the type of assessment (written / oral examination, continuous assessment). Since the beginning, professor who is teaching the subject has to let students know his / her pass conditions (attendance, papers, projects and their weight in the final grade). The teaching councils may settle general pass conditions (if attendance is compulsory or not, included). The type of assessment is written examination for at least half the subjects foreseen in the curriculum. Exams shall be held in the examination sessions only.

The requirements for obtaining the graduation certificates in a certain field (graduation certificate, university graduation diploma, advanced studies diploma in the BA field, advanced studies diploma – Master's degree) are settled by the teaching councils and mentioned in the **curriculum**.

Graduates/students who fully attended their own field programme are allowed to participate in the final graduation examinations.

At the University of Prishtina: 30 credits a semester are granted for the specialized compulsory and elective subjects; **Subjects foreseen** in the final graduation examinations and the graduation paper/dissertation are assigned a separate number of credits.

Optional subjects are provided all through the period of study being assigned a distinct number of credits and are mentioned in the official academic record;

According to the curriculum, student has to earn the **credits assigned to a subject** in order to pass the examination, i.e. getting the minimal grade 6 (six) or the mention: pass. Credits assigned to a subject shall not be earned in stages.

Credits and evaluations student earns to a subject **are valid** until the change of the subject status in the curriculum.

In their own rules faculties settle the way through which student enrolls in the compulsory, elective and optional subjects. Enrollment is made through the **learning agreement** concluded between the student and the dean of the faculty biannually or annually. Student may only take part in the examinations organized for the subjects mentioned in the learning agreement. It will also comprise a written declaration through which student states if he/she is enrolled or not in other academic programme of the University of Prishtina or in another higher education institution. Student is free to choose the subjects of the curriculum if observing the restrictions. **The range of subjects in the curriculum is only a possible not a compulsory route**. Student is allowed to attend a subject in any semester if observing the specific restrictions. This procedure is valid also for the second enrollment in a subject. Consequently, student who does not pass the exam assigned to a subject has not to enroll in it the next semester during which

the subject is taught. In order to get the diploma, student must earn the credits foreseen in the curriculum.

Credits can be earned in advance and **be reported** to the next semesters in accordance with student's option mentioned in the learning agreement.

All through the academic year **students are allowed to take part in an examination (examination for grade improving, included) three times at most for each subject of the learning agreement during a university year**, but only once an examination session. Students who do not participate in the examination session to a subject mentioned in the learning agreement lose one of the two opportunities they have. Each examination subject is assigned three dates at least (at a minimum 30-day interval) within the examination session. Each group of students is assigned a specified date to which they take their examination in winter and summer sessions. Student must participate in the examination together with the other students and belonging to the same group. The examiner may allow student to take part in the examination together with a different group on the basis of solid reasons only.

Students who do not pass one or more examinations during the winter or summer sessions may choose any dates scheduled for those examinations in the autumn session. According to the curriculum, for subjects that are assigned the continuous assessment, it is the professor who settles the type of examination.

The notion of **prolonged session** is cancelled. According to the conditions settled by the teaching council, students involved in sports and artistic competitions and those who participate in international mobility are allowed to take their examinations in an open session.

Examination for grade improving may be taken in the autumn session only. It is the faculty who settles the framework within students may participate in these examinations, observing the principle: 'a pass is irrevocably a pass'.

If student fails in an examination for the second time but he/she already earned 30 credits at least within the current academic year, student may ask again for enrollment in that subject. Student **has to take part in all didactic activities** mentioned in the curriculum and assigned to that subject. Then he/she may take an examination again, two times at most. On the second enrollment and for that subject only, student is no more budgeted but pays the tuition fees.

After two enrollments the fail in an examination entails the expulsion or, on demand, the definitive student's transfer **from the budgeted places to those for which one has to pay the tuition fees**. If after the second enrollment a student fails in an examination to an elective subject, he/she may choose another elective subject for which he/she has also to pay the tuition fees. If one changes the curriculum and one of the compulsory subjects to which student should enroll for the second time is cancelled (student has no more the opportunity to participate in all activities assigned to that subject), he/she takes part in the examination only and pays the fees only for that examination. If one of the elective subjects is cancelled, student chooses another subject from the package he/she is offered. On the basis of the teaching council's agreement, expelled students may be enrolled again in the same year of study.

Credits assigned to a subject **can be equalized** with credits earned to a subject having an equivalent structure and taught to another faculty or specialization. Such credits are taking into account when student mentions the subject in his/her learning agreement. A

permanent commission set up by the teaching council equalizes the subjects and assigns the due credits at the beginning of each academic year (the director-councilor is a full member of the commission).

If a student does not earn all credits settled in the curriculum at the end of the normal period of study, one may ask for **its prolongation**. Student must meet the requirements stipulated in his/her new class curriculum.

Faculty teaching council may approve student **interrupt his/her studies**, on student's demand, for a 2-year period at most all through his/her schooling (excepting the scholarships abroad), but only after student accomplished the programme for the first two semesters at least. The demand for interruption shall be submitted to the secretariat of the faculty before the semester begins. Student may ask for interruption at any time during the academic year for health reasons (on the basis of a medical certificate recommending the interruption) or for other justified reasons (scholarship abroad, attendance of another university programme). On return, student must meet the requirements stipulated in his/her new class curriculum. Student should be informed on this fact when he/she interrupts his/her studies and one has to mention that he/she was let know about that on his/her demand. Student may ask for interruption only if he/she is not to be expelled. Interruption is not considered as an expulsion and therefore, on return, student does not have to be enrolled again. The previous semester before interruption and the first semester after return are considered consecutive semesters in terms of credits. The framework within which a student may be granted a scholarship soon after return is settled through the Scholarship rules.

Subjects will be **assigned codes** through a unique system on the level of the University. Credits students earn on the basis of the learning agreements concluded between the University of Prishtina and another university is equalized in accordance with the respective agreements. A student who attended the programme of study and successfully passed all examinations foreseen in a semester abroad earns 30 credits at our university on return.

In accordance with the rules settled on the national level, the credit system allows the double specialization according to students' options.

Tutors (on the year of study level) and **Faculty ECTS Coordinator** (on the specialization and programme of study level) provide students with both counseling and equivalencies of studies. Each faculty has its **ECTS Coordinator** of study who coordinates the counseling and equivalencies of studies. On the university level, an institutional ECTS Coordinator is in charge with the implementation of the credit transfer system.

3. Cycles of study

By the recommendation of Bologna Declaration, UP organizes studies in 2 cycles, undergraduate and graduate studies. In most of the Faculties and Departments at the University of Prishtina it is started with the 3-5-8 system of studies, that means 3 years to Bachelor degree, 5 years for Master Degree and 8 years to Doctoral Degree. From this scheme are excepted the Faculty of Medicine the Department of Albanian Language and the Faculty of Education.

The Engineering Faculties has started with the 7 semester bachelor studies. In the 7th semester the students are developing the project diploma work and they have to do practical work.

4. Cooperation and Mobility

Cooperation between higher education institutions is very important and it allows exchanging of the experiences, especially for the University of Prishtina. In a postwar time (after 1999) University of Prishtina has established many new contacts. In this moment, more than 1/3 of the activities in the Rectorate are focused in the cooperation.

In the last three years University of Prishtina has signed 32 bilateral agreements with different Universities. Main cooperation is with Universities in Austria, Germany, USA etc. At the same time University of Prishtina is member of the European Association of Universities (former Conference of Rectors in Europe). Nine projects with more than 1000000 euros were approved in the TEMPUS Programme of 2002.

Most important cooperation of University of Prishtina is with the following Universities: Eight Albanian Universities in Albania and in Tetova, University of Zagreb, Arizona State University, Illinois Technical University, University of South-Eastern Europe in Tetova, the Institute Joan Louis Vives in which take part 17 universities of Catalonia and has opened the doors for the mobility of teachers and students. More than 400 teachers and students of the University of Prishtina went in the study visits or in graduate studies in Europe and USA. From this number, most of them were in social and human sciences, but all faculties were involved in the cooperation.

In the same time, a big number of teachers from foreign universities that with this collaboration came in the University of Prishtina to lecture or to work in the projects. In some faculties we have system of double lecturing with a lecturer from Kosova and a foreign lecturer.

Besides the University, there are another schemes that are offered to kosovar students to study in international universities. There are several stipends offered for graduate studies, such as: "British Chevening" offered from the British Council Office, "Ron Brown" offered from the USA office in Prishtina, "Fulbright" offered from the USA Department etc. The fields offered in these studies are mostly in the respected fields of: Business Administration, Economics, Educational Administration, Environmental Policy/Management, Journalism/Communications, Law, Public Administration, Public Policy etc.

University of Prishtina with ATA from Holland opened the Summer University in summer 2001 and 2002. In the last summer we had the biggest summer University in Europe, with 30 professors from Europe and USA. All courses were credited with the ECTS crediting system.

5. Quality assurance in UP

The University of Prishtina is committed to its mission of teaching, research and service. This institution is known in Kosova and in all Region as a reliable teaching/research institution. To maintain that reputation, it is imperative that UP produce the highest quality teaching/research possible, research that is above reproach and which will stand on its own in any forum. The administration of The University of Prishtina is committed to that goal and will accept nothing less than high quality teaching and research that is reproducible, well documented, and has the highest integrity.

This institution supports teaching/research of many kinds, from many disciplines, and of extremely variable sophistication. Keeping that in mind, it is difficult to generalize too broadly about specific criteria common to all. However, there are some guidelines, which are applicable to, at least, the disciplines that collect data of some kind for subsequent analysis and eventual report.

It is the duty of this institution to teach and train students for entry into the marketplace.

The University of Prishtina is committed to maintaining a safe work environment for its students, teachers and staff. The University provides number of resources to attain that goal.

All research begins with a hypothesis or subject of interest usually outlined in a grant proposal, study plan, or contract with a funding agency or sponsor.

At a minimum, the study plan describes the proposed research including a description of the organisms, subjects or materials to be worked with, a justification for the study, the methods to be employed, the observations to be made, the records to be kept, the statistics to be used, and the responsibilities and obligations of the personnel who will be involved in the study.

The basis of all quality work is good documentation. Every study has an accepted method of documenting the activities, data, and findings of the investigation. This documentation is in the form of a laboratory/study notebook or a binder of pre-printed forms specific to the study.

All employees of the University have a personnel file, which documents the qualifications and training attained for the job. Employees are comfortable in their knowledge of how to conduct a procedure, use a piece of sophisticated equipment, or interact with a research subject. Toward that end, the employee keeps a list of procedures to be performed, and equipment that is expected to be used.

The use of written Standard Operating Procedures is strongly encouraged to minimize the systematic errors associated with the collecting of data by a number of people each of whom may do things in a slightly different manner. A typical Standard Operating Procedure has a title, number, a stated purpose, and the steps of the procedure in outline form.

5.1. Reform of the Admissions Process at the University of Prishtina

The Admissions Process at the University of Prishtina is also changing. There were several activities and discussions with the suggestions for reform. University of Prishtina

is the only University that offers Higher Education for more than 2 million kosovar Albanians. Suggestions for Reform of the Admissions Process at the University of Prishtina as Expressed by Participants in Round Table discussions that had a large agreement in a short summary are as follows:

- ❑ Almost all participants agreed that admissions be done by an independent group. This group should consist both of locals and internationals.
- ❑ One important way of making the selection process more fair is simply to admit more students. Kosova has one of the lowest student-to-population proportions in the world.
- ❑ The student organization(s) should be represented in the admissions process.
- ❑ A counseling service for high-school students should be established to help them pick subjects of study that fit their abilities.
- ❑ Perhaps more than one method of admissions could be used. This way would encourage admission of students with different types of strengths. Others though we should develop something like the SAT.
- ❑ Kosova needs more than one University.
- ❑ We should invite outside experts to give their opinion, but a local commission should make the final decision.
- ❑ There were differing opinions about admitting all students for one year. The majority seemed to oppose it, although there was several in favor.
- ❑ Admitting all students for one year is closely linked with reforms in education: if the methodology of teaching is still traditional, they will not have a real chance to prove their potential.
- ❑ A particular group of students should be aimed, when designing of enrollment policy takes place. It should be based on respect for students and democratic values.
- ❑ There should be a similar admittance policy in national level: this would allow for easy student mobility.

6. European dimensions in Program of study and curricular development

In the higher education system of Kosova, full-time studies of one academic year equal 60 credits. One credit stands for 25 to 30 hours of student workload (= 1800 hours). Each subject stands for at least three credits. Those rules apply for both (under)graduate and postgraduate studies. The academic year starts between at the 1st of October. All programmes start on the first day of the academic year.

A diploma supplement, in combination with the credential itself, provides information on the nature, level, course content and status that were pursued and successfully completed by the individual named on the original accompanying qualification. The final thesis is an essential part in the curriculum of higher education.

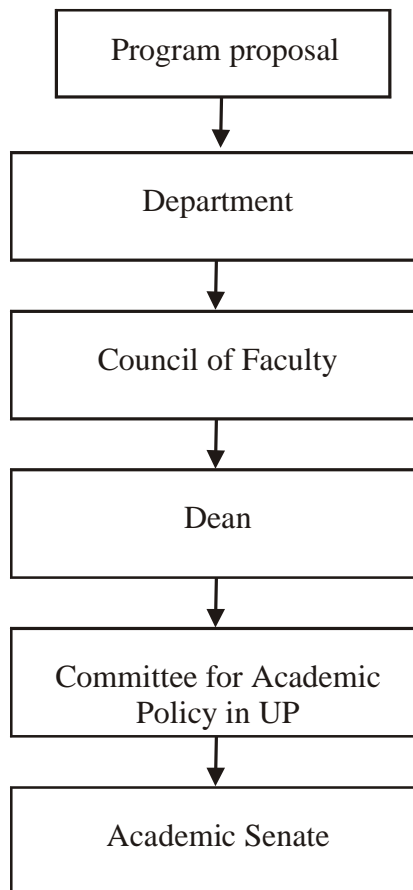
In Academic Year 2001/2002 the University of Prishtina introduced a new university bachelor's degree, requiring a minimum of three years of study. It is also considered as a first degree, which can lead to a *master* after two years of further study. Hence, at the bachelor level, there are now two types of qualifications: a professional qualification

giving students immediate access to the job market; and a new university qualification, that can provide access to a master's program.

This reform measure was implemented based on the Bologna Declaration, that is one of the cornerstones of Bologna is the adoption of a two-tiered system of education (consisting of bachelor's and master's degrees).

6.1. Approval Process for Academic proposals

The Approval Process for Academic proposals usually goes through the following process:



The Committee of the specific Department writes program proposal. The Department follows this with the review and comments to the Council of the Faculty that gives proposal to the Dean who follows with to the Committee for the Academic Policy of the University and after the review the proposal goes to the Academic Senate of the University of Prishtina.

7. The Central Administration

University of Prishtina is a large University with the Faculties, Departments and buildings in 7 cities in Kosova. In the previous system we had decentralized system, and every unit of the University was independent legal unit that used the name of the University of Prishtina. Now, from the year 2000 the University has established the Central Administration.

8. Strategic Planning

University of Prishtina has the Committee for strategy of reforming that is finalizing the 10-year strategic plan of the University. This process will be finished after the discussion of the strategic plan of every unit in the University, and it is ongoing process. We already have the First draft of the Strategic Plan of UP.

III. Conclusions

Bologna Declaration and recognition of studies and diplomas are the main points towards reforming in the University of Prishtina. University of Prishtina, right after the Bologna Declaration (June 1999) had an opportunity to have presence of international staff from the UE countries and has started to implement the reforming based on the principles of Bologna.

During the period March 2000 – June 2000, the Committee for the Academic Policy has developed the Model of Reforming in the University of Prishtina that became official document by the approval of the Academic Senate of UP.

University of Prishtina has adopted BA+MA+Ph.D. systems that are comparable degrees, and also have started with the implementation of the Diploma Supplement, in order to promote the international competitiveness of the European higher education system. By the recommendation of Bologna Declaration, UP organizes studies in 2 cycles, undergraduate and graduate studies. In most of the Faculties and Departments at the University of Prishtina it is started with the 3-5-8 system of studies, that means 3 years to Bachelor degree, 5 years for Master Degree and 8 years to Doctoral Degree. From this scheme are excepted the Faculty of Medicine and the Department of Albanian Language.

The Engineering Faculties has started with the 7 semester bachelor studies. In the 7th semester the students are developing the project diploma work and they have to do practical work.

University of Prishtina has established the European Credit Transfer System (ECTS). From the Academic Year 2001/2002 UP started to implement the system in practice.

University of Prishtina has signed official agreements with many universities such as: 8 Albanian Universities in Albania and in Tetova, University of Zagreb, Arizona State University, Illinois Technical University, University of South-Eastern Europe in Tetova, the Institute Joan Louis Vives in which take part 17 universities of Catalonia and has

opened the doors for the mobility of teachers and students. Many of the teachers of the University are in the study visits or in graduate studies in Europe and USA.

This institution supports teaching/research of many kinds, from many disciplines, and of extremely variable sophistication. Keeping that in mind, it is difficult to generalize too broadly about specific criteria common to all. However, there are some guidelines that are applicable to, at least, the disciplines, which collect data of some kind for subsequent analysis and eventual report.

The University of Prishtina is committed to maintaining a safe work environment for its students, teachers and staff. The University provides number of resources to attain that goal.

At a minimum, the study plan describes the proposed research including a description of the organisms, subjects or materials to be worked with, a justification for the study, the methods to be employed, the observations to be made, the records to be kept, the statistics to be used, and the responsibilities and obligations of the personnel who will be involved in the study.

The Academic Senate of UP has approved the Model of study in the University of Prishtina, with the study Programs that offers: compulsory courses (60% of courses), elective courses (40% of courses) and optional courses (up to 20% of courses).

All courses are credited with the ECTS system.

The development and changing of curricula in UP is ongoing Process.

University of Prishtina has the Draft of the 10-year strategic plan of the University. This process will be finished after the discussion of the strategic plan of every unit in the University, and it is ongoing process. We already have the First draft of the Strategic Plan of UP.

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