



Autoriteti Kombëtar i Kualifikimeve
Nacionalni Autoritet za Kvalifikacije
National Qualification Authority

EQF Referencing
report of the Kosovo

National Qualification Framework

PRISHTINË, 2016



EQF Referencing Report of the Kosovo Qualifications Framework

Editor: Teuta Danuza

Authors of the report:

Teuta Danuza, Furtuna Mehmeti and Blerim Saqipi

Authors of the 2014 version:

Teuta Danuza, Anton Gojani, Rame Likaj and Milot Hasangjekaj

International experts:

Michael Graham, John Hart and Mike Coles

The process of EQF Referencing Report of the Kosovo Qualifications Framework was co-financed by:

- European Training Foundation –ETF
- The British Council in Kosovo through “The development of the referencing report for the National Qualifications Framework” project
- EU and ADA in Kosovo through “Aligning Education with Labour Market Needs- ALLED” project
- EU office in Kosovo through “Kosovo Education for Employment Network - KEEN” project
- DVV International in Kosovo through “The development of the referencing report for the National Qualifications Framework” project



alled | Aligning Education with
Labour Market Needs



RRJETI I KOSOVËS PËR ARSIM DHE PUNËSIM



Introduction

The government of the Republic of Kosovo is aiming to create a knowledge-based society and establish an all-inclusive system of education that provides conditions for quality education and training of all individuals by actively involving and promoting lifelong learning and the values of democratic society.

In order to modernise the Education and Training governance model and make efforts to adopt the education system to emerging social and economic trends, a variety of initiatives have taken place which have increased the role of national authorities, social partners and civil society organisations.

The development of a National Qualification Framework (NQF) is one of the main reforming tools of our education system. It was established in 2011 and aims to improve access to work and further learning by making qualifications relevant to employment and learning, and meeting the needs of learners, the economy, and education and training institutions.

The NQF also aims to establish a basis for co-operation and mutual recognition by linking to the European Qualification Framework for Lifelong Learning (EQF).

While Kosovo is not formally part of the EQF process, this report, and the process which produced it, will show the alignment of the NQF to the EQF. This will support comparison of Kosovo's qualifications with those of EU Member States that have referenced their NQFs to the EQF.

This report will be submitted by Dr. Bajrami, Minister of Education, to the European Commission in Brussels. We will request that it be presented to an EQF Advisory Group meeting.

In 2013, the National Qualifications Authority (NQA), initiated the referencing process aiming to identify the links between the levels of the NQF with the EQF which has resulted in drafting of the referencing report.

This referencing report aims to show the links between the levels of the NQF and the EQF by describing clearly the existing qualification levels as they apply in the sectors of the education system in Kosovo. Furthermore, the report provides information on the 10 quality criteria which have been established for referencing NQFs to the EQF. The referencing process was conducted in close consultation with all the relevant stakeholder groups in

OVERVIEW OF EDUCATION SYSTEM IN KOSOVO

The Ministry of Education, Science and Technology (MEST) is responsible for promoting an inclusive education system in which each person's right to education and training is respected and equal quality learning opportunities are available for all. Education in Kosovo has been continuously perceived as a priority for the governments in the last decade. Public spending in the Education Sector in Kosovo grew steadily from 3.3% of GDP in 2007 to 4.2% of GDP in 2014¹, which makes Kosovo comparable to other countries in the region. However, due to a low GDP and young population, Kosovo lags behind other countries in terms of student per-capita spending. Per capita spending in the Pre-University Education 2014 was 477 EUR² and 703 EUR in Higher Education³. Around 15% of the Kosovo budget spent on education however, the increase in teacher wages in 2011 and 2014 has crowded out other spending for Education. Education provision is funded by central government through the allocation of education specific grant on annual basis and own-source revenues of municipalities which differ according to different specifics.

The organization of the education system in Kosovo is outlined in Figure 1 below. General education in total lasts twelve years consisting of nine years of compulsory education and three years upper-secondary education. Compulsory education begins when a child attains the age of six, the minimum compulsory school age and ends upon the completion of lower secondary education at age fifteen. Pre-school education starts at the age five and it is not yet compulsory while the law⁴ on pre-university education foresees measures to make pre-primary education at age 5-6 mandatory when certain preconditions are met.

¹World Bank: Republic of Kosovo Kosovo Public Finance Review, Report No: ACS9351, June 2014.

²Ibidem, p. 12

³Ibidem, p. 88

⁴Law No.04/L –032–2011 on Pre-University Education, see web: <http://masht.rks-gov.net/uploads/2015/06/03-ligji-per-arsimin-parauniversitar-anglisht.pdf>

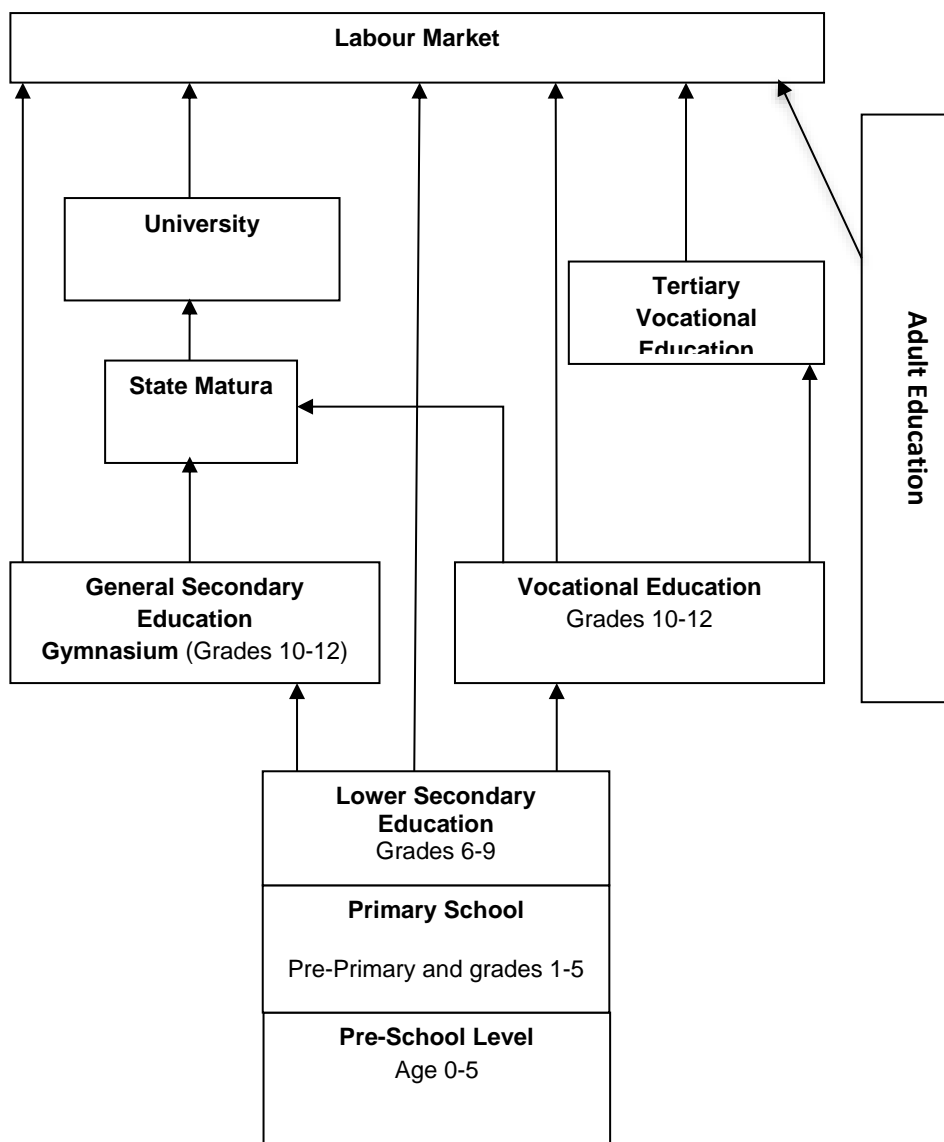


Figure 1. General Structure of the Education System in Kosovo (Source: Draft Kosovo Education Strategic Plan 2017-2021)

The education system in Kosovo is organized as follows:

- Pre-School Education (ISCED⁵ 0, children aged <6)
- Primary Education (ISCED 1, grades 1-5, children aged 6-10)
- Lower Secondary Education (ISCED 2, grades 6-9, children aged 11-14)
- Upper Secondary Education (ISCED 3, grades 10-12, children aged 15-18)
- Higher Education (ISCED 5-8)

One general trend in the education system has been the decrease of student numbers in the pre-university education level with a slight increase of expenditures in the pre-university education sector (See the Figure below).

⁵ ISCED – International Standard Classification of Education as adopted by the UNESCO General Conference at its 36th session in November 2011

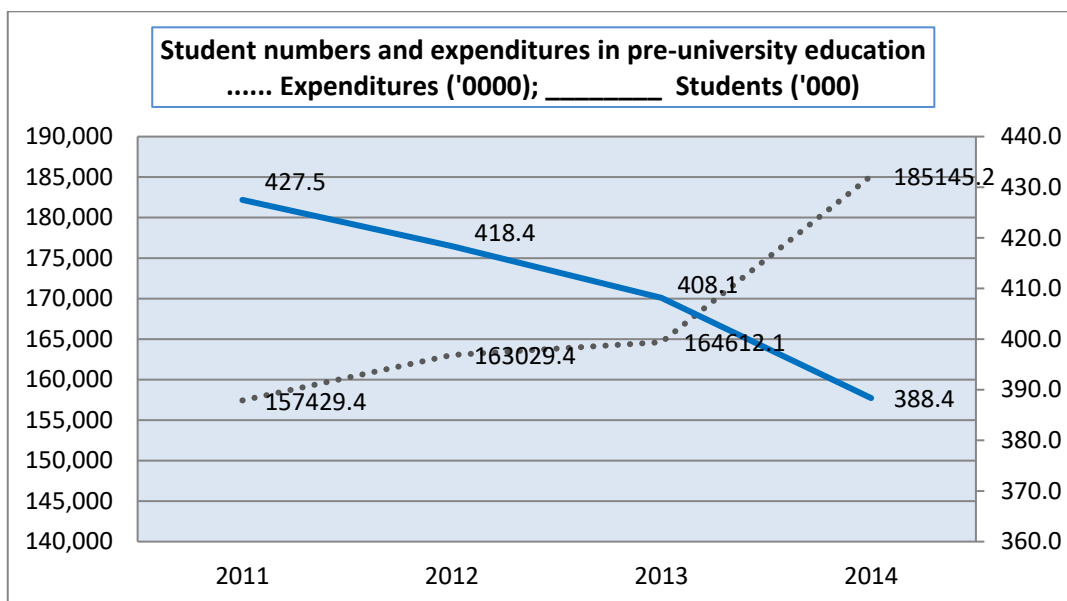


Figure 2. Student numbers and expenditures in education

In the school year 2015/2016, education system at the pre-university level is estimated to have 367,940 students (3,915 students in the pre-school level, 21,655 students in the pre-primary grade/age level 5-6, 258,464 students in the primary and lower secondary schools and 83,906 in upper secondary schools). At the upper secondary school level, about half of students attend the vocational education programmes.

Increasing the participation in education has been one of the main objectives of Kosovo Education Strategic Plan in the last years. The biggest progress in gross enrolment rates has been at the pre-primary, upper secondary and higher education levels as can be seen in the diagram below. There has been no significant increase in pre-school enrolment levels, while there has been improvement in the gross enrolment level of children aged 5 in pre-primary education where about 20 342⁶ or 79.6%⁷ were registered in the last school year. Enrolment rates in primary and lower secondary education represents the whole cohort of students in the previous phase, and upper secondary gross enrolments stand at 83 906⁸ or during 2014/2015 it is 84.5% of the cohort⁹... Around half of pupils in upper secondary education choose a vocational education programme.

⁶Kosovo Statistical Agency, Report on Education 2015/2016, see web: <http://ask.rks-gov.net/en/kosovo-agency-of-statistics/add-news/education-statistics-20152016>

⁷KESP, see web: <http://www.erisee.org/sites/default/files/Kosovo%20Education%20Strategic%20Plan%202011-2016.pdf>

⁸Kosovo Statistical Agency, Report on Education 2015/2016

⁹KESP

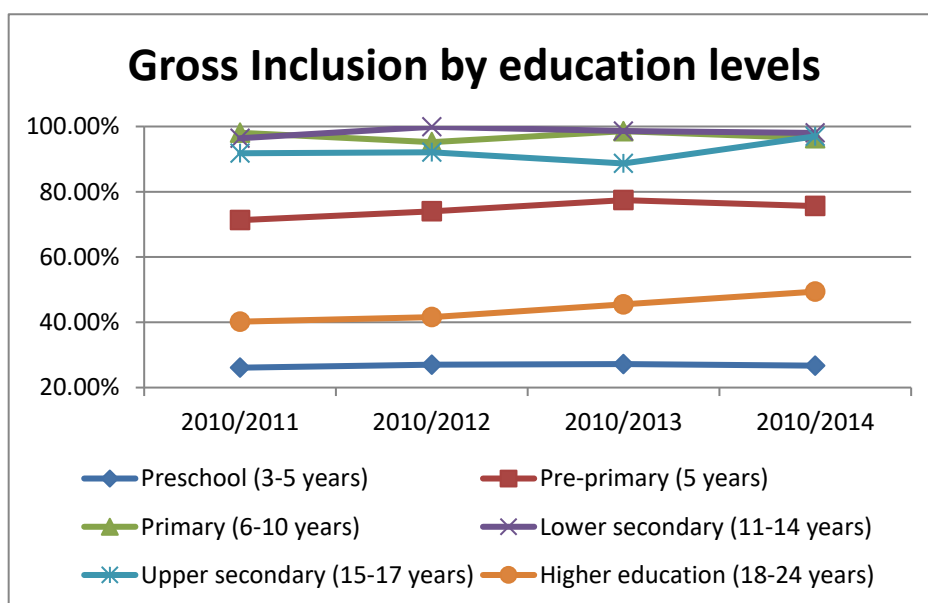


Figure 3. Gross inclusion by education levels (Source: KESP 2011-2016 Evaluation Report)

The main language of instruction is Albanian, but education is also provided in other languages. The officially recognised languages are Bosnian, Turkish and Serbian as these are the languages of the minority communities living in Kosovo.

1. GENERAL EDUCATION SYSTEM IN KOSOVO

1.1 OVERVIEW

General education system in Kosovo is comprised of:

- Level 0: Pre-primary education: 4.792 (M 2.505 & F 2.287)
- Level 1: Primary education for five: 22.132 (M 11.483 & F 10. 649)
- Level 2: Lower secondary education: 261.107 (M 134.842 & F 126,265)
- Level 3: Upper secondary education: Gymnasium 43.403 (M 19220 & F 25.183)

There are currently 43 pre-school institutions, 969 lower secondary schools and 52 gymnasiums. The Kosovo Curriculum Framework (KCF) regulates pre-school and compulsory general educations and upper secondary education and is designed in six key stages representing periods with common features in terms of children's development and curriculum requirements. The key stages end at grades 2, 5, 7, 9, 11 and 12. The KCF covers pre-school, primary and secondary education and requires relevant institutions to follow a number of underpinning principles in providing education. These principles include: quality education for all, inclusiveness (is this needed?), learner-centeredness, competency-based approaches, autonomy and flexibility and mobility, transparency and accountability. The philosophy of the KCF is competency based approach aiming to shift the education system towards outcomes-based education. The initial idea for the KCF was to determine the general framework and reference points while schools would be responsible for the design of subject syllabi. However, during the piloting stages in years 2012-2015 it appeared that the need exists to support schools and teachers by providing more guidance and specifying learning expectations and themes to cover at various stages and specific subjects.

As a result, the process resulted in a situation where the KCF and other documents provide more of a prescriptive approach than it was initially planned.

Education for students with special needs is organised in special schools, attached classes and in regular classes. There are five (5) resource centres for education and counselling and 2 special schools for special needs education and at least 2 attached classes per municipality in regular schools in Kosovo, with AI 2015 for closing attached classes and converting them into resource rooms. Partially sighted and blind pupils have the right to instruction in the use of Braille and necessary technical aids. In addition, Kosovo Sign Language is the official sign language for deaf people which is taught to deaf children in schools of special education.

Compensatory education is offered to adults who receive qualifications on completion of the offered programmes. These include accelerated learning for those with uncompleted primary or secondary education or who otherwise lack qualifications of the formal education system. There are also programmes based on generic knowledge and skills (including basic literacy, numeracy personal and technological skills) that are intended to prepare individuals for entry to the labour market or return to education. At present these do not lead to qualifications.

1.2. LEGAL FRAMEWORK

The legal framework for general education consists of laws, Administrative Instructions (AIs) and national strategies.

Laws

- Law No.02/L-522006 on Pre-School Education
- Law No.04/L-032-2011 on Pre-University Education
- Law No.03/L-068-2008 on Education in the Municipalities of Kosovo
- Law No.2004/37-2004 on Inspection of Education in Kosovo
- Law No.03/L-018-2008 on Final Examination and State Matura Examination
- Law No.04/L-143-2012 on Adults Education and Training

The general education system is governed by a number of laws which regulate the functioning of education system. The umbrella law for pre-university education was approved in 2011¹⁰. The law on pre-university education outlines the general provisions of operation of the pre-university education. The law on pre-university education outlines the main purposes and principles of the provision of education in Kosovo as well as the responsibilities of central, municipal and school level in the areas of planning, delivering and monitoring the public education provision. The law provides for a general outline of the licensing of private education in Kosovo whereas the detailed standards and process is outlined in an Administrative Instruction¹¹.

One other important piece of legislation that governs the education at the municipal level¹² is the law on education in municipalities of Kosovo. The law was approved as an attempt to decentralize education competencies from central level to municipal level. The law prescribed a set of responsibilities which would be devolved at municipal level including school staff hiring, management of school staff performance, monitoring of education provision quality as well as managing activities related to school infrastructure. The municipal capacities were limited to absorb all these new responsibilities and some municipalities are still facing challenges in taking over the devolved competencies.

The law on education inspection in Kosovo¹³ outlines the mechanisms for school inspection focussing the work around checking the compliance of school work with the applicable legislation. The law on education inspection is revised and approved and the changes made focus around extending the mandate of education inspection towards the pedagogical dimension of teachers' work and the evaluation of school as an organization and its performance.

The new law on Matura exam¹⁴, the exam for completion of the upper secondary education, has been approved. According to this law, pupil graduates in upper secondary education with internal assessment. Candidates interested to study take the Matura exam, where the passing threshold is 40%. Pupils who achieve more than 40% are awarded with the certificate of Matura, enabling them to compete in higher education.

¹⁰Law No.04/L-032-2011 on Pre-University Education, see web:<http://masht.rks-gov.net/uploads/2015/06/03-ligji-per-arsimin-parauniversitar-anglisht.pdf>

¹¹Administrative Instruction 11/2012 on Criteria for Licensing of Private Educational Institutions for primary level; low secondary and high secondary and vocational education

¹²Law No.03/L-068-2008 on Education in the Municipalities of Kosovo, see web: http://www.kuvendikosoves.org/common/docs/ligjet/2008_03-L068_en.pdf

¹³Law No.2004/37-2004 on Inspection of Education in Kosovo, see web: http://www.gazetazyrtare.com/e-gov/index.php?option=com_content&task=view&id=71&Itemid=28&lang=en

¹⁴Law no. 03/L-018-2008 on final exam and state matura exam, see web: <http://masht.rks-gov.net/uploads/2015/06/10-2008-03-l-018-en.pdf>

There is also a law on the administration of pre-school education¹⁵, while the law on regulated professions is also in the process of approval.

National Strategies

- Kosovo Education Strategic Plan 2011-2016
- Strategy for the development of Pre-University Education in Kosovo 2007-2017
- Quality Assurance Strategy 2016-2020.
- Strategy for Pre-University in Kosovo
- Strategy for Integration of Roma, Ashkali, and Egyptian Communities in Kosovo 2007– 2017

MEST is in the process of approving the recently designed Kosovo Education Strategic Plan (KESP) 2017-2021 which was drafted through a consultative process by involving all stakeholders. KESP 2017-2021 was drafted based on an evaluation conducted for the KESP 2011-2016 which provided substantial data on the current status of various issues in education sector. The process of developing KESP 2017-2021 was driven by the Kosovo National Development Strategy 2016-2021, which the government developed as a tool to guide the development of Kosovo for the upcoming 5-year period. The first priority of the National Development Strategy is the development of the human capital which has direct links with education development including aligning education provision to labour market needs. The human capital development chapter foresees introduction of mechanisms that lead towards quality of human capital such as measures to enhance quality of teaching and learning in schools, quality of teacher qualifications as well as strengthening the links between education and labour market.

The evaluation of the KESP 2011-2016 revealed important information on the level of implementation of foreseen measures in one hand as well as challenges that have to be addressed by the KESP 2017-2021. KESP 2017-2021 is organized in thematic areas and has prioritized the issue of inclusion and participation in education, developing management processes, introducing a quality assurance system in pre-university education, developing teaching and learning (including curriculum reform and textbook development), professional development of teachers, developing VET sector to make it more labour market relevant and advancing the quality of higher education provision. All the Strategy priorities were also reflected in the KESP 2011-2016 but the new KESP advances those activities further building on the present realities and challenges recognized.

The KESP 2017-2021 has aimed to integrate measures from other existing strategies in order to provide for a more coherent view of the education system development.

The Quality Assurance Strategy 2016-2020 was developed as a measure to support the education system introduce measures and practices of quality development in pre-university education system. The strategy addresses the aspects of building the mechanisms, developing capacities and raising awareness about quality assurance. Among the mechanisms foreseen are the introduction of school evaluation practices by combining the school self-assessment and external evaluation, the licensing of teachers, the advancement of school development planning practices and introduction of specially dedicated staff member to facilitate the work around quality development. The strategy thus foresees that every school appoints a school based quality coordinator and necessary arrangements are being put in place to introduce such a practice.

In addition, there is currently a government strategy on ‘Integration of Roma, Ashkali, and Egyptian Communities in Kosovo 2007– 2017’ which foresees measures for integration of these communities including the education sector. In support of this purpose, Kosovo government foresees measures to support the integration of these communities by providing scholarships for pupils of upper secondary schools and determining special quotas for students at higher education level as well as necessary catch-up classes for the dropouts.

All Administrative Instructions linked with general education are submitted in appendix 12.

¹⁵Law No.02/L-522006 on Pre-School Education

1.3. QUALIFICATIONS OF GENERAL EDUCATION

Although there are currently no school qualifications at Level 1, this level relates to the recognition of the lowest levels of skill necessary for functioning in work or in society. It could include basic skills provision (e.g. literacy and numeracy skills) equivalent to the outcomes of primary education.

The certificate that is issued at the end of lower secondary education is a benchmark of qualification at level 3 of the NQF while the Matura certificate can be a benchmark qualification at NQF Level 4. All students are issued a certificate upon the completion of the national exams at the end of lower secondary education and upper secondary education, who then receive Matura certificate. The learning outcomes anticipated for these national assessments are primarily linked with the provisions and outcomes anticipated in national curriculum but links can be formally made in future with the NQF.

1.4. TEACHER PROFESSIONAL DEVELOPMENT

MEST has attempted to implement a teacher licensing system as of 2004 while initial implementation steps were launched in 2010. Currently teacher licensing is regulated by the law on pre-university education (2011 and the subsequent Administrative Instruction on teacher licensing (ref no. 25/2014). The licensing system is foreseen as a teacher career development scheme that links the requirements for teacher qualifications, continuous professional development, monitoring of teacher performance with opportunities for promotion in the teacher career system and the salary scheme. Teacher licensing, development of standards for professional development and performance evaluation is a responsibility of the MEST, acting on the advice and recommendations of the State Licensing Council for Teachers (SLCT) as an advisory body to MEST on teacher policies which has members from all teacher development stakeholders including a representation of teacher union, teacher education institutions, municipal education authorities and other relevant actors within the MEST.

All programmes leading towards a teaching qualification must be equivalent to 240 ECTS credits (for primary education), whereas for secondary education and second higher education programme requires 300 ECTS points, and must consist of both academic studies and professional training and practice. The Ministry determines through secondary legislation, as advised by SLCT: requirements for teacher qualifications, including the specific qualification level for particular stages of pre-university education; requirements for teacher professional development and performance associated with licensing requirements; standards and procedures for accreditation of programmes for teacher professional development; and standards on teacher professional practice.

Within the licensing system, professional development of teachers has become mandatory for all teachers in the pre-university education sector. Every teacher has to attend a minimum of 100 hours of professional development over the period of five years for the purposes of re-licensing at the same level. Professional development requirements for teachers wanting to advance in the licensing career are slightly bigger. All professional development activities that are included in the licensing system need to undergo approval procedures by the MEST.

The report of evaluation of KESP 2011-2016 revealed that education system has not managed to provide all teachers with the opportunities to attend the professional development activities that they are required by law as part of the licensing requirement, due to the lack of budget, lack of training providers, etc. However, based on the assessment report of KESP 2011-2016 made in 2015, it appeared that teachers had been interested in increasing formal qualification and more specifically advancing qualifications from two years' higher education to a bachelor degree of four years' higher education and the standards and procedures for this approval process are outlined in an Administrative Instruction (ref no. 04/2010).

Also, MEST approved the normative for teachers in vocational education whereby all teacher without educational qualifications should finish master programme for teaching in Faculty of Education.

1.5. PRIVATE AND PARTNERSHIP INSTITUTIONS

Every private or public-private partnership educational institution providing general education must be licensed by MEST according to the criteria set in the applicable legislation. The government licensing standard takes account of the variety of teaching and learning methods employed by these institutions, governed under AI no. 15/2016 and 17/2016, these are provisions related to: the adequacy of buildings and equipment, which must comply with national standards based on international standards on health and safety and accessible design for persons with disabilities, including teaching rooms, cabinets, workshops and laboratories, fields or sports halls; the provision of library and computer rooms; the number and qualifications of teaching staff based on AI 6/2015; adherence to the KCF or to a foreign curriculum which is recognised by the Ministry for use in Kosovo.

A private educational institution may commence operation only after obtaining an educational and/or training licence from the Ministry and a business licence from a municipality. Private educational and/or training institutions are subject to inspection by the MEST. A license gives a private or partnership school the right to offer study programmes at specific stages of general education.

1.6. Quality Assurance in General Education

MEST is responsible for quality assurance in general education by as projected in the law on pre-university education. However, the law on education in the municipalities has devolved responsibilities to municipal level in terms of the need to monitor the quality of the provision of education in schools.

Based on the KCF, assessment at the classroom level includes formative and summative assessment throughout the school year, final assessment (upon completion of a school year) and summative assessment (upon completion of a curriculum key stage). Formative assessment is descriptive and aims at providing feedbacks for the purpose of improvements. Summative assessment uses grading system from 1 to 5 and aims at verifying learning achievements for certain teaching periods. Final assessment upon completion of school year occurs at the end of each school year and reflects the level of a student's performance during the whole year

Assessment upon completion of a curriculum stage aims at verifying the learning outcomes, which serve as the basis for organizing teaching towards progress in achieving learning outcomes.

Schools are responsible for ensuring quality in formative, summative and final assessment formative, summative and final assessment as elaborated above is managed entirely by the school teachers while schools and municipalities play a monitoring role for these assessment processes. Whereas Division for Standards, Evaluation and Monitoring, in cooperation with professional departments/departments of schools for the upon completion of a curriculum key stage.

The Division for Standards and Evaluation in MEST is responsible for the preparation, administration and assessment of all standardised external exams. Standardised state/national assessments are organised upon completion of grades 5, 9 and 12. State/national assessments are focused on measuring the level of achievement as foreseen in the relevant curriculum documents, namely expected results.

State assessment at the end of grade 5 is a sample based assessment which aims learning outcomes achieved with teaching programmes of level 1. Assessment is carried out in a random sample and aims at verifying the quality of programmes, teaching and learning practices, etc. State assessment at the end of grade 9 is referred to the level of achievement in achieving learning outcomes expressed in teaching programmes of level 2. This assessment is used as an instrument to determine student orientation at the upper secondary school level. Results of pupils at this assessment level are included in the certificate issued at the end of lower secondary education.

Standardised assessment at the end of grade 12, also known as the State Matura examination, aims to measure the level of achievement in mastering the learning outcomes at the end of upper secondary education. The Matura exam is carried out in compliance with the law on Matura 2015, which stipulates that assessment is carried out in general subjects (native language, math, and foreign language) and elective subjects. The

minimum passing threshold for Matura exam is 40%. Pupils who achieve more than 40% receive the Matura certificate, which enables them to continue their path towards upper secondary education. With regards to admission of students in higher education, the law on Matura exam stipulates the acceptance of points from three levels of assessments, namely Matura exam (30%), upper secondary education (30%) and assessment organized by academic units (40%).

External monitoring and evaluation of schools is conducted by the department of education inspectorate. A system of quality assurance is foreseen in the law on pre-university education however the process did not start. The law foresees the following model of school evaluation/inspection in order to ensure:

- compliance with the respective duties and functions of the institution according to the Law on Pre-University Education, the Law on Inspection of Education in Kosovo, and Administrative Instruction 11/2005 on the Administrative Procedures for the inspection of educational institutions;
- the satisfactory functioning of the governing board of the institution, the Parents' and Pupils' Councils, the financial operations, accuracy of records of numbers of pupils by level and grade, accuracy of pedagogical and school documents, organization of classes and external examinations;
- the numbers, qualifications and arrangements for professional development of staff;
- the working environment including compliance with standards of health and safety of pupils and staff, records kept of disciplinary action and its outcome;
- compliance with the KCF, including both the core and the school-based curriculum, assessment and internal examination procedures, and the use of approved textbooks, educational learning resources and learning materials.

Following the endorsement of the Quality Assurance Strategy 2016-2021, the MEST has developed framework for the quality assurance in general education and implementation road map. The framework determines expectations for school performance at the level of Republic of Kosovo, for basic education and gymnasia, fields and criteria of quality, performance indicators and indicators of internal and external assessment of school performance. The necessary legislation and guidelines have been developed and quality coordinators have been trained and piloting of School Performance self-evaluation in 65 Pilot Schools has commenced in autumn 2016.

The Education Management Information System (EMIS) is a mechanism for gathering, compiling and processing education statistics. The EMIS is managed by MEST with schools and municipalities inputting data on annual basis. MEST produces annual reports with relevant analysis and indicators produced.

2. VET AND ADULT TRAINING SYSTEM

2.1 OVERVIEW

The principles of the education system promote inclusiveness based on lifelong learning philosophy and quality education for all. The overall objectives for VET include: improving access to, and the quality and relevance of, VET provision for all; improving coordination with, and relevance to, the labour market; strengthening the institutional and management capacity of the VET system and establishing a sound financial basis for its long-term development and sustainability; increasing opportunities for training of early school leavers, upper secondary school students and school leavers and adults, in order to enhance employment, especially for women; and enhancing prospects of self-employment.

The VET Law 2013 identified the main activity fields of vocational education and training as follows:

- development of competences and training for employment of individuals in accordance with occupations and their careers according to the labour market;

- creation of general and professional culture in accordance with principles of lifelong learning education and economical, scientific and technological developments; and
- recognition of the individual's competences based in occupational standards of the relevant level.

There are a number of formal and non-formal VET providers nationwide, extending from the upper-secondary sector to adult VET providers, NGOs, private providers and public institutions.

Currently, formal and adult education is provided by public and private institutions, based on the legislation, after completing formal and adult education, pupils/candidates may enter labour market, post-secondary education and higher university education.

Whereas non-formal training is provided by public and private institutions, after completing these level pupils/candidates may enter only the labour market.

The majority (around 60%) of the upper-secondary school students are enrolled in formal VET schools.

It is estimated that there are 17 vocational fields and 140 profiles and around 48 occupational standards developed so far.

2.2 Legal Framework for VET and Adult Training System

The legal framework for VET and Adult education and training is comprised of laws, administrative instructions and national strategies as follows:

Laws

- Law No.04/L –032- 2011 on Pre-University Education in the Republic of Kosovo
- Law No. 04/L-138 - 2013 for Vocational Education and Training
- Law No. 04-L-143 - 2013on Adults Education and Training in the Republic of Kosovo
- Law No. 03/L-060 - 2011 on National Qualifications
- Law No.2004/37 - 2004 on Inspection of Education in Kosovo
- Law No. 03/L-018 – 2008on Final Exam and State Matura Exam
- Law No. 03/L-019 – 2008 on Vocational Ability, Rehabilitation and Employment of People with Disabilities
- Law No. 03/L-068 – 2008 on Education in the Municipalities of the Republic of Kosovo

The Law on National Qualifications (see web:http://akkks.net/uploads/law_on_national_qualifications.pdf) regulates the development and maintenance of the National Qualifications Framework and the awarding of qualifications. The objectives of the law are: to improve the recognition of qualifications at all levels of formal and non-formal education and training; to ensure that qualifications meet the needs of the labor market, economy and society; regulate qualifications, assessment and certification, based on quality and standards; improve access to assessment, including the recognition of prior learning; make the qualifications system flexible and transparent and improve opportunities for improvement and transfer for all.

The law on VET (see web: http://akk-ks.net/uploads/vet_law.pdf) regulates the structure, organization and management of institutions that provide vocational education and training. However, based on the finding from evaluation of Kosovo Education Strategic Plan (2011-2016) there is needs to revise the law. The concept for the revision of the VET law has been developed and sent for the approval at the government. The revised law should better regulate the: special Core Curriculum Framework for VET, special funding formula for these institutions based on the cost for certain fields, professional practice in enterprises, adequate training of providers, instructors and teachers providing vocational education and training, professional practice in enterprise and allocation of responsibilities with other institutions with the purpose of quality assurance.

The law on Adult Education and Training (see web:<http://akk-ks.net/uploads/ligji-per-arsimin-dhe-aftesimin-per-te-rritur-ne-republiken-e-kosoves-2013-eng.pdf>) in the Republic of Kosovo regulate the process for adults' education as an integral part of the education system in Kosovo.

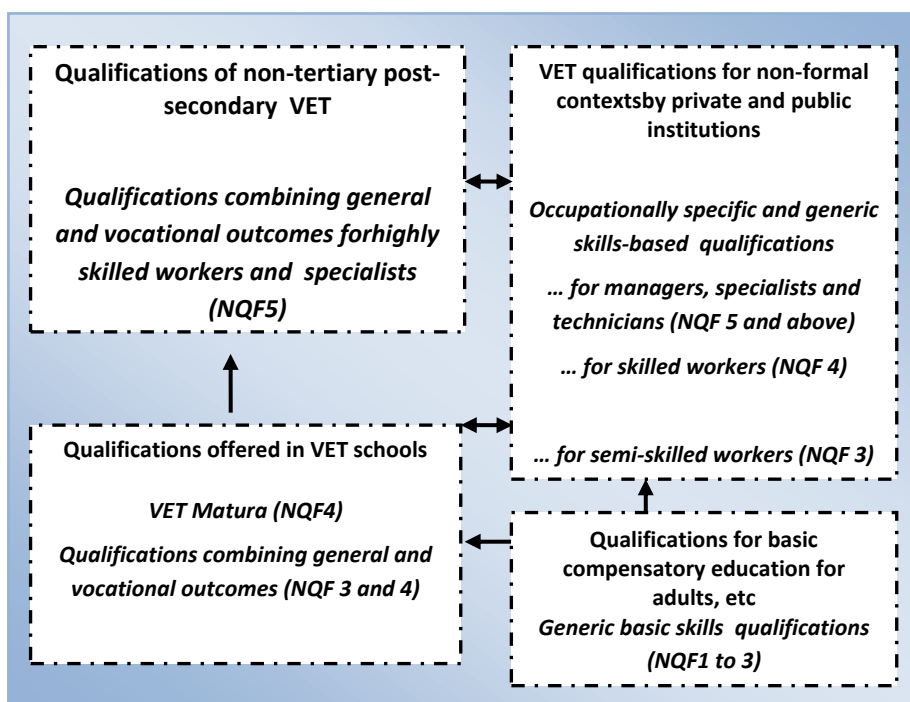
National Strategies

- Kosovo Education Strategy Plan 2011-2016
- Strategy for Development for Pre-University Education in Kosovo 2007-2017
- Strategy for Integration of Roma, Ashkali, and Egyptian Communities in Kosovo: Education Component 2007-2017
- Sectoral Strategy 2014-2020 of MLSW (developed and expected to be approved soon)

2.3 STRUCTURE OF VET SYSTEM

The VET system consists of both formal and non-formal provision. Formal VET providers can offer qualification and modules on levels 3, 4 and 5 of the NQF, whereas non-formal VET providers can offer qualifications and modules on levels 2, 3, 4, 5 according to Law no. 03/L-060 on National Qualifications. Currently, there are qualifications validated and approved on levels 2,3 and 4 of the NQF, but there are no level 5 qualification validated and approved yet in NQF.

The following diagram shows the main education and training areas, exit qualifications in each area and the progression routes between the areas.



2.4 VET QUALIFICATIONS, CERTIFICATION AND PROGRESSION IN NQF

In the Kosovo system, a qualification is defined as an official recognition of achievement that indicates completion of education or training or satisfactory performance in a test or examination. This qualification

process leads to the issue of a certificate and provides basis for progression to work or further learning for individuals.

Qualifications in VET are categorized based on the type of provision, : based on the content such as educational subjects, an occupational profile, a skillset related to a work role, results, targeted students/candidates and other characteristics. .

VET qualifications are as follows:

- National Combined Qualifications;
- National Vocational Qualifications;
- international Standards Qualifications, and
- Tailored qualifications

National Combined Qualifications

These qualifications are designed to be delivered in a formal setting, but include practice in real or simulated workplaces. All National Combined Qualifications combine modules based on National Occupational Standards with outcomes related to the Kosovo Curriculum Framework. See an example of

National Combined Qualifications in annex 1.

The main purpose of these qualifications is for learners to acquire and/or achieve both professional knowledge, skills and competences based on National Occupational Standards and personal development. They will do this by including general or theoretic knowledge and skills and personal and social skills and competences.

The outcomes of these qualifications are based on national occupational standards, cross-curricular competences, theoretical studies and, up to level 4, school subjects. Where a National Combined Qualification includes school subjects, candidates for the qualification are required to achieve a pass grade in the school subjects or to successfully complete the State Matura examination before they can be awarded the qualification. Where the qualifications do not include school subjects, they are designed to incorporate some or all of the cross-curricular competences set out in the Kosovo Curriculum Framework. The range of cross-curricular competences should add breadth to the qualification by going beyond the immediate needs of the Occupational Standards. This takes the form of assessable outcomes at the level of the qualification or the level below.

These qualifications are situated at levels 3 and 4 in the NQF. They have a range of credit values according to the components of the qualification. In some cases, the credit value is accumulated over a number of levels. Qualification at level 3 of the NQF is achieved over two years' period that corresponds to school grades 10 and 11. It is assessed by internal examination and prepares learners for progression to the next stage of formal VET or to the labour market. The certification at this level enables students to be employed but not proceed to higher education. The qualification at Level 4 of the NQF is achieved when students complete the 12th grade by obtaining a certificate as part of internal examination. This entitles students to undertake a Matura exam which enables them to progress to higher education. Graduates are not obliged to take the Matura exam if they want to enter the labour market or to post-secondary

According to the law on VET, these qualifications should be approved and registered in the NQF and the schools should be subject of accreditation by the NQA. Since the approval of NQF in 2011 all the national combined qualifications are developed in line with the requirements and according to the format of the NQA. However, to date none of the public schools has undergone this process. There are two private VET schools accredited by the NQA. In order to fully implement VET law, the minister of MEST has signed an act by which all the VET schools within 3 years are required to be subject of accreditation by the NQA for the programmes for which national occupational standards are developed and approved. It is estimated that up to 15 schools are able to commence this process during 2017. According to the Kosovo Education Strategic Plan 2017-2022, all the VET should undergo process of accreditation by the NQA by the end of 2022.

The titles and description of the National Combined Qualifications are:

- National Combined Certificate
Level - These qualifications are at level 3 of the NQF

Content - Designed in accordance with the Kosovo Curriculum Framework and National Occupational Standards (NOS)

Credit Value- They have the value of the credits based on the value of the modules achieved

- National Combined Diploma

Level - These qualifications are at levels 4 and 5 of the NQF

Content - Designed in accordance with the Kosovo Curriculum Framework and the NOS

Credit Value - After completing Level 3 of the NQF, the student / candidate earns 120 credits, while after completing Level 4 of the NQF earns a cumulative of 180 ECVET credits.

- Matura (Graduation) Certificate.

Upon completion of upper secondary education, the student / candidate is awarded a diploma, while after passing the state matura gains a state matura certificate which enables him / her to continue studies in higher education.

Combined national qualifications titles consist of the name and type of qualification, level and role of job or field of competence. *Example: National Combined Certificate in Construction - level 3, National Combined Diploma in Finance - level 4, National Combined Diploma in Nursing - level 5.*

National Vocational Qualifications

These qualifications are designed in accordance with National Occupational Standards and designed to be delivered in the formal provision and non-formal workplace or in a practical setting suited to the acquisition and assessment of the relevant Occupational Standards (eg. a technical workshop, a practice restaurant, a demonstration office or salon).

Their purpose is for learners to acquire and/or achieve the professional knowledge, skills and competences associate with a specific occupation or work role. See an example of National Vocational Qualifications form in annex 2.

The outcomes of these qualifications are knowledge, skills and competences based on National Occupational Standards.

These qualifications are situated from levels 2 to 5 in the NQF. They have a range of credit values according to the modules which make up the qualification.

They should be offered by accredited VET institutions, such as schools, training providers or companies/enterprises.

The titles and description of national professional qualifications are:

- National Professional Certificate

Level- In principle these qualifications can be at any levels in the NQF

Content - is based on National Standards of Occupation

Credit Value - Have up to 120 ECVET credits.

- National Professional Diploma

Level - These qualifications are at levels 4 or higher in the NQF

Content – is based on National Standards of Occupation

Credit Value – This diploma has equivalent value to 120 or more ECVET credits.

- Certificate of Achievement
Level - Basically, these qualifications can be at any levels of the NQF
Content – is based on National Standards of Occupation
Credit Value- There are no restrictions on the value of credits for the achievement certificate, but it is determined in the process of developing and validating qualifications.

The titles of national professional qualifications consist of the name and type of qualification, level and role of job or field of competence. *Example: National Professional Certificate in Decorative Horticulture - Level 2; Certificate of Achievement for Hairdressing - Colouring and Makeup - Level 3; National Professional Diploma in Forestry - level 4; National Professional Diploma in Financial Management - level 5.*

International Standards Qualifications

These qualifications are designed in accordance with national standards from a country other than Kosovo or on internationally recognised standards which have not (or not yet) been adopted as national standards in Kosovo. See an example of qualification based on International Standards in annex 3.

Their purpose will be for learners to achieve general or professional knowledge, skills and competences. The outcomes of these qualifications will be knowledge, skills and competences based on national standards from countries other than Kosovo, or international standards which are accepted and used within an occupation or recognised area of competence¹⁶.

They should be offered by accredited VET institutions, such as training providers or companies/enterprises. Currently two of the VET schools are in the process of corporation with Pearsons to offer BTEC qualifications in Kosovo.

International standards qualifications titles and descriptions are:

- Certificate;
Level - In principle these qualifications can be at any levels in the NQF.
Content - Designed in accordance with internationally recognized standards
Credit Value - Have equivalent value of up to 120 ECVET credits.
- Diploma;
Level - These qualifications may be at level 4 or above in the NQF
Content - They are designed in accordance with internationally relevant standards and in accordance with the Kosovo Curriculum Framework in certain cases.
Credit Value – This diploma has equivalent value to 120 or more ECVET credits.
- Certificate of Achievement;
Level - In principle these qualifications can be at any levels in the NQF.
Credit Value - There are no limits to the value of credits of achievement certificates, but it is determined in the process of developing and validating qualifications.

Qualifications titles based on International Standards consist of the category of certification, job role or field of competence, NQF level and origin of the standards.

Example: Database Usage Certificate - Level 2 - ICDL Standards¹⁷ ICDL, Accounting Diploma - Level 5 - ACCA Standards¹⁸, etc.

¹⁶ Such as management, IT or languages.

¹⁷ International License for Computer Use

¹⁸ Association of Graduate and Certified Accountants

The certification documentation will require a description of the origin of the standards used in the qualification.

Tailored Qualifications

These qualifications are designed in accordance with the operational needs of a particular organisation, agency or enterprise. Their purpose may be for learners to achieve general or professional knowledge, skills and competences. The outcomes of these qualifications will be knowledge, skills and competences based on standards identified by the organisation, agency or enterprise which requires the qualification. They should be offered by accredited VET institutions.

Tailored qualification titles and descriptions are:

- Certificate of achievement;
Level - In principle these certificates can be at any levels in the NQF.
Content - Is designed in accordance with the standards set by the qualification developer and accepted by the NQA.
Credit Value - There are no restrictions to the value of credits of achievement certificates, but it is determined in the process of developing and validating qualifications.

- Tailored certificate;
Level - In principle these certificates can be at any levels in the NQF.
Content - Is designed in accordance with the standards set by the qualification developer and accepted by the NQA.
Credit Value - There are no restrictions to the value of credits of achievement certificates, but it is determined in the process of developing and validating qualifications.

Tailored qualification titles consist of the category of certification, job role or field of competence, NQF level and the name of the standard developer. Example: *Kosovar Construction Company Ltd Certificate in Mechanical Mining Operations - level 3*.

When issuing certification documentation for these qualifications, a note explaining the nature of the tailored qualifications is required.

The development of these qualifications, according to the NQF, relies on: links between programmes and qualifications, the link between different qualifications within the framework, access to qualifications, assessment and certification, the creation of pathways leading to qualification, progress at different levels and types qualification, modular approach, credit system for recognition, accumulation and transfer of credits between qualifications, etc.

2.5 VET PROVIDERS

There are a number of formal and non-formal VET providers nationwide, extending from the upper-secondary sector to adult VET providers, NGOs, private providers and public institutions. See list of accredited VET providers in annex 17.

- Vocational Education Schools, public and private which offer formal education and training
- Public Centres of Competence which provide initial and further VET to youth and adults.
- Post-secondary VET (private colleges)
- Regional Training Centres under Ministry of Labour and Social Welfare which provide continues VET for unemployed job seekers
- Other public and private VET institutions (including workplaces) providing non-formal education and training
- There are public-private partnerships in three educational institutions of VET, CC Ferizaj, CC Shtjefen Gjeqovi.

2.6 QUALITY ASSURANCE IN VET AND ADULT EDUCATION

The NQA plays a major role in the quality and quality assurance approaches in the country's VET system. Other important components of the quality system include:

- External evaluation of vocational schools through administrative and professional inspections by the Department of Inspection of MEST;
- Quality Assurance of MLSW Vocational Training Centres and mobile centres by the VET Division at MLSW;
- Internal evaluation of schools through the recently introduced practice of self-assessment;
- External tests and examinations especially the Matura and the achievement tests after grade 9;
- Quality assurance role of the Office for Standards and Evaluation in MEST;

The Municipalities' role according to the Law on Local Self Government is to manage school funds, staff and infrastructure, except 6 centres of competence which are managed by Agency for Vocational Education and Training and Adult Education (AVETAE).

Involvement of social partners and stakeholders via CVET for the development of occupational standards (CVET recommends approval of programmes and occupational standards)

The NQA is responsible for ensuring that Quality Assurance processes are in place to maintain the quality of qualifications that are registered on the framework and awarded to learners by:

- Quality assuring the delivery, assessment and awarding of the qualifications validated and approving qualifications in the framework;
- Quality assuring the institutions accredited to award them; and
- Verification of occupational standards

The NQA also supports VET providers for preparing self-evaluation reports and publishes a range of guidance on topics such as carrying out self-evaluations, developing occupational standards and developing qualifications. NQA is responsible for the accreditation of VET and adult education providers, for the validation of qualifications and the verification of occupational standards.

The main criteria applied for the accreditation of VET providers include having: an effective approach to certification; appropriate policies and practices for assessing learners with special needs; proper systems for recognising the credits achieved by candidates and enabling their transfer; the capacity to meet qualification-specific requirements; and documentation and record systems to ensure quality assurance.

The legal obligation on VET schools is to organize a self-evaluation process and publish annual self-evaluation reports as an important step in improving national standards of quality in VET. NQA provides feedback on these reports and also provides recommendations for improvements.

At VET school level the following quality assurance mechanisms are present: professional working groups; committees for each grade; teachers' committee; in all of the schools there is a quality assurance coordinator. The quality assurance coordinators are in charge of quality assurance within the centre and also act as the lead person to prepare and coordinate the preparation of the self-assessment report and to follow up on recommendations provided by NQA to the self-evaluation report.

According to the Administrative Instruction on education inspectors the main duties of education inspectors among others are to inspect: the conditions under on which the education process (inventory, education tools, environment, etc.) which are determined with working programmes; realization of the annual programme of the institution's work; functioning of the governing and professional organs and education institutions; realization of curriculum and realizing conditions; monitoring of teaching hours; organizing non-formal education. However from discussions in the workshop it was highlighted that due to small number of inspectors few of these aims are achieved.

3. OVERVIEW OF THE HIGHER EDUCATION SYSTEM IN KOSOVO

The structure of the higher education system in Kosovo is provided by the Law on Higher Education in the Republic of Kosovo Law No. 04/L-037. According to this Law, higher education is carried out by accredited and licensed providers of Higher Education in Kosovo, public and private ones, who's diplomas successfully meet expected standards of European Area of Higher Education. Public institutions of higher education may be only established by the decision of the Ministry, which must be ratified by the Assembly, whereas private providers of higher education may be founded by a private company, foundation or trust, situated in Kosovo. Nevertheless, both providers, public and private ones, must undergo accreditation process carried out by the Kosovo Accreditation Agency (KAA).

The Law regulates the issue of denomination of higher education institutions, which foresees:

The term "university" may only be granted to a provider of higher education which has provided accredited courses or programs for a minimum of at least four years in at least five different subject areas and who has issued at least one graduate with an accredited doctorate in each of these programs. Currently there are 7 public accredited universities in Kosovo, one of which is the first to be founded and accredited as the "University of Applied Sciences" (April 2016). The number of students studying in public universities is the largest one in the sector of higher education, which includes roughly a number of 70.000 students, majority of which study at the public university of Pristina with about 40.000 students¹⁹.

The term 'University College' may be granted only to an accredited provider of higher education, which offers doctoral studies in at least three study areas which are accredited by KAA. Currently there is no university college accredited in Kosovo.

The term 'College' is granted to institutions of higher education which offer academic or professional studies at Bachelor and Master level. Currently there are 24 private colleges accredited by KAA and licensed by MEST, and the number of students studying in the private sector is about 45.000 students.

"Higher Professional Schools": are institutions of higher education which offer professional degrees. Currently there is only one professional school accredited by KAA and licensed by MEST.

¹⁹Data obtained by Kosovo Statistical Agency, 2016, see web: <http://ask.rks-gov.net/media/1658/statistikat-e-arsimit-n%C3%AB-kosov%C3%AB-2015-2016-m%C3%AB-30062016-versioni-i-fundit.pdf>

“Academies “are institutions of higher education which offer higher education and creative activity in specific areas of arts, sports or other professional areas. So far two Academies are accredited by KAA.

Denomination of any other provider of higher education may not be used in any form without the clear permission of the MEST, upon recommendation of KAA. The system of higher education in Kosovo comprises both academic higher education and professional higher education, even though there is no clear distinction between these in current legislation. There are Bachelor’s and Master’s degrees in both academic and professional higher education. In accordance with the Bologna framework and the Law No. 04/L-037 on Higher Education, higher education is typically organised in three main levels leading to qualifications at bachelor, master and doctoral levels and it includes any other post-secondary education at levels 5-8 of the NQF for which ECTS credits granted.

3.1 LEGAL FRAMEWORK

The legal framework for Higher Education is comprised of laws, administrative instructions and national strategies as follows:

Laws

Law No. 04/L-037 - 2011 on Higher Education in Kosovo (see web: [http://www.akreditimi-ks.org/docs/LawRegulation/Law%20on%20Higher%20Education%20in%20Kosovo%20\(No.%2004%20L-037\).pdf](http://www.akreditimi-ks.org/docs/LawRegulation/Law%20on%20Higher%20Education%20in%20Kosovo%20(No.%2004%20L-037).pdf))

Higher education is based on the Law on Higher Education in Republic of Kosovo, the purpose of which is organization of higher education, as well as determining the rules for the establishment, organization, functioning, closure, financing, accreditation and licensing of higher education institutions. This Law has undergone a revision process in 2015 based on a broad consultation process among all relevant stakeholders. It has been initially approved by the Government and has been submitted to Kosovo Assembly for regular procedure. After reviewing process at the Assembly’s Commission for Education, this Law will be sent for voting in the Assembly.

In the meantime, another important Law in the area of Higher Education has been drafted, respectively the Law on Regulated Occupations in the Republic of Kosovo, the purpose of which is to determine criteria for participation in several occupations and also to protect and guarantee standards for several important occupations, so that these occupations can be only conducted by qualified persons who meet conditions and criteria stipulated in the Law. This Law has been sent to the Commission for Education of the Kosovo Assembly and will be preceded in the next Assembly session for approval.

Ministry of Education, Science and Technology (MEST) in cooperation with the Ministry of Trade and Industry, and the Ministry of Economic Development, has drafted the National Innovation Strategy 2013-2020, which greatly supports the triple helix approach bringing together academia, research and industry. However, it is on the approval process. All Administrative Instructions linked with Higher Education are submitted in annex 12.

National strategies

- Strategy for the Development of Higher Education in Kosovo (2005-2015)
- Kosovo Education Strategic Plan (2011-2016)

3.2 STRUCTURE OF HIGHER EDUCATION PROGRAMMES

As noted above, higher education institutions in Kosovo organise studies according to the Bologna three cycle structure and use ECTS credits, in accordance with the Law No. 04/L037 on Higher Education of the Republic of Kosovo. According to this law higher education is organised as follows:

First cycle: Bachelor programmes, three to four years of studies, with 180 ECTS to 240 ECTS;

Second cycle: Master programmes, one to two years of studies, with 60 ECTS to 120 ECTS;

Third cycle: programme of doctorate studies with academic independent scientific research character with 180 ECTS.

Any other post-secondary education in the levels 5, 6, 7 and 8 of the National Qualifications Framework for Lifelong Learning, for which credits may be given (ECTS)

Until July 2016, there were a total of 468 accredited study programs at public and private institutions, 262 at public and 206 at private sector offered by a total of 38 HEIs. However, with the strict adherence to the Administrative Instruction on Accreditation of HEIs 02/2013 (which foresees at least 3 PhD per study program) there has been a significant decrease of accredited study programs because of failure to meet fully the criteria stipulated by the above mentioned AI. Moreover, 6 private colleges will no longer be able to register new students because they have failed to renew their institutional accreditation. Currently, there is a total of 415 accredited study programs offered by 33 institutions of higher education (August 2016).

Although the proportion of credits obtained through mandatory and elective modules within a study is not strictly defined, the mandatory part tends to account for 70 percent of the ECTS credits whilst the electives account for the remaining 30 percent.

A thesis is usually mandatory in both Bachelor and Master Levels. The number of ECTS credits assigned to the Bachelor and Master thesis is set by the higher education institutions themselves, and varies from 5 to 10 ECTS for BA thesis, whereas the number of ECTS credit points of a Master thesis usually is 30 ECTS.

Doctoral studies are typically organised through a combination of exams and a thesis which is publicly presented and defended. They last at least three years and are currently offered only in academic higher education.

The education system of Kosovo is dominated by academic higher education institutions and academic study programmes. Currently, academic programmes are delivered at NQF Levels 6-8, whilst professional programmes are delivered at Levels 6-7. The NQF foresees the provision of professional higher education at NQF Levels 5-7, however, NQF Level 5 provision is at a relatively early stage of development. Although Bologna short cycle education programmes are foreseen in the NQF at Level 5, currently there are provided only 4 study programs accredited at private HEIs.

Professional higher education can be provided by public and private providers accredited by the KAA. It can be provided by higher education institutions that provide academic higher education, or institutions specifically focused on professional education, academies, higher professional schools or higher technical schools.

3.3 Qualifications, certification and progression

Students enrolled in the formal education system tend to follow a linear progression from one education level (or qualification) to another. The completion of each qualification at a given level allows admission to programmes that lead to qualifications at the next level. In order to be admitted to a higher education programme, the student needs to possess the top secondary education level qualification, the State Matura Diploma, and this applies to all higher education institutions and both academic and professional programmes. The Law No. 04/L-018 on Final Examinations and State Matura Examination obliges all higher education institutions to accept the results that students have achieved both during and secondary school in internal evaluations and

in the external standardised State Matura exam²⁰. However, public higher education institutions with an approval from MEST can administer additional admission tests as per their entry requirements prescribed in their statutes.

Progression from study programmes that lead from NQF Level 5 qualifications to NQF Level 6 programmes is foreseen by the NQF handbook. At present, there is Administrative Instruction on Qualifications and

²⁰ The State Matura diploma is attained following examinations at the end of three years' gymnasium education or three years of vocational education. Students of vocational secondary education programmes may choose not to take the State Matura, but they do need to have attained this qualification in order to pursue any higher education programme.

Postsecondary Education Modules – their appointment and function No. 16/2015 which stipulates that Candidates who are transferred in higher education from postsecondary VET education, earned credits ECVET (1 credit = 10 hours) should be converted in higher education credits (1 credit = 25 hours) in proportion 2 to 1. However, since there is neither specific guideline nor policy on this, this is mainly under the autonomy of each institution, which based on their Statutes, regulate and decide about the progression from level 5 to level 6 of studies. The NQA is currently working on the policy document for level 5 that will support the progression from level 5 to level 6.

At NQF Levels 6, 7 and 8, higher education exit qualifications are defined by the Bologna framework and they have the generic titles: Bachelor, Master, and Doctorate²¹.

According to the AI No. 23/2012 on Degrees and Diplomas of Higher Education, the following documents of higher education attest the completion of higher education study programmes:

- A Bachelor Diploma is issued by any accredited and licensed higher education provider which provides first cycle study programmes with a duration of 3 to 4 years with 180-240 ECTS credit points.
- A Master Diploma is issued by any accredited and licensed higher education provider which provides second cycle study programmes with duration of 1 to 2 years with 60-120 ECTS credit points, under the condition that the total amount of credit points for both levels of study (Bachelor and Master) is 300 ECTS credit points.
- A Doctoral Diploma is issued by any accredited and licensed higher education provider which provides third cycle study programmes, which are of an academic research and scientific nature and last at least 3 years.

The diplomas above are currently generic for all programmes at these levels, both academic and professional programmes, whilst the specific title of the Bachelor, Master and Doctoral diplomas are specified in accordance with the higher education institutions' own Regulation on Awards and Diplomas.

Upon the successful completion of a study programme, all higher education institutions in Kosovo are obliged by the Law No. 04/L-037 on Higher Education to provide the student with a diploma and a sealed diploma supplement, the format and content of which is set by AI No. 02/2012 on the Form and Content of Diplomas and Diploma Supplements of Higher Education providers. Apart from the information on the student and the study programme which has been completed, the diplomas must specify the number of ECTS credit points acquired and the level of the qualification in the NQF. The administrative instruction also specifies the model of the diploma supplement in accordance with the Convention on the Recognition of Qualifications concerning Higher Education in the European Region (Lisbon Convention 1997). A sample of the diploma supplement is provided in Annex 7.

Equivalence of diplomas and study programs before bologna system

There is an Administrative Instruction of MEST No. 11 on Comparability and Equivalence of diplomas and study programs before the Bologna System and the Bologna System. The purpose of this Administrative Instruction is to determine the procedures of comparability of awarded diplomas in Higher Education in Kosovo before the Bologna System. This Administrative Instruction determines the following:

- Diplomas of higher vocational schools are equivalent with 120 ECTS. In order to get the professional bachelor degree students must complete one additional year of studies, respectively must earn additional 60 ECTS
- Diplomas of higher pedagogical schools are equivalent with 120 ECTS. In order to get the Bachelor degree in Education with 240 ECTS, graduates must complete two additional years of studies, respectively 120 ECTS
- Diplomas of University studies before Bologna are equivalent with 240 ECTS. In order to get the Master degree students must complete one additional year, respectively must earn additional; 60 ECTS

²¹The rules for titling Bologna short cycle courses are not set to date.

- Diplomas of university studies that have lasted for 4.5 years and 5 years in technical system areas before Diploma are equivalent with 300 ECTS

Graduates in master studies in pre Bologna system, are enabled to direct transition in doctoral studies, at the stage of research which will last at least two years

Degrees in medical sciences remain the same in both systems

3.4 Institutions of higher education

The following Institutions offer higher education in Kosovo:

Eight (8) public universities:

- University of Prishtina “Hasan Prishtina”
- University of Prizren “Ukshin Hoti”
- University of Peja “Haxhi Zeka”
- University of Gjilan “Kadri Zeka”
- University of Gjakova “Fehmi Agani”
- University of Mitrovica (Isa Boletini)
- University of Mitrovica (North)
- University of Applied Sciences in Ferizaj
- Academy for Public Safety
- Faculty of Islamic Studies

Twenty-four (24) private higher education institutions, of which:

- Twenty-one (21) colleges
- One (1) higher professional schools
- One (1) academy

Cycle two and three higher education programmes are also provided by branches of foreign universities or by local institutions under a license, franchise or service agreement with foreign universities, the programmes of which are validated by the Kosovo Accreditation Agency (KAA). According to the Law on Higher Education, recognized accreditation body is Kosovo Accreditation Agency or any other accreditation body which, in the European Area of Higher Education, is in current membership of the European Network for Quality Assurance in Higher Education (ENQA) or (in the United States) is an accreditation body which has been recognized by the Council for Higher Education Accreditation (CHEA). Currently, there is one validated institution of higher education operating in Kosovo. ICBM is an institution of higher education accredited by the German Quality Assurance Agency EVALAG, whose accreditation has been validated by KAA. There are also several programs validated by KAA, whose accreditation has been recognised by foreign quality assurance agencies including QAA UK, CHEA USA and NAKVIS Slovenia.

3.5 QUALITY ASSURANCE

MEST is responsible for planning the development of higher education in Kosovo, licensing higher education institutions²², whereas the KAA is the institution that conducts the external evaluation of quality. MEST, through its National Academic Recognition Information Centre (NARIC), established in 2008, is responsible for the development of policies and practices for the recognition of qualifications obtained abroad and providing advice and information concerning the academic recognition of diplomas undertaken in other countries. The decisions for the recognition of qualifications obtained abroad are made by the National Council for Recognition which comprises seven members: a leader/representative from the NARIC office and six internal (i.e. MEST) and external experts with relevant experience on international higher education and the Process of Bologna.

²² The licensing of private higher education institutions is regulated by the AI No. 14/2003 on the Licensing of Private Bearers of Higher Education in Kosovo

According to the Law 04/L-037 for Higher Education, the responsibilities of the KAA include: (a) advising the Ministry on applications for licenses offer courses or programmes forming part of, or leading to, higher education qualifications; (b) inspecting licensed higher education providers and advising the Ministry on the modification or revocation of licences; (c) undertaking periodic quality audit of licensed higher education providers and issuing decisions on accreditation or re-accreditation including the power to award degrees and diplomas; (d) undertaking periodic quality assessment of courses and programmes offered by accredited higher education providers; (e) advising with the Ministry on the results of quality assessment and its consequences for the funding of public providers of higher education, allocations to private providers of higher education and for discretionary support for students attending courses or programmes at private providers of higher education; and (f) carrying out on behalf of the Ministry functions as may be delegated to it relating to recognition of academic and professional qualifications. According to this law, the KAA is obliged to publish its conclusions, recommendations and advice.

The KAA is comprised governed by State Quality Council (SQC), which has the overall responsibility for the functioning of the KAA. Among the key responsibilities of the SQC are to: (a) define the objectives of the higher education institutions' evaluation process, (b) approve the procedures and the external evaluation criteria which are compiled by the KAA, (c) create professional evaluation groups of Higher Education Institutions (HEIs), (d) make decisions for the accreditation based of the reports of the professional evaluation teams.

The administrative function of KAA, are to: (a) define the standards and accreditation procedures, (b) issues recommendations for HEIs which apply for institutional or programme accreditation and (c) makes recommendations to MEST for the licensing of HEIs²³.

4. GOVERNANCE OF THE NQF

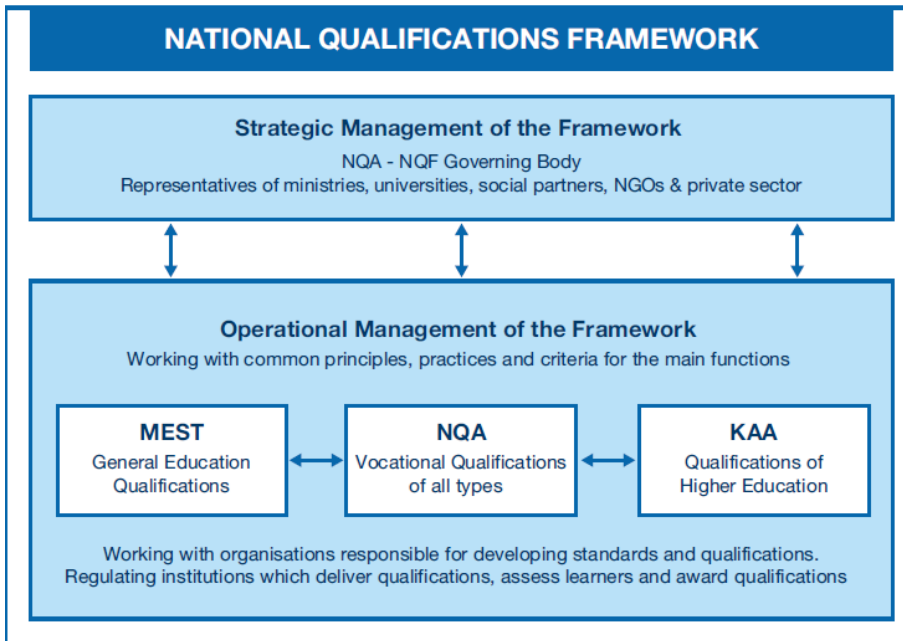
The NQA (see web: <http://akk-ks.net/en/>) was established in 2008 based on the Law on National Qualifications. According to the Law, the NQA is an independent public organ set up with the support of MEST acting with the agreement of the Office of the Prime Minister and other relevant ministries and social partners. The NQA has a Governing Board of 13 members representing: MEST; MLSW; Ministry of Trade and Industry; Ministry of Economy and Finance; other relevant ministries; universities; Social Partner organizations; education and training NGOs; private sector education and training providers; learners with special needs. Additionally, the NQA establishes committees and working groups as necessary to advise and carry out expert activities to support the exercise of its functions. Functions of the NQA include policy and strategy development for the establishment and implementation of the National Qualifications System.

National Qualifications Authority according to the Law No. 03/L-060 on National Qualifications, is the lead authority responsible for developing and maintaining the NQF. The NQA's main function in relation to the NQF is to design the NQF, by defining the levels of the Framework and the types and levels of qualifications, certificates and diplomas to be included, with the aims of facilitating progression and transfer between different learning pathways, and ensuring compatibility with the European Qualifications Framework; Operational responsibility for the NQF is shared between three authorised bodies:

- NQA for vocational education and training qualifications;
- Ministry of Education, Science and Technology (MEST); (see web: <http://masht.rks-gov.net/en>) for general education qualifications;
- The Kosovo Accreditation Agency (KAA); (see web: <http://www.akreditimi-ks.org/new/index.php/en/>) for the qualifications of higher education.

The management structure of the NQF is presented in the following diagram:

²³The conditions and procedures for accreditation are published on the website of the KAA (see web: www.akreditimi-ks.org).



In the NQF, these three bodies work to common principles, practices and criteria for the main NQF functions: validating qualifications; accrediting institutions to offer these qualifications; and quality assuring assessment and certification. The NQA, KAA and MEST each have lead responsibilities for particular types of qualification. It is an important principle of NQF management that these responsibilities are determined by the type of qualification rather than the level of the qualification. The operational responsibilities in relation to the regulation of qualifications in the NQF are divided into those concerned with quality assurance and those which are more administrative in nature.

Occupational standards are developed by social partners in cooperation with MEST, NQA, MLSW and other relevant ministries according to the criteria set by the NQA. Council for Vocational Education and Training and for Adults (CVETA) is an advisory body to the minister of MEST, comprised of representatives of the government, employers and social partners. In reference to the NQF according to the law on the VET, it has a role to advise and approve occupational standards. However, the verification²² Occupational Standards is carried out by the NQA.

Agency for Vocational Education and Training is a recently established in 2014 institution in the piloting stage and according to the law on the VET is mandated to coordinate the process of development of occupational standards. Currently is still on piloting, therefore has not still taken over this function.

Bodies responsible for the development of the qualifications are as follows:

- MEST for the qualifications of general education and VET curricula
- Ministry of labour and social welfare, VET providers and enterprises for the development of the non- formal qualifications according to the standards set by the NQA
- Higher Education Institutions for the development of the HE qualifications

All the relevant stakeholders are involved in the governance of the NQF through the Governing board of the NQA.

4.1 NATIONAL QUALIFICATIONS FRAMEWORK

As set by the Law on Qualifications the aims of National Qualifications Framework (NQF) are to:

- improve access to work and further learning by ensuring that qualifications are relevant to employment and learning, and meet the needs of learners, the economy and education and training institutions;

- support improvements in quality and relevance of education and training by stimulating the development of qualifications that are based on internationally comparable standards of knowledge, skills and competences and supported by rigorous quality assurance;
- provide greater transparency within the national qualifications system, make clear the nature of qualifications and the relationship between qualifications, and provide a basis for comparison of achievements across all parts of the education and training system;
- support greater progression and mobility for lifelong learning through education and training pathways;
- enable flexible and individualised learning and employability through increased access to assessment and certification, and greater recognition and certification of learning and achievements;
- provide a basis for co-operation and mutual recognition between the NQF and the EQF.

Qualifications in the NQF can only be offered by accredited institutions. Learning leading to these qualifications can take place in formal, non-formal and informal contexts and in different institutions such as general and vocational schools, vocational training centres, enterprises, private education and training providers, postsecondary vocational institutions and higher education institutions.

Each qualification in the NQF will lead to a certificate or diploma.

The framework consists of eight levels at which qualifications, and modules or other components of qualifications, can be placed. Each of the levels of the NQF is defined by a statement of typical outcomes of learning based on the approach adopted by the EQF. The descriptors in the frameworks are defined by typical outcomes as follows: Knowledge including theoretical and/or practical; Skills which may be cognitive, creative or practical; and Wider competences, specifically, autonomy and responsibility.

The Kosovo NQF level descriptors are based on the EQF level descriptors. The eight levels of the NQF are intended to provide a cross reference to the levels of the EQF, which provides an international standard for measuring the level of complexity of outcomes of learning. The Kosovo NQF level descriptors are based on the EQF level descriptors, elaborated to show how they will apply in the Kosovo context. In addition, there are indicators which explain the kind of programme leading to a qualification which would usually be found at each level. These descriptors will provide a common language for qualifications which can be used throughout the education and training system.

Table: The levels of the NQF related to selected stages of lifelong learning in the context of the education structure and legislation

National Qualifications Framework				
NQF Level	Contains qualifications associated with			EQF ref. level
1	Education/training programmes	Currently available qualifications (Type)	Potential work roles/occupational requirements	
8	Higher education - Bologna 3 rd cycle (Doctorate)	Doctorate	Entry to, or continuing professional development within, senior levels of management or higher level professional occupations	8
7	Higher education - Bologna 2 nd cycle (Master)	Master degree		7
6	Higher education - Bologna 1 st cycle (Bachelor)	Bachelor degree		6

5	Bologna short cycle and /or post-secondary VET	Diploma of formal providers Certificates of non-formal providers	Specialist/Trainer/Manager	5
4	Preparation for progression into higher education and/or labour market entry	Matura certificate in general or vocational subjects Vocational education diploma	Qualified Worker/Supervisor	4
3	Preparation for labour market entry (young people and adults)	Vocational education certificate Certificates of non-formal VET providers	Semi-skilled Worker	3
2	Progression from lower to upper secondary education (young people), preparation for labour market (adults)	No existing qualifications of formal education system identified Certificates of non-formal providers	Low-skilled Worker	2
1	Basic education	No existing qualifications of formal education system identified Certificates of non-formal providers	Minimum level of basic skills, Inc. literacy/numeracy, required for entry to lowest level of employment	1

Level 1 foresees qualifications obtained upon completion of compensatory basic education or short training courses provided by training providers. However, no such qualifications are currently provided. These qualifications are equivalent to the completion of primary education.

Level 2 includes qualifications obtained upon completion of short training courses covering low level vocational/job-related skills or basic skills (literacy, numeracy or ICT skills) provided by non-formal training providers. These qualifications are equivalent to the completion of lower secondary education.

Level 3 includes qualifications that are currently obtained upon completion of two years of formal upper-secondary vocational education and certificates obtained upon completion of short training courses provided by non-formal VET providers.

Level 4 includes the Matura qualification obtained upon completion of formal general and vocational upper secondary education, certificates obtained upon completion of formal vocational upper secondary education, and certificates obtained upon completion of short training courses provided by non-formal VET providers.

Level 5 foresees both academic and vocational qualifications (formal and non-formal) that fall between upper secondary and higher education. However, no such qualifications are currently provided.

Level 6 includes academic and professional higher education programmes, the completion of such programmes leads to a qualification with a generic title Bachelor. Qualifications obtained upon completion

of training courses provided by non-formal VET providers are also foreseen, but not currently provided, at this level.

Level 7 includes academic and professional higher education programmes, the completion of such programmes leads to a qualification with a generic title Master. Qualifications obtained upon completion of training courses provided by non-formal VET providers are also foreseen, but not currently provided, at this level.

Level 8 includes academic higher education programmes, the completion of which leads to a qualification with a generic title Doctorate.

At present there are 6 specified types of qualification recognised in the NQF:

- Higher Education Qualifications;
- General Educational Qualifications;
- National Combined Qualifications;
- National Vocational Qualifications;
- Qualifications based on International Standards;
- Tailored Qualifications

The 6 broad types of qualifications are categorized based on the following characteristics’:

External requirements

e.g. the rules of the Bologna Framework, the Kosovo Curriculum Framework, or the use of National Occupational Standards

Purpose

e.g. developing scholarship, personal development, acquiring new skills or knowledge, achieving professional competence

Content

e.g. content based on academic disciplines, educational subjects, an occupational profile, a skillset related to a work role

Kinds of outcome to be achieved and assessed

e.g. generic knowledge or skills, subject-specific or profile specific knowledge or skills, the ability to manage work, situations or people

Level of difficulty

where the qualification fits into the NQF, based on a comparison between the outcomes of the qualification and the level descriptors of the NQF

Size

expressed in a credit value based on notional learning hours which include time required for classes, individual learning and assessment

Entry recommendations and/or requirements

the previous qualifications and/or experience which is recommended or required as a basis for undertaking the qualification

Quality assurance arrangements

the agencies responsible for validation, accreditation, assessment, the processes and criteria used in quality assurance

Status

the legal or other basis of the qualification formal or informal recognition given to the qualification legal rights and/or progression opportunities attached to the qualification

Table 1. Characteristics of the types of qualifications in the NQF

Characteristic	HE Qualifications	General Educational Qualifications	National Combined Qualifications	National Vocational Qualifications	International Standards Qualifications	Tailored Qualifications
External requirements	Bologna Framework..	Kosovo Curriculum Framework.	National Occupational Standards. Kosovo Curriculum Framework.	National Occupational Standards.	Standards from another country / internationally recognised standard.	The operational needs of a particular organisation, agency or enterprise.
Purpose(s)	Academic studies, higher level knowledge and skills, personal skills and competences , higher level professional knowledge, skills and competences , or a combination of these.	Academic studies and related knowledge and skills, personal and social skills and competences.	Professional knowledge, skills and competences based on National Occupational Standards. Personal development.	The professional knowledge, skills and competences associate with a specific occupation or work role..	General or professional knowledge, skills and competences.	General or professional knowledge, skills and competences.
Outcomes	Based on academic disciplines and/or higher level professional profiles.	School subjects and cross curricular competences .	Knowledge, skills and competences based on National Occupational Standards. Cross-curricular competences. Theoretical studies.	Knowledge, skills and competences based on National Occupational Standards.	Knowledge, skills and competences based on international standards.	Knowledge, skills and competences based on standards identified by the organisation, agency or enterprise which requires the qualification.

<i>Characteristics</i>	<i>HE Qualifications</i>	<i>General Educational Qualifications</i>	<i>National Combined Qualifications</i>	<i>National Vocational Qualifications</i>	<i>International Standards Qualifications</i>	<i>Tailored Qualifications</i>
			Up to level 4, school subjects.			
Level(s)	Levels 5 to 8.	Levels 2, 3 and 4.	Levels 2 and above.	Levels 2 and above.	Any level.	Any level.
Credit value(s)	A range of credit values in accord with the Bologna Framework.	No credit values at present.	A range of credit values according to the components of the qualification.	A range of credit values according to the modules in the qualification.	A range of credit values according to the components of the qualification.	A range of credit values according to the components of the qualification.
Legal basis	Law on Higher Education.	Law on Pre-University Education. Law on Final Examination and State Matura Examination.	Law on Pre-University Education. Law on Vocational Education and Training.	Law on Vocational Education and Training.	Administrative Instructions issued by the NQA.	Administrative Instructions issued by the NQA.
Quality assurance	Kosovo Accreditation Agency (KAA).	Ministry of Education, Science and Technology (MEST).	MEST and the National Qualifications Authority (NQA).	NQA.	NQA.	NQA.

5. REFERENCING THE KOSOVO NQF TO THE EQF

5.1 THE REFERENCING CRITERIA

Criterion 1: In order to ensuring a partnership-based approach and inclusion of a wide range of NQF stakeholders in the process, the NQA has organized 7 workshops with representatives of MEST, KAA, Ministry of Employment and Social Welfare, Municipal Education Directorates, Agency for Vocational

Education and Training and Adult learning, Inspectorate, public and private education and training providers, public and private providers of general education, universities, private colleges, employers, trade unions, NGOs and donors and donors' projects, local experts on GE, VET and HE, student representatives (see Annex 9 for a full list of participants). The views and inputs from the working group were written by a core working group established by the NQA.

While drafting the report NQA has been constantly consulting international experts, whose recommendations were incorporated in the report and had an impact on the quality of the report. In 2014, a public discussion was organized at the end of these meetings and the process was concluded with the final conference.

Following the conference, core group finalized the referencing report of NQF with EQF through the minister of Education, Science and Technology, was submitted to European Commission requesting to present the so called aligning report of the NQF with the EQF to the EQF Advisory Group.

At the end of 2015, Kosovo has been invited to EQF advisory group and NQA has been assigned as National Coordination point.

Therefore, at the end of 2015 NQA has established a core working group consisting of the representatives of the NQA, KAA and MEST to update the 2014 version of the referencing report. The updated version has been presented in a two-day workshop with all the relevant stakeholders of the NQF (Annex 9) where views, comments and inputs have been included in the draft report. Following the revision from the workshop the report has been presented in the final conference prior submitting it to the EQF. The final conference was opened by the Minister of the Ministry of Education, Science and Technology, Minister of Employment and Social Welfare, the president of Chamber of Commerce and representative of the EU office in Pristina. The conference was hosted by the NQA with the full engagement of the all relevant stakeholders of the NQF (see agenda in annex 16).

The role of the bodies responsible for NFQ is defined according to the national legislation.

National Qualifications Authority according to the Law No. 03/L-060 on National Qualifications, the NQA is the lead authority responsible for developing and maintaining the NQF. The NQA's functions in relation to the NQF are:

- To design the NQF, by defining the levels of the Framework and the types and levels of, certificates and diplomas to be included, with the aims of facilitating progression and transfer between different learning pathways, and ensuring compatibility with the European Qualifications Framework;
- To establish criteria and processes for the approval of qualifications proposed for inclusion in the NQF;
- To approve qualifications for inclusion at defined levels of the framework and re-approve them as necessary;
- To exercise such additional functions complementary to those at i) and ii) above as may be required.

However, operational responsibility for the NQF when it comes to the award of the qualification in the NQF is shared between three authorised bodies, according to the type of qualification. Namely, NQA is responsible for vocational education and training qualifications; MEST for general education qualifications; and KAA for qualifications of higher education qualifications.

In order to ensure the coherence of the overall framework, the entire education legislation (the law on general education, the law on VET, the law on adult education and the law on higher education) has been harmonised with the law on national qualifications.

Occupational standards are developed by social partners in cooperation with MEST, NQA, MLSW and other relevant ministries according to the criteria set by the NQA. Council for Vocational Education and Training and for Adults (CVETA) is an advisory body to the minister of MEST, comprised of representatives of the

government, employers and social partners. In reference to the NQF according to the law on the VET, it has a role to advise and approve occupational standards. However, the verification²⁴Occupational Standards is carried out by the NQA.

Agency for Vocational Education and Training is a recently established in 2014 institution in the piloting stage and according to the law on the VET is mandated to coordinate the process of development of occupational standards. Currently is still on piloting, therefore has not still taken over this function.

Bodies responsible for the development of the qualifications are as follows:

- MEST for the qualifications of general education and VET curricula
- Ministry of labour and social welfare, VET providers and enterprises for the development of the non- formal qualifications according to the standards set by the NQA
- Higher Education Institutions for the development of the HE qualifications

Criterion 2: There is a clear and demonstrable link between the qualifications levels in the national qualifications Framework or system and the level descriptors of the European Qualifications Framework.

The EQF is a common European reference framework which acts as a translation device to make qualifications more readable and understandable across different countries and systems in Europe. It has two principal aims: to promote citizens' mobility between countries and to facilitate their lifelong learning.

The NQF is a tool that is intended to govern the system of qualifications provided in Kosovo, based on a set of criteria for specified levels of learning achieved. As explained in Section 3, two of the aims of the Kosovo NQF are: to ensure that qualifications provided by the education and training system are relevant to employment and learning and to increase transparency with regard to the nature, relationship and comparability between different qualifications offered;

Indeed, Kosovo's NQF was intentionally designed from the beginning to provide a basis for co-operation with the EQF. Accordingly, the Kosovo NQF was developed in accordance with the:

- Principles and definitions of the European Qualifications Framework for lifelong learning (EQF)
- EQF level descriptors
- Quality principles for VET and higher education attached to the EQF attached to the EQF and relevant criteria for referencing NQFs to the EQF;
- Higher education Dublin Descriptors;
- Framework for Qualifications of the European Higher Education Area (FQHEA);
- European Credit Transfer and Accumulation System (ECTS) and European Credit System for Vocational Education and Training (ECVET);
- "Standards and Guidelines for Quality Assurance in the European Higher Education Area" developed by the European Network for Quality Assurance in Higher Education (ENQA);
- European Quality Assurance Reference Framework, for Vocational Education and Training (EQARF);
- The EUROPASS suite of tools for the transparency of diplomas, certificates and competences.

Accordingly, similarities between the NQF and the EQF were built in with regard to:

- the structure of the frameworks, as they are both based on an 8 level structure where 1 is the lowest level and 8 is the highest; and they encompass all levels and kinds of qualifications, acquired in general, adult, initial and continuing vocational as well as academic education and training,

²⁴A process of assessing that the occupational standards are developed in alignment with the criteria's outlined by the NQA and in line with the needs of labor market.

- the basic underlying concepts, as they are both based on learning outcomes described in terms of knowledge (practical and theoretical), skills (practical and cognitive) and competences (domain of autonomy and personal responsibility).

These similarities in terms of design criteria and understanding of underlying learning outcomes on which the two frameworks are based enable a meaningful comparison between them. This comparison is supported by the linguistic analysis of the individual level descriptors of the two frameworks and this is detailed below.

There is a close correspondence between the language and the underlying concepts used to define the descriptors. Generally, the terminology used, i.e. the explanations of the complexity of knowledge, skills and competences, for is similar for each level, although the NQF descriptors tend to be more detailed and use more statements to describe the learning outcomes. For instance, descriptors of the NQF level 3 are as follows:

Knowledge - practical and theoretical

Understands key aspects of educational or occupational area and is able to use this knowledge, to achieve structural learning outcomes, or at the workplace.

Understands and evaluates the facts, principles, ideas and general processes needed to carry out the structural learning or to work successfully in educational or occupational area.

Skills - practical and cognitive

Applies a number of cognitive and practical skills needed to perform tasks and solve problems in a specific educational or occupational area.

Solves problems by applying appropriate methods, tools, materials and information needed.

Competence - autonomy and personal responsibility

Responsible for carrying out tasks, solving problems and reaching the required outcomes, without direct supervision, at this level.

Adapt behaviours for solving problems in proactive participation on structured learning or working environment.

Selects structural tasks regarding this educational or professional field, and when required, can make modifications in the approach to duty.

Supervises the work or structured learning performed by others - these are routine tasks assigned by: teachers, trainers or managers, in order to develop autonomous responsibility for their behaviour in relation to learning and work.

Learning outcomes for the EQF level 3 are described through knowledge, skills and competences in the following way:

Knowledge: key aspects, knowledge of facts, principles, processes and general concepts, in a structural learning or to work successfully in educational or occupational area.

Skills: a range of cognitive and practical skills required to accomplish tasks and solve problems by selecting and applying basic methods, tools, materials and information

Competence: take responsibility for completion of tasks in work of study and reaching the required outcomes, without direct supervision. Adapt own behaviour to circumstances in solving problems

A cross comparison of each level was conducted, which is illustrated in Table 3 with the following code:

- similarities in learning outcomes across the levels of the frameworks are marked in bold text

- differences noted are explained in a footnote and summarised below.

With regards to the descriptors of level 1 to 8, there are no substantial differences noted between the EQF and NQF learning outcomes statements.

The NQF learning outcomes are more broadly elaborated than those of the EQF, but demonstrate the same meaning and significance. The minor differences appear to be in the descriptors for levels 4, 5, 7 and 8. In Level 4 in the Knowledge descriptor, the EQF states “**factual and theoretical knowledge**” whereas NQF refers to “extensive theoretical knowledge and analyse information”. In Level 5 in the Skills descriptor, the EQF states “abstract problems” whereas NQF refers to “to solve concrete and abstract issues”. In Level 7 in the Skills descriptor, the preparation of a master thesis appears as a learning outcome in the NQF, but not in the EQF. Finally, in Level 8 the preparation of a doctoral thesis appears as a learning outcome in the NQF, but not in the EQF.

Therefore, based on comparative analysis of the indicators and descriptors for Levels in the NFQ and the EQF, it can be stated that the NQF descriptors broadly correspond to the EQF descriptors.

	EQF Descriptors	NQF Descriptors	EQF/NQFL level
K	<u>Basic General Knowledge</u>	<p>Have basic knowledge to learn, understand, carry out unskilled work, or take part in everyday life.</p> <p>Have general knowledge, not only specifically to an educational subject, to an occupation, or to an occupational area.</p> <p>Are aware of, and understand the <u>basic tasks</u> and instructions to perform them.</p>	1
S	<u>Basic skill</u> required to carry out <u>simple tasks</u>	<p>Perform simple tasks using basic skills.</p> <p>Perform routine tasks, which require: communication, reading, writing and basic mathematical operations skills.</p> <p>Operate within a supervised structure or team work.</p>	
C	<u>Work or study under direct supervision in a structured context</u>	<p>Able to undertake work or structured learning which is organised and controlled by other people.</p> <p>Carry out tasks under the direct supervision and does not take full responsibility on deciding what, how, when or where it shall be done, or the outcomes of the task.</p>	
K	<u>Basic factual knowledge</u> of a field of work or study	<p>Have good knowledge regarding one specific educational or occupational area.</p> <p>Have factual knowledge and information regarding the overall content, processes, tools and materials of a specific educational or occupational area.</p> <p>Understand the procedures and facts for conducting basic tasks.</p> <p>Are aware of, and interpret various information and ideas</p>	2

S	<p><u>Basic cognitive and practical skills</u> required to use relevant information in order to carry out tasks and to solve <u>routine problems using simple rules and tools</u></p>	<p>Mix basic practical skills and thinking skills, by using the abovementioned information regarding the knowledge, at this level.</p> <p>Show a variety of skills regarding the estimation and planning for carrying out tasks and solve common problems in educational or occupational area.</p> <p>Follow routine practices based on clear instructions, using simple tools and materials.</p>
---	---	--

C	<p><u>Work or study under supervision with some autonomy</u></p>	<p>Perform tasks under others supervision, and takes the responsibility regarding some tasks on how, when or where it shall be performed, and for the outcomes of such tasks.</p> <p>Show proactive willingness on exchange of mutual experiences.</p>
---	--	--

EQF level descriptors	Kosovo NQF level descriptors	EQF/NQF level
<p>K <u>Knowledge of facts, principles, processes and general concepts in a field of work or study</u></p>	<p>Understands key aspects of educational or occupational area and is able to use this knowledge, to achieve structural learning outcomes, or at the workplace.</p> <p>Understands and evaluates the facts, principles, ideas and general processes needed to carry out the structural learning or to work successfully in educational or occupational area.</p>	3
<p>S <u>A range of cognitive and practical skills required to accomplish tasks and solve problems by selecting and applying basic methods, tools, material and information</u></p>	<p>Applies a number of cognitive and practical skills needed to perform tasks and solve problems in a specific educational or occupational area.</p>	

Solves problems by applying appropriate **methods, tools, materials** and information needed.

C **Take responsibility** for completion of tasks in work or study

Adapt own behaviour to circumstances in solving problems

Responsible for carrying out tasks, solving problems and reaching the required outcomes, without direct supervision, at this level.

Adapts behaviours for solving problems in proactive participation in structured learning or working environment.

Selects structural tasks regarding this educational or professional field, and when required, can make modifications in the approach to duty.

Supervises the work or structured learning performed by others - these are routine tasks assigned by: teachers, trainers or managers, in order to develop autonomous responsibility for their behaviour in relation to learning and work.

K **Factual and theoretical knowledge in broad context within a field of work or study**

Understands extensive **theoretical knowledge** and analyse information regarding the **relevant field of study or work**.

Understands facts and determine the basic principles in broad context within the **relevant field of study or work**.

Selects, analyses and implements actions and procedures within a relevant field of study or work.

S A range of **cognitive and practical skills** required to generate solutions to **specific problems** in a field of **work** or study

Applies a number of **practical and thinking skills** in order to perform **tasks and solve problems** in educational or occupational area.

	<p>Performs tasks at the level of qualified worker or structured learning at the level required for entry to higher education studies.</p> <p>Demonstrates various practical skills to perform complex tasks.</p>	
<p>C Exercise <u>self-management</u> within the guidelines of work or study context that are usually predictable but are <u>subject to change</u>.</p> <p><u>Supervise routine work of others</u> taking some responsibility for the <u>evaluation and improvement</u> of work or study activities.</p>	<p>Undertakes work or structured learning within the boundaries and normal practices of an educational or occupational area.</p> <p><u>Make changes in the planned approach</u>, while performing activities.</p> <p><u>Works independently and take full responsibility</u> for planning and completing the work or structured learning and for the quality of the outcomes.</p> <p><u>Supervises others who are carrying out routine activities</u>, evaluate their performance and take steps to create <u>improvements</u> on the basis of this <u>evaluation</u>.</p>	
<p>K <u>Comprehensive, specialised, factual and theoretical knowledge within a field of work or study and an awareness of boundaries of that knowledge.</u></p>	<p>Individuals achieving qualifications at this NQF level shall demonstrate the following knowledge, skills and competencies:</p> <p>They will have broad or specialised factual and theoretical knowledge in and about an educational subject, occupation, or occupational area. They are able to use their knowledge in order to achieve outcomes deriving from structured learning or work. This includes:</p> <p>Use of knowledge in a field of study build while in higher secondary education, and supported by textbooks and materials of this level, continuing further studies;</p>	<p>5</p>

Use of factual broad and **specialized knowledge within a field of work or study.**

defining features, and main areas of a subject, discipline area of work and detailed knowledge in some areas;

Understanding of some of the major current issues, specializations,

researches and processes within the context of work or study.

S A **comprehensive range of cognitive and practical skills** required to develop creative solutions to **abstract** problems.

They shall be able to use various specialized skills, needed to plan, apply, review, and evaluate the outcomes in an educational subject, occupation, or occupational area. They shall be able to apply comprehensive practical and cognitive skills, techniques to find creative solution of practical problems, and to perform tasks. This includes:

researching, analysing and interpreting the application of theories, principles and methods,

relevant to the field of work or study;

applying of research and analytical skills, in **order to solve concrete and abstract issues;**

the using of a skill level related with a field of work or study, a part of which is advanced or specialized;

Interpreting of ideas to parties, supervisors and customers in a well-structured and coherent manner, using qualitative and quantitative information.

Identifying of personal gaps in the field of study and assessment of personal work and others.

<p>C</p>	<p>Exercise <u>management and supervision</u> in contexts of work or study activities where there is <u>unpredictable change</u></p> <p><u>Review and develop performance of self and others</u></p>	<p>They shall be able to carry out independent work or structured learning, of all types listed for this level, including the adaptation of requirements and changes in unexpected circumstances and events. This includes:</p> <p><u>exercising of significant personal autonomy</u> and taking of initiative in some activities that require the exercise <u>of discretion and judgement</u>;</p> <p>managing and supervising in contexts of work or study, which may include organizing and taking responsibility for others' work of and the using of resources and managing the others' activities;</p> <p><u>reviewing and evaluating personal and others performance</u>, for which bears responsibility and plans other necessary improvements for performance development.</p>	
EQF Descriptors		NQF Descriptors	Level
<p>K</p>	<p>•<u>advanced knowledge</u> of a field of work or study, involving a critical <u>understanding of theories and principle</u></p>	<p>Individuals achieving qualifications at this NQF level shall demonstrate the following knowledge, skills and competencies:</p> <p>Knowledge</p> <p>They shall have advanced knowledge in and about the subject or the study, including critical understanding of theories and principles. This includes:</p> <p>understanding of theories generated on general <u>advanced education</u> and the inclusion of aspects that precede the knowledge of a particular field of study.</p> <p>use of detailed <u>theoretical and practical concepts</u>, which belong to a</p>	6

basic field of study and inclusion of critical thinking, theories and principles.

understanding of the methods and tools of a specialized field of study and work as well as the innovative approaches that have to do with these methods.

identification of relevant social and ethical issues, which arise in a field of study or work.

S •advanced skills, demonstrating mastery and innovation, required to solve complex and unpredictable problems in a specialised field of work or study

They shall be able to demonstrate the skills to solve complex and unpredictable problems in a specialized field of work or study. This includes:

use of some practices and **specialized and advanced** materials that are forefront to a subject, **discipline or field of work**;

implementation of defined research and development projects and the identification of relevant results;

communication of ideas, problems and solutions to the professional and non-professional audience, using a range of techniques that include qualitative and quantitative information.

collection and interpretation of relevant data (usually of a specific field of study), and the transmission of evaluations that are reflections on relevant social, scientific and ethical issues.

formulation and protection of arguments for solving problems.

continuous identification and evaluation of their educational needs.

C

accomplishment of tasks or studies for **the management of activities, professional and technical complex**

•manage complex technical or professional activities or projects, taking responsibility for decision-making in unpredictable work or study contexts

•take responsibility for managing professional development of individuals and groups

projects, which may include the responsibility for decision-making **in unforeseen contexts of work or study** or the management of **professional development of individuals and groups**.

showing of creativity and initiative in the development of projects for management processes, the management and training of persons for developing team performance.

accomplishment of other tasks in a professional manner and in accordance with the code of ethics

evaluation of skills necessary for further studies with a high degree of independence.

K

7

•highly specialised knowledge, some of which is at the forefront of knowledge in a field of work or study, as the basis for original thinking and/or research

•critical awareness of knowledge issues in a field and at the interface between different fields

Individuals achieving qualifications at this NQF level shall demonstrate the following knowledge, skills and competencies:

Knowledge

They shall have broad, specialized and specific knowledge, which is fundamental in a field of work or study and may be related to different fields. These are used as the basis of original thinking and/or research. These include:

critical understanding regarding the principal theories, principles and concepts related to the conceptual and practical knowledge of the subject, discipline or field of work including relevant specializations;

use of specialized or multidisciplinary, theoretical and practical concepts some of which are fundamental to a field of study. This knowledge forms the basis for the development and application of original ideas.

identification of features, limitations and terminology in the main fields of subject, discipline or work:

development of critical thinking on current issues of a subject, discipline or field of work including relevant specializations and interaction between different fields.

S

use of specialized skills and techniques related to a subject/discipline or occupational area to carry out the activities which require significant innovative thinking and original research.

demonstration of specialized and multi-disciplinary knowledge, which include reflecting on social and ethical responsibilities related to the application of knowledge and judgments.

clear communication with social and ethical responsibility with the wide audience and reaching conclusions which may be the result of research, self-study or work experience;

•specialised problem-solving skills required in research and/or innovation in order to develop new knowledge and procedures and to integrate knowledge from different fields

evaluation of new information, concepts and evidence from a wide range of resources and the use of specialized skills for problem solving and integration of knowledge from multi-disciplinary fields.

planning, development and implementation of the research projects;

	<p>developing original and creative responses to problems and issues practising in a wide and often unpredictable variety of professional contexts;</p> <ul style="list-style-type: none"> • Drafting a master thesis¹ 	
<p>C</p> <ul style="list-style-type: none"> •<u>manage and transform work or study contexts that are complex, unpredictable and require new strategic approaches</u> •<u>take responsibility for contributing to professional knowledge and practice and/or for reviewing the strategic performance of teams</u> 	<p>They shall exercise sustainable autonomy and take the initiative in professional activities, by taking responsibility for their work and that of others. This includes:</p> <p>management of teams of professionals, contributing to the development of their professional and practical knowledge and the review of their performance;</p> <p><u>addressing of complex, ethical and professional issues and decision-making on issues that are not addressed by current professional rules or practices</u></p> <p>have independence and learning skills that allow the continuity to study in a way that may be of a high level self-oriented and independent.</p>	
<p>K</p>	<p>Individuals achieving qualifications at this NQF level shall demonstrate the following knowledge, skills and competencies:</p> <p>Knowledge</p> <p>Use the <u>most advanced concepts of a field of work, study, research and interface between different multi-disciplinary fields.</u></p>	<p>8</p>

¹ The preparation of a master thesis appears as a learning outcome in the NQF, but not in the EQF.

Use theories for drawing conclusions from a critical evaluation of a subject/discipline, including critical understanding of the theories, principles and main concepts;

Understand the processes of individual research or development work giving significant contribution to the development of improvements of the subject, occupation or occupational area.

knowledge at the most advanced frontier of a field of work or study and at the interface between field

Provide authentic and creative opinions on new, complex and abstract ideas which include working with new, complex concepts by judging in the absence of complete or consistent data and the expansion of knowledge and professional practices within a specific field or the interface between fields.

S •the most advanced and specialised skills and techniques, including synthesis and evaluation,required to solve critical problems in research and/or innovation and to extend and redefine existing knowledge or professional practice

They shall use the most advanced and specialized skills, techniques to carry out important activities in the subject, occupation or occupational area.

Apply specialized **standard instruments and techniques of research and research methods (e.g. synthesis and evaluation)** to plan, develop and complete research and development projects with the aim **of solving critical problems, expanding on new problems and issues and redefining of existing knowledge and professional practice.**

Use literature, experimental approach or other systemic approaches for a range of knowledge required;

Describe critical insights into one or more specialization or research fields.

Communicate the expertise to a wide audience by using different methods and national and international publications.

- Preparation of a doctoral thesis².

C •demonstrate substantial authority, innovation, autonomy, scholarly and professional integrity and sustained commitment to the development of new ideas or processes at the forefront of work or study contexts including research

Demonstrates high level of autonomy, initiative in the profession or in equivalent activities, by demonstrating authority, innovation, autonomy, educational and professional integrity.

Commitment in development of new ideas and processes that are at the highest levels of contexts of work or study, including research in the relevant field or discipline.

Full responsibility for own work and the main responsibility for the work of others by demonstrating leadership and authenticity in solving problems.

Demonstrates responsibility for complex, ethical, social and professional issues.

Fair judgement on new issues, not addressed by the rules, or existing professional and ethical practices.

.

² The preparation of a doctoral thesis appears as a learning outcome in the NQF, but not in the EQF.

Criterion 3: The national framework or qualifications system and its qualifications are based on the principle and objective of learning outcomes and linked to arrangements for validation of non-formal and informal learning and, where these exist, to credit systems. Based on the law on the National Qualifications, the qualifications that are placed in the NQF are defined in terms of outcomes of learning expressed in terms of knowledge, skills and wider competences.

General Education System

The learning outcome approach in general education qualifications has been introduced with the new Kosovo Curriculum Framework approved in 2011. General education curricula are based on learning outcomes defined for each level of education. The key competences envisaged in the new curricula derive from the general aims of pre-university education in Kosovo and define the main learning outcomes that learners need to achieve in a progressive and consistent way throughout the pre-university educational system.

The KCF specifies six key competences to be mastered during pre-university education:

- Communication and expression competence
- Thinking competence
- Learning competence
- Life, work and environment-related competence
- Personal competence
- Civic competence

Learning outcomes for key competences are a benchmark for drafting and implementing curriculum at the school level, and they provide the full range of “soft skills” needed to support occupational competence. These outcomes determine expectations for pupil at the end of each curriculum stage, namely in three levels of formal education 1, 2 and 3. Learning outcomes are the main pillar for the system of assessing pupils’ achievements at the end of the grade, stage and relevant level of formal education.

General education is entirely based on learning outcomes according to the KCF but there are no leaving qualifications for pre-school education. Whereas, at the end of the upper secondary education, pupils are awarded with a diploma for completing the upper secondary education - diploma.

However, based on the evaluation of the implementation of the Kosovo Strategic Plan 2011-2014 the new learning outcome curricula is currently being implemented in 92 schools (33 institutions of primary and lower secondary education, and in 59 institutions of upper secondary education) in 30 different municipalities. However, the implementation of the new reformed curricula has been foreseen across all of the schools and MEST has developed a roadmap for curriculum implementation for the period 2016-2021.

There are no arrangements for validation non-formal and informal learning and there is no credit system in general education.

VET and adult education system

It is set out in Law on national qualifications and in secondary legislation, including the updated Administrative Instruction on criteria for validation of qualifications), new VET qualifications must be based on learning outcomes. There is existing experience with the use of learning outcomes, modular curricula based on the learning outcome were introduced and piloted by various donors from about 2002 onwards. Until recently only the donor-supported curricula were modular. Currently, the curricula of 27 VET schools are based on expected learning outcomes, whereas in remaining VET schools, the part of professional practice is modular and based on expected outcomes, while theoretical part is subject-based. According to KESP, within 2016-2021, all VET schools will have to develop learning outcome based VET curricula.

Use of occupational standards

Occupational standards are the starting point for outcomes-based VET curricula and outcomes-based VET qualifications. VET qualification can be placed in NQF if they are based on occupational standards. Occupational standards are developed in cooperation with: MEST, MLSW, other relevant ministries and

social partners. Furthermore, they are verified by NQA and approved by the CVET.

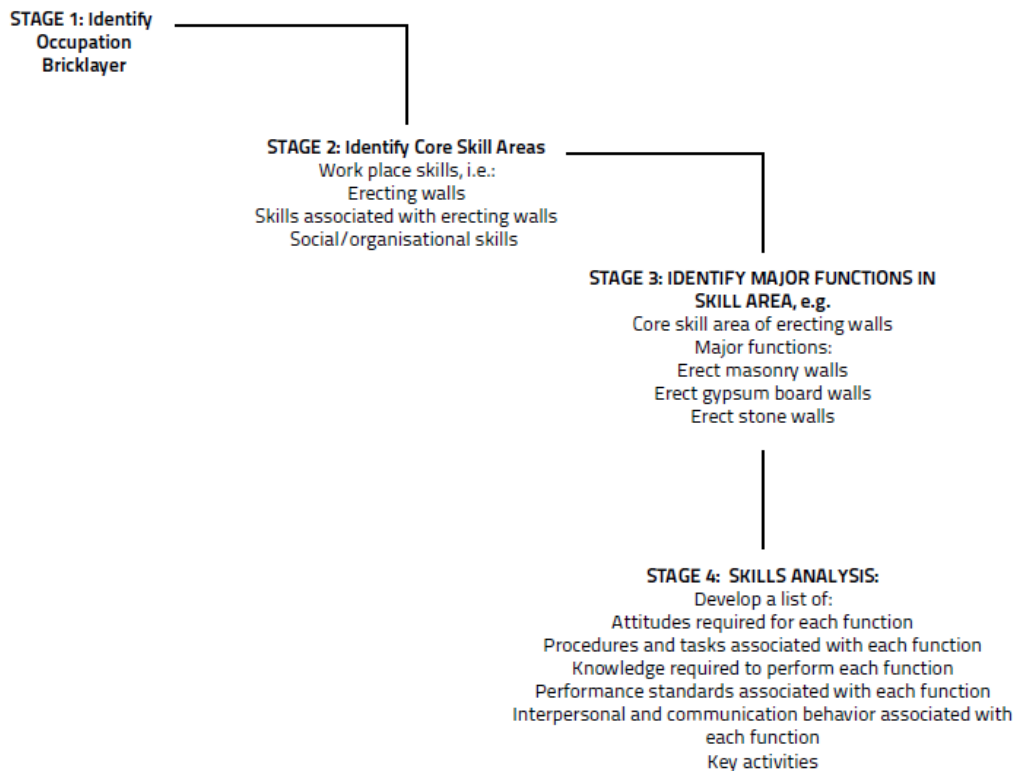


Figure 1: Stages of development of occupational standards (An example for bricklayer presented)

Vocational/occupational standards which are submitted for verification at NQA shall meet the following criteria: vocational standards must:

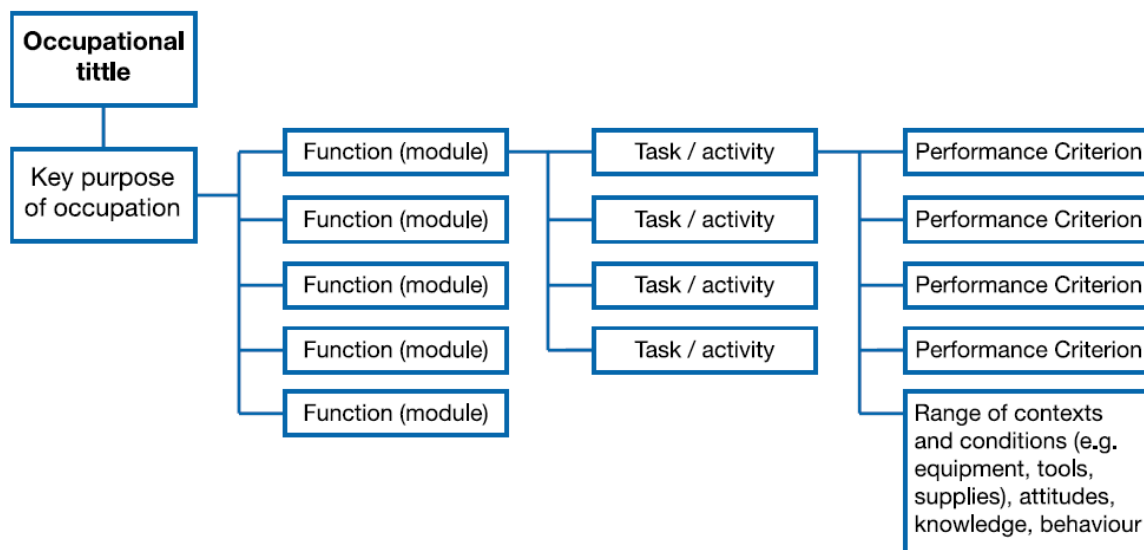
- be drafted in the format set by NQA, based on functions, key activities, performance criteria, necessary knowledge to perform the function, skills and key competences associated to the main function;
- be titled and coded according to the Book on Classification of Vocations in Kosovo, ISCO 88, until now, whereas starting from 2017 a new standard for classification of occupations 08 will be used.
- be based on the labour market demands;
- be developed in cooperation with all stakeholders;
- have a specified period of validity; from 3 to 5 years depending on economic development of the country;
- The selection of verbs used in the standard to determine the performance needed should be clear and understandable. In any descriptive activities, active verbs should be used. The use of verbs should be based on NQF level descriptors and Bloom's Taxonomy;
-

There is standard format for occupational standards developed by NQA (one example provided in Annex 11), based on the guideline for developing OS²⁵ which has to be applied by all institutions applying for verification of standards but is also being applied by MEST and MLSW for development of occupational standards in cases when they are not yet submitted to NQA for verification. The format of occupational standards includes broad functions; each broad function is broken down into key activities, which then describe requirements of the broad function. For each key activity a number of performance statements are identified, which describe the outcomes of performance that have to be achieved if the competences and broad functions are successfully performed. Figure 2 outlines the structure of occupational standards.

²⁵ Name of guideline for developing OS (see web: <http://akk-ks.net/en/resource-pack/occupational-standards>)

Figure 2: The structure of occupational standards

A typical example of the structure of occupational standards:



Currently there are 56 occupational standards, developed, verified and approved on a national level. See the list of verified occupational standards in annex 14.

According to KESP 2016-2021, all occupational standards for the VET profiles provided by the public VET schools will have to be developed by 2021.

The occupational standards are used to provide a reference point for identifying the modules that should be included in each qualification, together with the learning outcomes to be achieved for the candidate to be credited with having achieved each module.

In general, the main functions identified in the occupational standards will lead to the definition of modules for learning and assessment. Modules provide building blocks for qualifications, enabling systems of credit accumulation and credit transfer to be developed. Modules may be given credit values based on the size of the module.

They can be offered in prescribed combinations to meet the requirements of particular programmes, as elective options or individually. Normally vocational qualifications are based on a “core” and “options” structure, allowing some degree of choice with regard to the modules taken. Qualifications may specify the assessment strategy that must be met for the award of the full qualification, and that this should allow learners to accumulate credits for modules. There is a common format or template used to set out standards for qualifications, namely within modules. Learning outcomes are a descriptive form of the skills, knowledge and competences a candidate must acquire through a qualification. These formulations are based on occupational standards. Occupational standards also determine the level of qualification based on the NQF levels descriptors which describes and link professional knowledge, skills and competencies within the particular profession.

Qualification Title:

Module Title:

Credit value of Module:

NQF level of Module:.....

Learning Outcomes:

1.

2.

Learning outcome 1:

- Performance (assessment) criterion...
- Performance (assessment) criterion...
- Performance (assessment) criterion...

Range (of conditions, equipment, tools etc.), knowledge, skills, attitudes

Assessment strategy

- Evidence requirements (forms of evidence, quantity of evidence)
- Methods of assessment

Learning outcome 2:

- Performance (assessment) criterion...
- Performance (assessment) criterion...
- Performance (assessment) criterion...

Range (of conditions, equipment, tools etc.), knowledge, skills, attitudes

Assessment strategy

- Evidence requirements (forms of evidence, quantity of evidence)
- Methods of assessment, etc.

Format for qualification modules

The formal and non-formal VET qualifications are prepared within a defined framework which includes the aim of the qualification; target group; general and professional competences to be achieved upon completion; content of the qualification per modules; assigned credit point and number of hours per module; exit options to further education levels and employment; diploma and certificate acquired at the end of the study. Annex 5 provides information about structure of qualification on Information Technology level 5 to illustrate the descriptions’ of qualifications regarding aim, learning outcome and assessment criteria’s.

The implementation of formal VET qualifications is regulated by secondary legislations and it defines the following: VET education structure; target group and competences in accordance with NQF levels.

One of the objectives of the NQF is to facilitate the accumulation and transfer of learning outcomes between different learning contexts or systems – this includes learning in the formal and non-formal and training sectors. The NQA has developed a VET credit system based on ECVET recommendations. This aims to support learners’ geographical and occupational mobility by enabling them to accumulate and combine learning outcomes from different settings and use them in different educational pathways.

Learning outcomes and credit

The NQA’s credit system uses learning outcomes, categorises qualifications by measuring the volume of learning, and identifies providers that have a role and responsibility in allocating credit. In Kosovo 1 credit is awarded for 10 notional learning hours (This convention was selected because it allows credit to be awarded for learning outcomes gained in very short periods of time (for example one or two-day training programmes). It also offered relatively easy conversion to ECTS points (2.5 ECVET points = 1 ECTS point).

The NQA regulates the credit system by accrediting providers and setting criteria to determine which providers can submit qualifications for inclusion in the NQF. These criteria include strict procedures for allocating credits, which ensures that providers have the necessary capacity and expertise. The NQF also provides the basis for cooperation and mutual recognition of VET qualifications with other countries.

Validation and learning outcomes

Validation of non-formal and informal learning is defined by the Law on National Qualifications as the process of evaluation of the knowledge and skills which an individual has previously acquired through different learning contexts. MEST has developed and approved an administrative instruction No. 35/2014 Regarding the criteria and procedures for the validation and approval of national qualification and accreditation of institutes that provide qualifications in Kosovo that outlines general principles, responsibilities and procedures for validation of non-formal and informal learning, within the NQF. Next, NQA in consultation with NQF's stakeholders and taking into account international developments in RPL compliant with the European Guidelines²⁶ for validating non-formal and informal learning has developed a policy and procedures for recognition of prior learning that is an amplification of the Administrative Instruction (MEST) No. 31/2014 for Prior Learning Recognition and should be read in conjunction with it. This document lays out the responsibilities of those involved with RPL, including the National Qualifications Authority, the providers and the candidates as well as other involved in the process. It provides guidelines which must be followed and fulfilled in order to build and maintain a robust system of validating prior learning. It is intended to help providers and other organisations, involved in the process of recognition of prior learning through the award of NQA accredited qualifications, to develop or update their own policies and guidelines for RPL to meet the requirements of the NQA, as specified in this document. Further, with the support of the ETF, NQA has developed Training of Trainers modules for the RPL system in Kosovo to support the capacity building of the VET providers to implement RPL. The piloting is foreseen to take place in 2017.

Higher education system

The application of learning outcomes in higher education is ensured by the accreditation of higher education institutions and programmes (see Section 2.3 and 2.5). All institutions must provide information for every study program which they intend to offer, about the Expected learning outcomes. There are requested to number at least 7-10 learning outcomes. Beside the program description, for each module/ subject it should be specified the Expected learning aims and outcomes (5-7) (knowledge, skills and competencies). The Reviewing team, according to the legislation into force and the published document KAA Guideline for Experts²⁷, for institutional and/ or program evaluation, are requested to evaluate whether these learning outcomes are appropriately formulated and in line with the level descriptors of the NQF.

ECTS credits are used in higher education. The amount envisaged for one academic year of full time studies is 60 credits. The amount of the workload for one academic year for a full time studies is calculated at 1500 notional hours per student, whilst 1 ECTS credit point usually represents 25 notional hours.

An AI on the validation on non-formal and informal learning has been approved in 2014 which lays out the foundation for validation based on the principles of the European guidelines for validating non-formal and informal learning and for the accreditation of the institution that will carry out this process by the Kosovo Accreditation Agency. However, up to date there has been no guideline nor policy on this issue, therefore the process is not initiated.

Criterion 4 The procedures for inclusion of qualifications in the National Qualifications Framework or for describing the place of qualifications in the national qualification system are transparent.

General Education

Qualifications in general education are awarded at the end of formal level of education by schools, in compliance with the legislation determined by MEST. Quality of qualifications in general education is assured by the Department for Development of Pre-University Education within MEST, based on the

²⁶ European Guidelines for validating non-formal and informal learning. CEDEFOP, 2009.

²⁷[http://www.akreditimi-ks.org/docs/Application/Guidelines%20for%20Expert%20\(Institution\).pdf](http://www.akreditimi-ks.org/docs/Application/Guidelines%20for%20Expert%20(Institution).pdf)

learning outcomes for competencies and curriculum areas. As such, they are automatically part of the National Qualification Framework.

The formal education structure is based on ISCED and curriculum documents, most of which leads to tangible outcomes, defined and approved by MEST.

Level 1: Primary education is part of compulsory education and lasts five years (grades 1-5). At the end of grade five (5) students undergo a national achievement exam and are awarded a leaving certificate, but a certificate indicating the completion of level 1 according to the National Curriculum Framework of Kosovo.

Level 2: Lower secondary education is also part of compulsory education and lasts four years (grades 6-9). At the end of lower secondary education (grades 6-9), pupils take the exam of achievements organized by MEST. The purpose of this exam is to further orient to the upper secondary education/general education and VET. At the end of this level, pupils are awarded with the certificate of lower secondary education, which is comparable to the level 3 of National Qualification Framework.

Level 3: Upper secondary education lasts 3 years (grades 10 - 12), is composed of different types of gymnasia 3 types of gymnasia (gymnasium of natural sciences, gymnasium of social and language sciences and specialist gymnasium) which ends with national Matura exam.

Pupils who do not take the Matura exam or who do not achieve 40% of points in Matura exam may continue the post-secondary education. Pupils who achieve more than 40% of points in the national Matura exam are awarded with the certificate which enables pupils to continue the higher education. Matura exam is developed in compliance with the learning outcomes determined in Kosovo Curriculum Framework. Diploma and certificate of Matura are comparable to the level 4 of National Qualification Framework.

VET and adult education and training system

Qualifications are developed by developers, which in this case may be MEST, MLSW, VET providers, Business Associations etc., and always in cooperation with social partners.

Qualifications developed to be included in NQF are submitted to NQA to undergo validation and approval process.

VET qualifications are placed in the NQF though a mechanism developed and managed by NQA.

It consists of procedures for validating²⁸ and approving²⁹ qualifications for inclusion at defined levels of the framework and criteria and processes for the accreditation of providers to offer these qualifications.

The validation process which is specified in law, is transparent and consists of four stages: in stage one the institution seeking validation of a qualification/module makes an application which clearly states the rationale for the qualification/module; in stage two, a panel of experts appointed and supported by NQA evaluates the application; in the third stage the experts' report and recommendations are presented to the Governing Board of NQA for the final decision; and in stage four, the approved qualification/modules are placed in the NQF and made public.

Qualifications or modules which are proposed for validation must state the following:

²⁸ According to the AI on Criteria and procedures for the validation and approval of national qualifications "Validation" refers to the control process and qualification evaluation according to the criteria, before making the decision for inclusion or non-inclusion of the qualification in the NQF

²⁹ According to the law on national qualifications "approval" refers to the process by which the National Qualifications Authority established under this Law recognizes qualifications. The approval shall be given for a defined period and at the end of this period, the qualification shall be subject to re-approval

1. Rationale/justification. Under this criteria vocational qualifications or modules proposed for validation should meet the following criteria: have a clear rationale which makes the aims; objectives; progression routes into employment or further education and training and support from key stakeholders transparent; meet the needs of a relevant sector and be supported by the sector; relate either to a full occupational profile or to education, training or development need;
2. Credit value and duration;
3. Entry requirements and access;
4. Proposed level of the qualification/module at the NQF;
5. Content, outcomes and standards. Within there are specific sub-criteria for vocational education which include: the vocational content of the qualification or module should be derived from an occupational analysis; the structure of the qualification has to modular and be based on one or more modules;
6. Modules/Units have to be expressed in terms of clearly identified and assessable learning outcomes; learning outcomes should normally reflect occupational standards and must include relevant and objective criteria for assessment; Level of the qualification must be clearly defined according to the descriptors of the NQF levels;
7. Assessment. A qualification or a module should include assessment strategy to assess knowledge, skills and competences;
8. Quality assurance arrangements. This includes institutional self-assessment and monitoring including candidate records to meet requirements for internal and external quality assurance of the assessment and certification processes and to provide verifiable evidence on candidate's achievements;
9. Progression. Qualifications should enable learners to progress directly into employment or to further learning opportunities within employment.

Decisions on the level at which each qualification are placed in the framework are made on the basis of their match against Level Descriptors which relate to the descriptors of the NQF and Indications of Level which describe the kind of formal and non-formal provision which will lead to qualifications in the NQF.

Once qualifications are validated and placed in the NQF the decision is made public on the NQA website.

Approved qualifications are entered in the NQF register and are accessible via NQA website (see web: <http://akk-ks.net/en/nqf/registration-of-qualifications>).

Higher education

The institution responsible for the implementation of the NQF descriptors in higher education in Kosovo is the Kosovo Accreditation Agency. The implementation of the NQF at this level is ensured through the process of accreditation, the process and criteria for which are regulated by a well-established legal framework and are published in the Agency's website. There is an external assessment of study programmes carried out.

The process of accreditation is carried out at the level of the higher education institutions and at the level of programmes offered by the institutions. The Self-Evaluation Report produced by applicant institutions are written on the basis of an Administrative Instruction for Accreditation of Higher Education Institutions in the Republic of Kosovo (No. 02/2013). KAA published documents Guidelines on drafting the SER for institutional and/ or program evaluation. Basic requirements for the accreditation of the study programme are. All institutions must provide information for every study program which they intend to offer as follows:

- Rationale of the programme for the labour market (to be provided facts for the labour market research);
- International comparability of the programme;
- Group (the target) to whom the programme is dedicated;

- Orientation of the study programme according to the leading principles of the institution (mission statement);
- The aim and profile of the study programme (brief description of the programme/ 7 – 10 sentences);
- Expected learning outcomes (to be numbered at least 7-10 competencies and qualifications, knowledge and skills) for the NQF level proposed;
- Relation between the theoretical and practical/ experimental part of the study;
- ECTS value;
- Practical work – internship (to be demonstrated through valid agreements with business partners);
- Research plan for the study programme (s) under evaluation;
- Students registration and admission criteria;

Furthermore, All HEIs must provide full course description for each modules in details about:

- Description (name);
- Short description of the content;
- Expected learning aims and outcomes (5-7) (knowledge, skills and competencies);
- teaching and learning methods;
- evaluation methods and passing criteria: concretization means/ IT;
- ratio between the theoretical and practical part of teaching;
- basic literature to be used in each module (one basic title and two supplementary titles not older than 10 years).

Once programmes and institutions are accredited the decision together with the expert's final evaluation report is made public on the KAA website. (www.akreditimi-ks.org)³⁰

KAA already has an electronic database which enables the entry of records for all accredited study programmes. Basic information is processed for internal needs of KAA and other institutions and is available in KAA website. This database provides data on all qualifications/ study programs issued by Higher Education Institutions³¹. At the same time, KAA obliges all HE institutions to publish detailed data on accredited programmes.

Criterion 5: The national quality assurance system(s) for education and training refer(s) to the national qualifications framework or system and are consistent with the relevant European principles and guidelines

The NQF is regulated through quality assurance mechanisms intended to ensure compliance with the arrangements and requirements laid down for the qualifications system and to ensure that the system delivers qualifications of an acceptable quality in all the levels and all types of qualifications.

General Education

Until recently, the quality assurance in general education was largely based on the external mechanism such as approval of programs, inspection and monitoring of all schools by relevant bodies such as Ministry of Education, inspectorate and municipalities. However, in 2015, with the approval of the strategy for Quality Assurance in Pre university Education the internal quality assurance (self-assessment process) was introduced in general education (primary schools, lower secondary schools and gymnasias) as well. The process is in the initial stage by training of 140 school coordinators in 140 schools in three regions (Gjakova, Prishtina and Skenderaj) on the implementation of self-assessment process and report.

Furthermore, necessary statutory documents, legislation and guidelines to support the implementation of quality assurance strategy have been developed and are under the procedure for approval (AI for Professional Departments, AI for Quality Coordinator at School Level, AI for Development Plan of School and AI for

³⁰http://www.akreditimi-ks.org/new/index.php/sq/latest-events/cat_view/3-evaluations/293-raportet-e-vleresimit/297-institucionet-publike/305-universiteti-i-prishtines-hasan-prishtina/564-fakulteti-i-arteve/743-2016
(sample decision and final expert report)

³¹http://www.akreditimi-ks.org/docs/NewsPublications/Programet_2016-17.pdf

Procedure of Assessment of School Performance). All these documents are based on the cycle for quality assurance related to the involvement of stakeholders in quality assurance process including planning, implementation, monitoring, assessment and review

The national assessments of learning outcomes aiming at assessing on how well the objective have been reaches as set in the core curricula are carried out in grade 5, 9 and 12 of general education. The assessment in grade 5 is sample-based.

Teacher licensing system for pre university teachers (including VET) is in place outlining: requirements for teacher qualifications, including the specific qualification level for particular stages of pre-university education; requirements for teacher professional development and performance associated with licensing requirements; standards and procedures for accreditation of programmes for teacher professional development; and standards on teacher professional practice.

VET and the adult education and training system

A national quality assurance framework for VET based on the EQAVET principles and indicators has been developed and approved in 2011. The necessary guidelines have been developed and communicated on how to implement the quality framework on the provider level. Furthermore, capacity building of the VET providers both public and private on the implementation of the internal quality assurance processes and arrangements such as organisation and management of the Institution, management and delivery of quality assurance processes, events and documents of an integrated quality system, self-assessment process and report and learner assessment is done twice per year by the NQA. In 2014, the AI on the internal process of the quality assurance for VET provider has been approved outlining general principles, responsibilities and internal process for quality assurance ensuring the establishment of the quality assurance office in each VET school. VET schools are obliged to implement a self-assessment process and deliver self-assessment report annually to the NQA, MEST and Municipal Education directorate by the end of each academic year. Self-assessment report is associated with improvement plan that arises from the report, focusing on main strengths, spreading good practice, and addressing weaknesses to minimise their impact on learners. Thus, self-assessment is the first step towards developing excellent quality in all areas of the Institution over a long-term planning and implementation period.

External quality assurance of VET qualifications and providers is done by the NQA in terms of validation and approval of qualification, accreditation of institutions, continuing evaluation of accredited institutions and verification of assessments. The validity of approval of qualification and accreditation of the institution can last from 1 to 3 years for the first time depending on the criteria's met. Accreditation can be granted conditionally, meaning the provider will be re-visited by the NQA expert panel within the set time span (in 6 months or 1 year) to check if the recommendation and criteria's outlined have been met and implemented. If the criteria have been met the providers receives the full accreditation for a maximum a period of 3 years and if the criteria are not met the accreditation is withdrawn. Following the accreditation approval private VET providers undergo the licensing by the MEST.

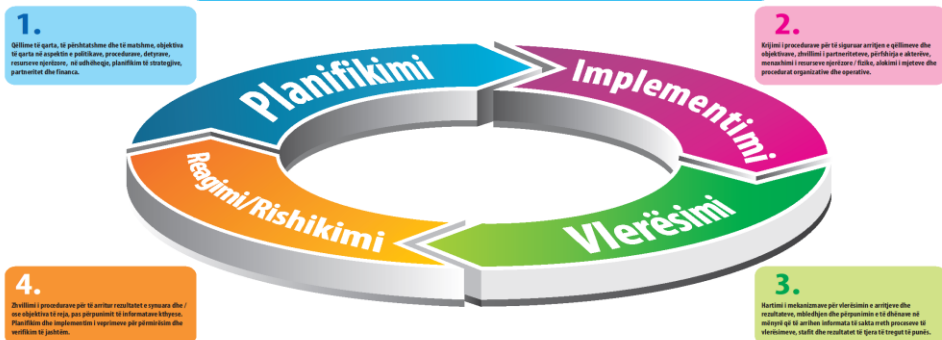
Furthermore, external evaluation of vocational schools is carried out by the administrative and professional inspections by the Department of Inspection of MEST.

The national assessments of learning outcomes – Matura exam aiming at assessing on how well the objective have been reached as set in the core curricula is carried out at the end of VET education.

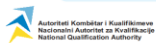
The relevant stakeholders such as relevant ministries, agencies, schools, VET providers, social partners, learners and candidates are involved in the quality assurance system. Social partners are involved in the process of development of occupational standards, qualifications, and curricula design and implementation and learner assessment. Furthermore, social partners are members of relevant decision making bodies on the national level such as CVET and NQA. Learners and parents are involved in the self-assessment process in the VET schools.

Cikli i Cilësisë

i Kornizës Kombëtare për Sigurim të Cilësisë për AAP në Kosovë.



PRINCIPET E CILËSISË			
PRINCIP I CILËSISË 1 - Qëllime dhe plani: Përgjegjëritë e rëndësishme	PRINCIP I CILËSISË 2 - Qëllime dhe Plan: Burimet dhe resurset	PRINCIP I CILËSISË 4 - Implementimi: Mënyra, Vlerësimi dhe Certifikimi	PRINCIP I CILËSISË 5 - Vlerësimi dhe vlerësimi: Procesi i vetë-drejtimit
- Qëllime - Objektiva - Partizanitet - Strategji informacion - Strategji informacione - Mekanizmi i jetësve	- Subjektiva - Burimet njerëzore - PRINCIP I CILËSISË 3 - Qëllime dhe Plan: Shikimi dhe zhvillimi	- Aktori i jetësve - Detyrat e jetësve - Mekanizmi i jetësve dhe tregut të punës - Vlerësimi i jetësve - Certifikimi	- Mekanizmi i jetësve - Përgjegjësitë e jetësve - Mekanizmi i jetësve - Raportet për jetë - PRINCIP I CILËSISË 6 - Informata të ri dhe ndryshimi i jetësve
- Zhvillimi i jetësve - Mekanizmi i jetësve	- Zhvillimi i jetësve - Mekanizmi i jetësve		- Informata të ri - Përmirësimi i jetësve



Adresa: Qendra e Studentëve, Rr. Agim Ramadani p.n., Prishtina 10000, Republika e Kosovës

www.akk-ks.net

Tel: +381 (0)38 212-595, Fax: +381 (0)38 213 433

Since 2012, NQA is a member in EQAVET, the community of practice which supports implementation of the EU Recommendation on Quality Assurance in VET (“EQAVET”) attending all the meetings, forums and peer learning activities.

Higher education

Institutions of higher education undergo regular self-assessment and that they have particular bodies which carry out these processes. It is mandatory that all accredited HEIs establish and functionalize Quality Assurance Units or Offices which are responsible to conduct on regular basis student evaluation of the courses, surveys, analyses and preparing self-assessment. Private HEI usually have Offices for Quality Assurance which is coordinated by coordinators whereas public HEI have Vice Rectors for Quality Assurance. Internal quality assurance is regulated mainly by Statutes of HEIs, specific regulations, or in some cases by Strategies for Quality Assurance.

Kosovo Accreditation Agency (KAA) is the state authority for accreditation of higher education institutions. It’s primarily responsibilities are accreditation and reaccreditation of public and private institutions of higher education and their academic programmes; and continuous control of quality at accredited institutions and their programmes. As concerning comparability with the relevant European principles and guidelines, in compliance with the Standards and Guidelines for Quality Assurance in the European Higher Education Area by ENQA, KAA has developed a number of internal documents which serve for the regulation of its own work as well as for the description of the accreditation procedures. As concerning internal quality assurance within HEIs, through accreditation process KAA assures that all HEIs and their study programs have a quality assurance system for teaching, research and services.

Following the accreditation approval by the KAA private HEI undergo a licensing process by the MEST

In September 2014, Kosovo Accreditation Agency (KAA) has become full member of the European Association for Quality Assurance in Higher Education (ENQA). The full membership for e period of 5 years follows the external assessment that KAA underwent by an international reviewing team who evaluated the work of the Agency in January 2014.

In addition to this, in 2015 the European Register for Quality Assurance in Higher Education (EQAR) has confirmed the full membership of the Kosovo Accreditation Agency (KAA) for a period of 4 years.

KAA is also an active full member of the Central and Eastern European Network of Quality Assurance Agencies in Higher Education (CEENQA) and full member of the International Network for Quality Assurance Agencies in Higher Education (INQAAHE).

MEST applied twice for obtaining membership in the Bologna process in 2005 and 2007 and it was rejected on justification that Kosovo is not part of the European Cultural Convention as one of the conditions for membership³². The Bologna Declaration specifies the requirement to sign the European Cultural Convention whereas membership in the Council of Europe is a key precondition to be able to sign this Convention. Considering that Kosovo is still not a member of CE this is not possible.

Criterion 6: The referencing process shall include the stated agreement of the relevant quality assurance bodies

Besides National Qualifications Authority, a body responsible for the external quality assurance of the VET qualifications, the representatives of the other quality assurance bodies responsible for the external quality assurance of the general qualification and higher education qualifications such as Ministry of Education Science and Technology and Kosovo Accreditation Agency were actively engaged in the referencing process. The written consents of these institutions are presented in Annex 13. The report has been endorsed by the Governing Board of the National Qualification Authority as a lead body responsible for the policy and strategic development of the National Qualifications Framework (see act signed in the Annex 13).

Criterion 7: The referencing process shall involve international experts

The international experts were involved in the referencing process. When selecting the international experts, the following criteria were considered:

- Expert's experience in developing and introducing NQF;
- Experience in developing referencing reports and reviewing referencing report;
- Expert's knowledge in education field;
- Expert's knowledge concerning the Kosovo education system.

In the first phase, the membership of the expert in the EQF advisory group was not considered initially as it was not specified in the recommendation and when the referencing process started in 2013 Kosovo was still not part of the EQF advisory group.

The experts involved in the referencing process are:

- John Hart, Scotland

John Hart has been working as an education and training consultant since 2003. His main work has been in Turkey, Romania, Albania, Kosovo and Macedonia, but he has also contributed to developments in Botswana, Egypt, Poland and Kazakhstan.

He is currently working on the development of qualification types in Kosovo and on the implementation of the National Skills and Qualifications Framework in India. He is also currently assisting UNESCO in investigating the possibility of developing world reference levels. The main focus of his work has been on the development and establishment of qualification systems, quality assurance systems and National Qualifications and Credit Frameworks. He has contributed to the EQF referencing of the Scottish, Welsh, Dutch and Maltese Qualifications Frameworks.

He is the author of *Developing a National System of Vocational Qualification*, in the UNESCO-UNEVOC International Handbook of Education for the world of work and *NQFs as credit systems*, published by SAQA and he has written a number of policy and research papers, including *Recognising Achievement: Literature review and model for managing recognition processes* (published by the Scottish Government), *Unitisation – benefits and issues* (published by the Scottish Qualifications Authority) and *Cross-referencing qualifications frameworks* (published by Edinburgh University).

³²Draft Kosovo Education Strategic Plan 2017-2020

- Michael Graham, UK

Michael Graham is a qualifications expert with the European Training Foundation, an EU agency which supports the EU's neighbouring countries in developing their VET systems. He is chair of the qualifications team in the ETF. He joined the Foundation in 2010, and has worked on qualifications issues with ETF Partner Countries in the Balkans and Southern Mediterranean regions. He has also authored or contributed to a number of the Foundation's publications. Before joining the ETF, Michael was in the UK Civil Service, where he worked in various education departments on qualifications and curricula. He was also seconded from the UK for 3 years to DG EAC, European Commission, where he was a member of the team which developed the EQF.

In the second stage when updating the referencing report in 2015/16 an expert from the EQG advisory group was invited to support the process. The expert was involved in reviewing the draft report prepared by the country. Comments raised by international experts were addressed by NCP and there was a continuous communication for the completion of the report. The expert selected was:

- Dr. Mike Coles,

Dr. Mike Coles is an international consultant in the field of qualifications systems. He works on NQF design and implementation, regional qualifications framework development and validation arrangements. He is involved supporting the European Qualifications Framework (EQF) and the ASEAN Qualifications Regional Framework.

Mr. Elido Bandelj was invited to read the draft Referencing Report and to provide comments and recommendations.

The written comments from the experts are attached in annex 15.

Criterion 8: The competent national body or bodies shall certify the referencing of the national Framework or system with the EQF. One comprehensive report, setting out the referencing and the evidence supporting it shall be published by the competent national bodies, including the National Coordination Point, and shall address separately each of the criteria. This Referencing Report has been prepared in consultation with all relevant stakeholders -in total 7 workshop two-day workshop and two public discussions. It has been endorsed and adopted by the NQA governing board as a body responsible for development and maintenance of the NQF. The report was published and is available on the website of NQA (www.akk-ks.net), on the website of the MEST (www.masht-gov.net) and AKA (www.akreditimi-ks.org).

Criterion 9: The official EQF platform shall maintain a public listing of member states that have confirmed that they have completed the referencing process, including links to completed referencing reports.

The report on the referencing of the Kosovo NQF to the EQF will be submitted to the European Commission and the report will be presented to the EQF advisory group for discussion on the December 2016 meeting. Following the endorsement by the EQF advisor group, NQA will request from the European Commission to publish it on the EQF platform.

Criterion 10: Following the referencing process, and in line with the timelines set in the Recommendation, all new qualification certificates, diplomas and Europass documents issued by the competent authorities contain a clear reference, by way of national qualifications systems, to the appropriate European Qualifications Framework level.

According to the Law on National qualifications, certificates and diplomas of qualifications in the NQF should ensure compatibility with the European Qualifications Framework. Therefore, diploma supplements designed in alignment with the EUROPASS are issued both for the higher and vocational education. Besides providing a clear description, level, context, content and status of the studies obtained according to the current legislation, the diploma supplements should provide a clear reference to the NQF and EQF levels.

Examples of Diploma supplement for HE and Certificate supplement for VET are presented in Annex 7 and Annex 8.

Annexes

Annex 1 Example of National Combined Qualifications

Descriptors of professional modules

a) Descriptors of professional modules of Grade 10

DESCRIPTOR OF MODULE 1 “Basics of soil science and plant nutrition” Grade 10

Title of qualification: Producers of mixed crops and livestock

VET Credits: 18 Credits (175teaching hours) in Level 3 of NQF

Level of Module in NQF: Level 3 of NQF

Level of Module in Education Structure: Formal education

Learning Outcomes (LO) of Module “Basics of soil science and plant nutrition”, Grade 10:

LO1: Student describes land composition and formation

LO2: Students describes classification of lands and different types of lands in our country

LO3: Student describes chemical composition of plants

LO4: Student describes plant nutrition, macro and micro elements and their physiological role in the growing and development process

LO5: Student classifies organic and inorganic fertilizers as well as their importance in the development of plants

LO6: Student takes samples of soil for pedagogy and agro - chemical analysis

LO1: Student describes land composition and formation
Assessment criteria of the student: The student will be able to:
<ul style="list-style-type: none"> - Explain the importance of the land and of plant nutrition; - Describe the chemical composition of the land; - Describe minerals and their properties; - Describe mechanical components of the land and the three – phase system of land; - Identify humus and explains the role of microorganisms in the land; - Describe the transformation of organic matter into the mineral once; - Describe the structure of the land and the factors that influence its formation; - Describe the mineralogical composition of the land; - Describe the physical and chemical properties of the land; - Describe the formation of geological substrate; - Describe the way of creating land; - Explain the factors that influence the formation of agricultural land such as: flora, fauna, climate, geography as well as human impact; - Explain how it has affected the duration of the action of land formation factors.
<p>Necessary conditions:</p> <ul style="list-style-type: none"> - Parcel - Laboratory of pedology - Working tools and equipment - Appropriate weather conditions - Expendable materials (laboratory chemicals) - Written materials (didactic)
<p>Knowledge acquired by the student:</p> <ul style="list-style-type: none"> - Importance of land and plant nutrition. - Chemical composition of land.

- Minerals and their properties.
- Physical properties.
- Chemical properties and division of minerals.
- Formation of geological substrate.
- Genesis of land formation.
- Mineralogical composition of land.
- Mechanical composition of land.
- Organisms and organic matter of land.
- Humus of land.
- Transformation of organic matters in mineral compounds.

Skills acquired by the student:

- Determining the type of land and its composition.
- Differentiate the ecological factors (plant and animal).

Attitudes (behaviour) developed at the student:

- Correct communication.
- Cooperation.

Requirements for student assessment:

Assessment methods:

- Question –answer verbally.
- Question – answer in written.

Evidencing the assessment:

- Written test which verifies the level of gained knowledge at each student according to the assessment criteria with theoretic character.
- Minimum limit of passing the written test is when a student completes 45% of points.

LO2 Student describes classification of land and different types of lands in our country

Assessment criteria of the student: Student will be able to:

- Describe types of the land in our country by the regions;
- Describe and distinguish physical, chemical and mechanical properties of the land in our country;
- Explain the structure and texture of the land and of the factors that influence its formation in our country;
- Distinguish liquid state of the land in our country;
- Describe thermal properties of the land in our country;
- Describe chemical properties of the land in our country;
- Describe morphologic properties of the land in our country.

Necessary conditions:

- Parcel
- Laboratory of pedology
- Working tools and equipment
- Appropriate weather conditions
- Expendable materials
- Written materials (didactic)

Knowledge acquired by the student:

- Reaction of the land in our country;
- Types of lands in our country by the regions;
- Physical and mechanical properties of the land in our country;
- Structure of the land and factors that influence in its formation in our country;
- Liquid phase of the land in our country;
- Thermal properties of the land in our country;
- Chemical properties of the land in our country;
- Disintegration of the land in our country.
- Morphologic properties of the land in our country;
- Knowledge about the auto – morph land;
- Sierozem;
- Chernozem;

<ul style="list-style-type: none"> - Smonitsa; - Mountain land; - Red land; - Alluvial land; - Knowledge about the hydro – morph land; - Paludal black lands; - Meadow land
<p>Skills acquired by the student:</p> <ul style="list-style-type: none"> - Identification of the types of land in our country and their composition. - Distinguish the ecological factors (plants and animals) of the land in our country. - Comparison of the land composition by region in our country. - Identification of working tools and equipment. - Implementation of the safety rules and environmental protection.
<p>Attitudes (behaviour) developed by the student:</p> <ul style="list-style-type: none"> - Correct communication. - Cooperation.
<p>Requirements for student assessment:</p>
<p>Assessment methods:</p> <ul style="list-style-type: none"> - Question –answer verbally. - Question – answer in written.
<p>Evidencing the assessment:</p> <ul style="list-style-type: none"> - Written test which verifies the level of gained knowledge at each student according to the assessment criteria with theoretic character. - Minimum limit of passing the written test is when a student completes 45% of points.

Annex 2 Example of National Vocational Qualifications form

MODULE DESCRIPTION

" HAIRDRESSING "

Qualification Title: Hairdresser

Module "Introduction to the profession of hairdresser"

VET Credits: 1 Credit (11 hours)

NQF Level: 3

Module Level in Educational Structure: Non-formal education

Learning Outcomes (LO):

LO 1: Candidate describes the features of hairdressing and hairdressing profession.

LO 2: Candidate uses simple working tools

LO 3: The candidate prepares the job

RM1: The candidate describes the peculiarities of hairdressing and hairdressing profession .

Candidate Evaluation Criteria: The candidate must be able to:

- explain the importance of the hairdressing profession.
- explain the rules of conduct, hygiene, appearance at work of the hairdresser.
- describe the rules of communication ethics in the hairdressing profession.
- to show the rights and duties of the hairdressing profession.
- describe the employment opportunities and career of the hairdresser.

<ul style="list-style-type: none"> - communicate correctly. - be cooperative. - be pedantic.
<p>Necessary conditions:</p> <ul style="list-style-type: none"> - Classroom. - Cabinet equipped with hairdressing equipment and conditions for group work. - Consumables. - Visual tools.
<p>Knowledge acquired by the candidate:</p> <ul style="list-style-type: none"> - Ingredients of materials used. - Types of tools and equipment; - Rules of protection at work; - Implementation of communication standards with the client.
<p>Skills acquired by the candidate:</p> <ul style="list-style-type: none"> - Describe the characteristics of the hairdressing profession - Introducing the hairdresser perspective
<p>Attitudes (behaviours) that develop in the candidate:</p> <ul style="list-style-type: none"> - Correct communication. - Collaboration. - Pedantry.
<p>Requirements for Candidate Evaluation:</p>
<p>Evaluation Methods:</p> <ul style="list-style-type: none"> - Questions - oral answers. - Questions - written answers. - Check list
<p>Evaluation:</p> <ul style="list-style-type: none"> - Written test that verifies the degree of acquisition by each candidate of the evaluation criteria of a theoretical nature. - <u>The minimum</u> passing threshold in <i>the written test</i> is when the candidate meets 45% of the points while in the practical assessment it is when he meets 80% of the assessment criteria in <i>the Checklist</i> .

Annex 3 Example of qualification based on International Standards

Title and number	INTRODUCTION TO COMPUTER USE	No:1
Purpose	A theoretical and practical module that familiarizes the trainees with the meaning of the basic terms of computer, computer networks and with the impact of computers on ethics, health, safety and environment. This module also familiarizes trainees with legal and safety aspects during the work with computers.	
Duration of the module	21 classes	

Recommended: VET Credits	60% Theory; 30% Practice and 10% Evaluation 2
NQF Level	NQF Level 2

Admission requirements	Trainees must have completed the compulsory education; be physically and mentally healthy; be over 16 years old.
------------------------	--

Learning outcomes (LO), content and evaluation procedures

LO 1 describes the hardware and peripheral parts of personal computer.

Content:

- Understanding the computer.
- The main stages of the history of computer development.
- The importance of computers in present and future developments.
- The impact of the use of computers in everyday and professional life of individuals.
- Types of personal computers and their uses.
- Understanding the hardware
- Units of a computer, types and their uses.
- Input units, types, features and their uses.
- Output units, types, features and their uses
- Central unit, types, features and functions.
- Communication ports, types, features and their functions.
- RAM memory and ROM memory of computer, features and their uses.
- Equipment for data storage, types, features and their functions.
- Performance of the computer, measuring units of its main parameters.

Evaluation instruments:

- Verbal and written questions and answers.
- Control of practical demonstration.

Evaluation criteria:

The trainee shall:

- explain the meaning of the term "computer".
- describe the main phases of the history of computer

Annex 4: Example of key learning competences in General Education Programmes

1.1. Learning Outcomes of the Core Competences

No.	Learning Outcomes for Level 3 and Core Competencies
I	Communication and expression competences - effective communication
1.	Fluent in reading, with correct intonation, a particular expressing text, descriptive, scientific or publicistic etc., and comments on it orally or in a written form, as according to the request.
2.	Listens actively to the questions and comments made from the others on the topic presented for particular field, while being active through questions, comments, explanations, and suggestions.
3.	Depicts the main idea read or listened from a source, like a book, magazine, journal, internet, radio, TV, etc., and comments and uses it as reference while writing a paper.
4.	Expresses his/her thoughts/judgements on a particular topic or artistic presentation, through talking, writing or other forms of communication.
5.	Writes a 500-word text, according to the given task, such as: a letter, a request, an essay etc., while following the rules of organizing/structuring the writing and the linguistic standard.
6.	Explains clearly and correctly, orally or in writing, the meaning of terms (words, concepts), while using the adequate and correct vocabulary and language.
7.	Uses software programs for distance communication in different forms of communication, be it daily personal needs or for school tasks.
8.	Expresses correctly his/her thoughts or requests, orally or in written, in a non-native or foreign language, for a particular supposed situation, when in need (for service, help, information, orientation, etc.), while interacting with groups or with the classroom.

Level 3 – Further development and orientation (Grade VI and VII)

II	Thinking Competences - Creative and Critical Thinker
1.	Presents arguments of agreeing or disagreeing with a thought upon a particular topic during a debate or one which was published in the media.
2.	Expresses his/her thought/judgement on a literary or artistic work while foregrounding analogies and comparisons with other similar works.
3.	Designs the plan of work for the completion of a task while defining the main phases based on the learning field (literary, scientific, artistic)
4.	Solves a problem (arithmetic, geometry, linguistic, social, scientific..., etc) given in a textual, or textual and numeric, experimental form and gives arguments on choosing the appropriate procedures.
5.	Chooses and demonstrates different strategies for solving a problem (math, linguistic, scientific, artistic or social) while giving evidence of achieving the final and the same result.
6.	Interprets the rules of developing a natural or social process, while illustrating it with concrete examples, such as: an illustration, an outline or in written.
7.	Compares the similarities and differences of the most important stages through which a social, natural, artistic process/phenomenon has developed.
8.	Uses comparison and contrast to find the main similarities and differences between two or more natural and social phenomena, literary or artistic works.
III	Competences of learning – Successful Student
1.	Researches and chooses data from different sources (like books, magazines, manuals, dictionary, encyclopaedia or internet), which he/she uses for the completion of the given topic/task and classifies those sources based on their importance to the topic.
2.	Uses the data to demonstrate the understanding of numeric concepts, graphics, symbols, formulas in natural and social sciences, in maths or arts while explaining them through different forms of expressing.
3.	Independently implements the instructions given in the book or in another source to learn about a topic, action, activity or a task that is requested of him/her.
4.	Uses the personal file to identify advantages and disadvantages as self-evaluation of the progress and improvement of success in a particular field.
5.	Relates the given topic that he/she is learning to previous experiences and knowledge that he/she already has, while presenting them through different forms of expressing (columns, tables, and graphics) in a logical order.

6.	Uses adequate software programs to solve problems and do school and nonschool tasks in different fields of knowledge.
7.	Questions him/herself (why, what, how, when?) and organizes his/her thoughts in written for the topic or the problem given and evaluates his/her progress until he/she finds the correct way of solving a particular problem.
8.	Manages emotions and feelings, time, utilization of materials, tools he/she has while finishing a task, art creation (in class/school or elsewhere).

The main competencies outcomes that are expected to be achieved from the student by the end of the third level.¹

IV	Competences for life, work and environment – Productive Contributor
1.	Prepares the plan of organizing a particular activity in school or community and completes it successfully.
2.	Develops individually or in cooperation with group members a project of doing an environmental or social activity which is important to the school or to the community.
3.	Discusses in groups of peers the importance of environment, the consequences it has on a human life if it is damaged and gives suggestions on actions that need to be taken to prevent the damage to the environment.
4.	Identifies and verifies necessary source (e.g. equipment, materials, human resources, time, etc.) for the completion of an activity in school or community.
5.	Uses computer programs to prepare necessary materials (graphics, necessary illustration, the design of invitations, banners, announcements, other publications) necessary to the class and school.
6.	Helps plan and complete volunteer or humanitarian activities in school and community and then expresses experiences and feelings in written and other forms of expressing.
7.	Cooperates actively with peers and others (regardless of their social, ethnic status) to complete a joint activity (project/activity based on the class/school or outside it).
8.	Participates as a member of a jury (of a class or school level) for the evaluation of a sport, scientific, artistic activity/competition, based on the predefined criteria.
V	Personal Competences – Healthy Individual
1.	Presents in front of the class the process of preparing a meal or a household specialty based on a

¹ Methodological guidelines of organizing the learning process to achieve these outcomes are in Chapter Vi – General Methodology.

	healthy food recipe.
2.	Evaluates the positive and negative ingredients of at least three types of meals which are consumed in his/her environment or area.
3.	Discusses with peers, while giving arguments, the importance that respecting a daily regime and physical activities has on human health and life.
4.	Takes care of the physical and mental health during physical and sport activities that have a recreation and competitive character, while respecting others in a competition or a game.
5.	Identifies risk signs in products or concrete objects and explains to the others the order or their visual request.
6.	Evaluates the reasons of possible conflict situation between peers or group members and suggests alternatives to prevent the risk and the best solution for them, while sharing experiences and opinions related to the group cohesion.
7.	Requests help/advice without hesitation from people or from appropriate services for support in supposed situations as potentially risky through which mental and physical health is violated.
8.	Explains orally or in written, during a debate or presentation, the consequences of smoking, alcohol, drugs and other substances through which mental and physical health is violated.
9.	Describes physical, psychical, emotional changes during puberty while presenting facts of their impact in the way (style) of living.
10	Participates or leads a working group that cooperates with community representatives to help peers or other members of the community that face health, social, economical problems etc, and then reports orally or in written about personal and gained experiences.

VI	Civic Competences – Responsible Citizen
1.	Implements and complies with the code of conduct in the classroom, school, etc., and takes an active stance against people who disregard it by explaining the consequences for themselves and for the group they belong to.
2.	Expresses his opinion on the rules that he wants to change in and out of school, and justifies the need and benefits this change brings.
3.	Reacts to improper behaviors in school / classroom (and outside of it) that affect interpersonal relations, analyzes the causes of their manifestation and proposes ways of improving them.
4.	Shows understanding for persons whose rights have been violated, illustrating with examples from everyday life, the media, historical data, characters from the novels he has read or the movies he has seen, in order not to happen again.
5.	Explains, in various forms of expression, the necessity to implement and comply with the rules in order to establish a healthy relationship within different social communities or groups of interest.
6.	Demonstrates high self-esteem in making decisions about the actions undertaken, without harming the interests of others. This contributes to enhancing the quality of the activity within the social group or community.
7.	Identifies prejudices that may exist in school and around, and proposes concrete actions to oppose them.
8.	Participates in activities that promote cultural, ethnic, religious and gender diversity and tolerance in school or community, where his peers are included too.

During the implementation of a learning outcome for the degree curriculum, the teacher must break it down into five levels of achievement in order to accurately observe each student's achievement for certain results. Then, depending on the level of achievement of each result, the teacher plans supplementary activities for the student that stumbles in achieving the certain results and additional activities for the student who has reached all levels of achievement.

Annex 5 Example of information about structure of qualification on Information Technology level 5 to illustrate the descriptions' of qualifications regarding aim, learning outcome and assessment criteria's.

QUALIFICATION/MODULE CODE		TITLE OF QUALIFICATION	
-----		Web and mobile applications developer	
DEVELOPER OF OCCUPATIONAL STANDARDS		DEVELOPER OF QUALIFICATION / MODULE	
Based on international standards by national industrials in the field of information technology like Microsoft, Oracle, Android, IOS, ZENT, CompTIA.		CACTUS EDUCATION	
TYPE OF QUALIFICATION		SECTOR	SUB-SECTOR
NQF Level 5		Information Technology	*
MINIMUM OF CREDITS/NUMBER OF CREDITS	LEVEL IN NQF (OLD)	LEVEL IN NQF (NEW)	FORM OF QUALIFICATION (STRUCTURE OF MANDATORY AND ELECTIVE MODULES)*
120	*		Mandatory modules and elective modules
STATUS OF REGISTRATION		DATE OF REGISTRATION	EXPIRY DATE
Registered		14.12.2015	14.12.2018

Aim and justification of the qualification / module

- Preparation of qualified persons in NQF level 5 in the field of ICT, specifically as 'Web and mobile applications developer'.
- The program aims to prepare students for the workplace of *Web and mobile applications developer* in medium and large organizations. The program provides recognition with programming languages, platforms, methodologies and the latest techniques in the field of software development, including theoretical and practical foundations from: Object-oriented programming, algorithms and data structures, PHP, MySQL and SQL, JavaScript, CSS, HTML5, jQuery, Ajax, MVC programming framework, API services, equipment resources (GPS, sensors, NFC), interface and usability, techniques of gathering requirements, game design, real-time systems, Web and mobile platforms security, networks and IP address, as well as the main theories on entrepreneurship and innovation, business and sales models.

Entry criteria to the qualification *

- The age of persons registered must be at least 17,
- They must have completed the upper secondary education;
- They must pass their entrance exam in maths and English language tests

Rules of Qualification

Qualification consists of mandatory modules and elective modules. The program in total features 18 mandatory modules and two elective modules that are provided in the first and second half of the second year of studies (semester 3 and 4).

Students have the opportunity to make the selection of the elective course from the list of elective courses provided, depending on their interest.

Mandatory modules

English language for IT
Fundamentals of Web and mobile media
Mathematics for Computer Science
Fundamentals of IT
Introduction to programming
Algorithms and Data Structures
Databases design and development
Object-oriented programming
Scientific theories and methods
Business communication
Software engineering
Web development
Mobile applications development
User interface design and usability
Advanced Web Development
Advanced development of mobile applications
Web and mobile media security
Data analysis and visualization

Elective modules

- Design and Documentation
- Productivity tools and automation of processes
- Introduction to sale
- Entrepreneurship and innovation
- Legal and ethical issues in IT
- Location-based information systems
- Embedded systems programming
- Games development

- Cloud calculations
- IT Project management

What knowledge, practical skills and competences are assessed? *

- Vocational knowledge, skills and competencies of ICT
- Interpersonal knowledge, skills and competencies:
 - Time management and compliance with deadlines
 - Domestic and foreign competition
 - Quality at work
 - Professional behaviour
 - Respect of hierarchy
 - Teamwork
 - Leadership skills
 - Practice at work and methodology of work
 - Critical thinking
 - Presentation of the idea and the product

Expected outcomes *

In achieving this qualification, student/candidate will:

- Learn the basic programming and object-oriented programming concepts through C ++ programming language.
- Understand the basic concepts and analysis of algorithms and data structures, including sorting and searching.
- Learn relational algebra, relational model of tables and SQL language, normalized form of relations, transaction management, replication and mobile data bases.
- Learn to program in Java programming language, to deepen the concepts of object-oriented programming in such objects as: objects, classes, inheritance, interface, inner classes, graphics manipulation, XML language and its characteristics.
- identify, formulate, discuss and analyze scientific problems, and choose relevant and applicable quantitative and qualitative methods for solving those problems.
- Understand the main behaviour norms and professional relationships in the workplace and in the organization.
- Understand and exercise in all the stages of software development, engineering requirements gathering, and in the main flow and project management software models such as the waterfall model, spiral model, agile methods and extreme programming.
- Learn about technologies of PHP, MySQL, JavaScript, CSS and HTML5 and learn how to develop and integrate a website built in PHP using MySQL database in the Website's background.
- Understand and use main models and platforms for the development of mobile applications for Android and IOS.

- Learn and know how to apply the practices and principles of web and mobile devices design.
- Understand what the MVC programming framework is, how it is organized, which are the main parts and their functions, such as: managing users, their authorization, he will understand to identify threats to the Web application, to start creating asynchronous/synchronous Web applications through new concepts of jQuery and Ajax as well as how new multimedia elements are created through HTML5.
- learn about the differences between native mobile applications and web applications, how the adaptation of applications for mobile devices is done, how the equipment resources such as GPS, sensors, NFC are used, what are widgets, which are the mobile platforms, how do Web applications work offline and social Web 2.0
- Understand the basic models of security for Web and mobile platforms.
- Learn to use tools and technology for analysis of data and structures within data and develop forms of interactive visualization that help decision making.
- Understand the best practices for documentation including the use of tools like Microsoft Visio, Word and Excel to create professional documentation according to industrial standards.
- Understand the practices and techniques of automation of processes and the use of tools ready to increase productivity.
- Understand the cycle and process of sale including customer identification by verticals, use of CRM, concepts of outbound and inbound sales, and Cold Calling and Cold Calling 2.0.
- Understand the main concepts and theories of entrepreneurship and innovation, the basic pillars of the business models, funding sources, business, scientific, social and ethical applications, and the role of technology and the Internet in entrepreneurship and innovation.
- Become acquainted with the fundamentals of the legal framework in the country and especially the part that is implied by the application of IT, legal and ethical issues related to IT in real situations, the concepts of intellectual property, personal data protection, patenting.
- Define and classify services, the types of applications and the most important location-based architectures.
- Understand key programming techniques in real time; design, program and assess embedded systems from the specifics of the software to the hardware implementation.
- design and implement a computer game as part of the group
- Learn cloud basic concepts, cloud infrastructure, identification of applications and paradigms, virtualization, cloud resource management and scheduling, the security aspects of cloud applications and the development of a cloud application.
- Understand and apply project management concepts; planning, execution, delivery, control change up to closing of the project.

Assessment Criteria*

Continuous (formative) assessment and final (summative) assessment are conducted. It includes five elements that are assessed as divided by importance:

The percentage described can be variable, depending on the course.

- Regular tests -30%
- Projects -20%
- Teamwork -20%

- Daily tasks -20%
- Attendance - 10%

Knowledge of previous lessons*

Yes/No

The previous-supposed lesson or knowledge of previous lesson

To enter this qualification, students/candidates should be competent in:

Knowledge of previous lesson may allow for:

- *Fast access to further learning in this level or higher level in NQF*
- *Earning credits towards modules in this qualification/module*
- *Taking this qualification/module entirely or partially.*

MODULES*:

	ID	TITLE OF MODULES	NQF LEVEL	CREDITS
Mandatory		English language for IT	NQF Level	4
Mandatory		Fundamentals of Web and mobile media	NQF Level	4
Mandatory		Mathematics for Computer Science	NQF Level	6
Mandatory		Fundamentals of IT	NQF Level 5	8
Mandatory		Introduction to programming	NQF Level 5	8
Mandatory		Algorithms and Data Structures	NQF Level 5	6
Mandatory		Databases design and development	NQF Level 5	8
Mandatory		Scientific theories and methods	NQF Level 5	4
Mandatory		Object-oriented programming	NQF Level 5	8
Mandatory		Business communication	NQF Level 5	4
Mandatory		Software engineering	NQF Level 5	6
Mandatory		Web development	NQF Level 5	8
Mandatory		Mobile applications development	NQF Level 5	6
Mandatory		User interface design and usability	NQF Level 5	6
Mandatory		Advanced Web development	NQF Level 5	6
Mandatory		Advanced development of mobile applications	NQF Level 5	8
Mandatory		Web and mobile media security	NQF Level 5	6
Mandatory		Data analysis and visualization	NQF Level 5	6
Elective		Design and Documentation	NQF Level 5	4
Elective		Productivity tools and automation of processes	NQF Level 5	4
Elective		Introduction to sale	NQF Level 5	4

Elective		Entrepreneurship and innovation		NQF Level 5	4
Elective		Legal and ethical issues in IT		NQF Level 5	4
Elective		Location-based information systems		NQF Level 5	4
Elective		Embedded systems programming		NQF Level 5	4
Elective		Games development		NQF Level 5	4
Elective		Cloud calculations		NQF Level 5	4

Accredited providers currently providing this qualification/module:

This information indicates the current accreditations, their starting and expiry dates of accreditation:

ID	TITLE OF QUALIFICATION	TYPE OF INSTITUTION /PROVIDER	ACCREDITED INSTITUTIONS/ PROVIDERS	STARTING DATE	EXPIRY DATE
	Web and mobile applications developer	Private education institution (school)	Cactus Education	15.12.2015	15.12.2018

Annex 6. Example of learning outcomes in HE programmes.

Study programme: BA in Albanian Language

Basic information on the study programme

Name of the academic programme	ALBANIAN LANGUAGE
Qualification level according to KKK with the abbreviations BA, MA, PhD...)	BA
Academic level, in full written format	Bachelor of Albanian Language
Study field code according to <i>Erasmus Subject Area Codes</i> (ESAC)	05.0 / 05.2 / 05.3 / 05.5 / 09.0 / 09.1 / 09.2 / 09.3 / 09.4
Profile of the academic programme (specialisation)	Academic

Minimum period of study	4 years (8 semesters)
Type of studies (full-time, work and study, distance learning, etc.)	Full time, work and study
Number of ECTS	240 ECTS in total; 60 ECTS per year
Modules /Courses (titles)	<p>YEAR I</p> <p>The Norm of Written Albanian, Foreign Language I, The History of Albanian Literature I, The Theory of Literature, Phonetics and Phonology of Standard Albanian Language, The Norm of Spoken Language, Foreign Language II, The History of Albanian Literature II, Latin Language, Introduction to Albanian Studies.</p> <p>YEAR II</p> <p>Morphology I, The History of Albanian Literature III, The History of Albanian Language Standardisation, Didactics of Orthography, The History of Albanian Culture, Albanian Writings in Arabic Alphabet, Academic Writing, Morphology II, Literary Albanian of the 16th – 18th centuries, Lexicology and Semantics of Albanian Language, Didactics of Phonetics, Folk Literature, Philosophy, Creative Writing.</p> <p>YEAR III</p> <p>Albanian Syntax I, Dialectology, General Linguistics I, Semiotics, Albanian Didactics as a Second Language, General Psychology, Information Technology for Linguistic Purposes, Albanian Syntax II, Psycholinguistics I, Sociolinguistics, Didactics of Grammar, Albanian Language Contacts, Child Psychology, Stylistics.</p> <p>YEAR IV</p> <p>Introduction to the History of Albanian Language and Historic Phonetics, Psycholinguistics II,</p>

	Methodics of Albanian Language, Discourse Analysis, Didactics of Literature, Texts in Arbëresh and Arvanitas, Balkan Language, Historic Grammar of Albanian Language, Introduction to Albanian Text Grammar, Teaching Practice of Albanian Language, Ethnolinguistic, Didactics of Translation, Diploma paper, Klauzola (Klauzolë).
Number of students to be enrolled	It is foreseen to enroll 60 regular students in the first year of this field of study.
Person in charge of the academic programme	Prof.asoc. dr. Bardh Rugova
Scientific/artistic permanent staff (number per staff category)	<p>Prof. dr. SedatKuçi</p> <p>Prof.asoc dr. Bardh Rugova</p> <p>Prof.asoc. dr. RahmanPaçarizi</p> <p>Prof.asoc. dr. ShkumbinMunishi</p> <p>Prof. ass. dr. FluturaÇitaku</p> <p>Prof. ass. dr. Haki Hysenaj</p> <p>Mensur Vokri, MA</p> <p>Shpëtim Elezi, MA</p> <p>Kadire Binaj, MA</p> <p>Ardita Berisha, MA</p> <p>Agnesa Hasimja, MA</p> <p>Part-time staff</p> <p>Prof.dr.RexhepIsmajli</p> <p>Prof.ass.dr.SalaAhmetaj</p> <p>Mr.BahriKoskoviku</p>
Tuition fees	<p>Funding and study fees are determined by MEST Administrative Instruction No. 2/2012-2755 dated 13.05.2014. Based on this Instruction, students in Bachelor level, for a semester shall pay:</p> <ul style="list-style-type: none"> • 25 € for full time students • 125 € for part-time students

	<ul style="list-style-type: none"> • In Master studies, students pay 150 € per semester, whereas the Master thesis fee is 100 €. • Semester fee for PhD studies is 500 €, whereas the PhD dissertation fee is 300 €. • There are also several administrative services for which students make payments. According to the same instruction, certain groups are exempt from fees (students with deficient economic issues, students who come from martyrs' families, etc.).
--	--

Rationale of the programme for the labour market

The Bachelor Programme of the Department of Albanian Language is established based on the communication needs of today's society in Kosova. The programme is designed so that the main emphasis is put on the preparation of practical skills of language use and on the theoretical basis of linguistics.

Upon graduation, the candidates will be able to find work in various sectors, governmental and non-governmental organizations, and media as well as in the field of education.

International Compatibility of the course study and the academy degree

It is compatible with all the departments in the region and in the world that has one language, which is taught as a first language.

The target group the programme is dedicated

The target groups, which the programme is dedicated to, are students who graduated in general and philological gymnasium, as well as all those who had Albanian language and literature as a mandatory course in their upper secondary education.

Orientation of the study programme by the guiding principles of the institution

The Department of Albanian Language operates within the Faculty of Philology. Therefore, this study programme is designed based on the guiding principles of this institution, which are:

- Higher education of the youth in the fields of humanities and philology;
- Training professionals in various Philological and Albanologic fields, and other fields such as: Balcanistics, Anglistics, Germanistics, Romanistics, Orientalistics, Turkology, Comparativists and Journalism;
- Training linguistic translators and interpreters for the society needs and its institutions to translate and interpret from foreign languages and vice versa.

Objectives and the profile of the study programme (description)

- The programme aims at preparing professionals qualified for a range of activities related to the language use skills (Albanian), spelling, grammar rules and construction of larger linguistic units. The programme is based on two main criteria: the economic (labour market) and cultural criteria (illumination).

The first criterion is linked to the employment opportunities in administrative and cultural spheres (text editors), in education (teachers), as translators and journalists.

The second criterion is linked to study work (scientific researchers).

The students of this programme are prepared for a range of activities related to Albanian language, linguistics and Albanology in general.

The student preparation is twofold: development of skills related to practical knowledge of Albanian language and teaching Albanian language as well as mastering of scientific methods and life-long learning skills.

Learning outcomes

Upon the successful completion of this study programme, the student will be able:

- to demonstrate practical skills of language rules (in written and speech);
- to demonstrate practical skills in transmitting knowledge on language, including teaching at different levels;
- to describe the structure of Albanian language up to the text level;
- to demonstrate communication skills;
- to demonstrate general knowledge on Albanology, including culture, civilization, literature, history and folklore;
- to understand general concepts of linguistics;
- to demonstrate basic skills in comparing and contrasting linguistic concepts of Albanian with at least another language, including translation between the two languages;
- to know and understand research concepts in linguistics;
- to apply critical reading and to identify and solve problems they encounter while using Albanian language;
- to know different regional and social varieties of Albanian language;
- to demonstrate knowledge of Albanian language in synchronic and diachronic aspects;
- to demonstrate sufficient knowledge in reading and transcribing texts written in old Albanian 16th – 18th centuries;
- to demonstrate skills in applying Albanian language and linguistics in general in other professional areas;
- to demonstrate practical skills in writing different genres of texts, both in academic and creative aspects;
- to carry out team and independent work.

The ratio between the theoretical and practical/experimental of the study

The ratio between theory and practice of all courses taught in the Department of Albanian Language is 60%/40% or 50%/50%.

Calculation of ECTS: Sample

Course: Introduction to Text Grammar of Albanian

Activity	Hours	Day	Week	Total
Lectures	2		15	30
Theoretic/Laboratory exercises	2		15	30
Practical work				
Contacts with the teacher/consultations	10 min		15	2.5
Field exercises				
Colloquiums, seminars	3		2	6
Homework				
Student's self-study time (library or home)	6		15	90
Final preparation for the exam	8		2	16
Time spent on evaluation (tests, quiz, final exam)	2		2	4
Projects, presentation, etc.				
Total				178.5 hours 178.5:25=7.14 ECTS

Internship

On the fourth year of the study, Bachelor students are required to pass the exam on two subjects that pertain exclusively to their preparation in the teaching career: **Teaching Methodology** and **Language Methodics with school practice**. Also on the eighth semester, all students are required to assist on teaching lessons in any of the pre-university schools, and to teach an independent lesson to students of the Albanian Language and Literature. This way the student will gain direct teaching experience before they start the career in the field of teaching in educational system in Kosovo.

Research Plan for the SP under evaluation

Research is interrelated with teaching through close cooperation of academic personnel and students in joint research which aim at fostering research and creative skills among students. The research through critical reading and empirical research cover different fields of linguistics, literature and sciences of communication in general. These findings are presented in diploma papers, Master and doctoral theses as well as publications in national and international conferences.

Another dimension of linking research and teaching is the use of teachers' research findings for didactic needs.

The Department of Albanian Language participates in all scientific and research activities of the Faculty from its field of activity. It is the founder of the International Seminar of Albanian Language, Literature and Culture in collaboration with the Department of Literature since 1974.

Furthermore, teachers of the Department always engage as participants in conference, sessions and scientific debates at other universities where studies or requests of albanistics, balcanistics, slavistics, comparative linguistics and general linguistics take place.

Students registration and enrolment criteria

Besides the formal criteria (see the **General Statement of the Faculty**), candidates interested to study in the Department of Albanian Language must prove that they have knowledge of language, literature and knowledge of at least one foreign language. After the public announcement from the University of Pristina for this level of study, the selection of candidates is done through a written exam, average grade point in undergraduate education and the result achieved in the undergraduate final test. In each academic year, the number of candidates who will be eligible to enrol at this level of study is set. The number is set based on the needs, capabilities and capacities of the Department's settings and infrastructure.

Entitled to enrol this study programme are:

- candidates who completed secondary education and passed the state Matura exam;
- candidates who completed secondary education outside Kosovo and received qualifications equal to the state Matura exam applied in Kosovo;
- candidates who completed secondary education before the state Matura exam began to be applied.

Candidates sit for the entrance exam organised in order to verify the knowledge and skills of the candidates.

Programme Overview

Year I						
Semester I			Hour/week			
No.	Sh.	Course	L	U	ECTS	Course Instructor
1.	O	The norm of written Albanian	2	4	6	SalaAhmetaj L Shpëtim Elezi U
2.	O	Foreign language I	2	2	6	ValmirZeqiri L + U
3.	O	History of Albanian literature I (Old literature and Romanticism)	3	2	6	Qibrije Demiri L Zahrije Kapllanaj U
4.	O	Theory of literature	3	1	5	Rexhep Shala L + U
5.	O	Phonetics and phonology of standard Albanian language	3	2	7	Bardh Rugova L Shpëtim Elezi U
			13	11	30	
Semester II						
1	O	The norm of spoken Albanian	2	4	6	FluturaÇitaku L Shpëtim Elezi U
2	O	Foreign language II	2	2	6	ValmirZeqiri L + U
3	O	History of Albanian literature II (Modern literature)	3	2	7	Ag Apolloni L Zahrije Kapllanaj U
4	O	Latin language	2	2	6	Emilia Comforti L + U
5	O	Introduction to Albanistic studies	2	0	5	SedatKuçi L
			11	10	30	
Year II						
Semester III			Hour/week			
No.	Sh.	Course	L	U	ECTS	Course instructor

1.	O	Morphology I (Noun system in Albanian)	2	4	7	RrahmanPaçarizi L Agnesa Hasimja U
2.	O	History of Albanian literature III (Modern literature)	3	2	7	Ag Apolloni L Marjela Progni U
3.	O	History of standardisation of Albanian language	2	1	6	Shkumbin Munishi L Shpëtim Elezi U
4.	Z	Didactics of spelling	2	0	5	FluturaÇitaku L
5.	Z	History of Albanian culture	2	0	5	
	Z	Albanian writings in Arabic alphabet	2	0	5	Abdullah Hamiti L
	Z	Academic writing	2	0	5	Bardh Rugova L
			11	7	30	
Semester IV						
1	O	Morphology II (Verb system in Albanian)	2	4	7	RrahmanPaçarizi Agnesa Hasimja
2	O	Literary Albanian in 16th – 18th cent.	2	2	7	Rexhep Ismajli Shpëtim Elezi
3	O	Lexicology of Albanian language and semantics	2	2	6	ShkumbinMunishi Shpëtim Elezi
4	Z	Didactics of phonetics	2	0	5	HakiHysenaj
5	Z	Folk literature	2	0	5	QibrijeDemiri
	Z	Philosophy	2	0	5	Hasnijellazi
	Z	Creative writing	2	0	5	Bardh Rugova
			10	8	30	

Year III						
Semester V			Hour/week			
No.	Sh.	Course	L	U	ECTS	Course Instructors
1.	O	Syntax I (Syntax of sentence)	2	4	7	SalaAhmetaj KadireBinaj
2.	O	Dialectology	3	2	6	HakiHysenaj Agnesa Hasimja
3.	O	General linguistics I (Theories of communication and sign system)	3	1	7	SedatKuçi MensurVokrri
4.	Z	Semiotics	2	0	5	ShkumbinMunishi
5.	Z	Didactics of Albanian as a second language	2	0	5	ShkumbinMunishi
	Z	General psychology	2	0	5	Erëblir Kadriu
	Z	Information technology for linguistics purposes	2	0	5	Ali Caka
			12	7	30	
Semester VI						
1	O	Syntax II (Syntax of long sentence)	2	4	7	SalaAhmetaj KadireBinaj
2	O	Psycho-linguistics	2	1	7	RrahmanPaçarizi Agnesa Hasimja
3	O	Sociolinguistics	2	1	6	ShkumbinMunishi
4	Z	Didactics of grammar	2	0	5	SalaAhmetaj
5	Z	Contacts of Albanian language	2	0	5	ShkumbinMunishi
	Z	Child psychology	2	0	5	Erëblir Kadriu
	Z	Stylistics	2	0	5	ShkumbinMunishi

			11	7	30	
--	--	--	----	---	----	--

Year IV						
Semester VII			Hour/week			
No.	Sh.	Course	L	U	ECTS	Course Instructor
1.	O	Introduction to history of Albanian language and historic phonetics	4	2	7	Rexhep Ismajli Shpëtim Elezi
2.	O	Psycholinguistics II (Product of the language)	2	1	7	RrahmanPaçarizi Agnesa Hasimja
3.	O	Methodics of Albanian language	2	2	6	HakiHysenaj Agnesa Hasimja
4.	Z	Discourse analysis	2	0	5	Bardh Rugova
5.	Z	Didactics of literature	2	0	5	
	Z	Texts in Arbëresh and Arvanitas	2	0	5	HakiHysenaj
	Z	Balkan language	2	0	5	SedatKuçi
			10	6	30	
Semester VIII						
1	O	Historic grammar of Albanian language	4	2	7	Rexhep Ismajli
2	O	Introduction of Albanian text grammar	2	2	6	Bardh Rugova
3	O	Teaching practicum	2	2	6	SedatKuçi
4	Z	Ethno-linguistics	2	1	5	SedatKuçi
5	Z	Translation didactics	2	1	5	ShkumbinMunishi
	O	Diploma paper (1 hour of consultation with the mentor)			6	
	O	Klauzola (Klauzolë)				

Klauzola is an additional exam before the graduation that tests the candidate's general knowledge of the linguistic courses of the BA programme; it is a written test that students have to pass before they take the diploma thesis.

Description of courses

Course title: Phonetics and phonology of standard Albanian language (Phonetics)

Instructor:

Summary:

Phonetics is a branch of linguistics that studies language and sound tools, from the articulation point of view, whereas phonology studies the function.

Course objective:

The course aims at equipping students with general knowledge on consonant and vowel systems of the Albanian language, their distinctive features, diphthongs and classification of sounds. It also aims at introducing students to suprasegmentally elements. It aims at enabling students distinguish phonemes from their variants, analyse phonological changes in diachronic and synchronic aspects.

Learning outcomes:

Upon the successful completion of the course, students will be able:

- to know about the sound system of Albanian language and the suprasegmental elements and the changes that occur in speech;
- to know about the articulating and acoustic features of speech sounds;
- to pronounce and spell correctly;
- to distinguish phonemes from their variants;
- to know about phonological system of Albanian language;
- to distinguish alternations of Albanian language;
- to distinguish historic alternations of Albanian language.

Methods of teaching and learning:

Lectures, exercises, colloquia, seminars, homework, project presentations

Concretization tools:

Textbooks, board, computer, video projector, CD-player, audio-visual tools.

Evaluation method and passing criteria:

- Presence and class activities: 10 %

- Seminars and exercises: 20 %
- Tests, essays: 10 %
- Final exam: 60 %

The ratio between the theoretical and practical study:

Theory	Pracitce
60 %	40 %

Basic literature:

- AnastasDodi, Fonetikadhefonologjia e gjuhëshqipe, Tiranë, 2004.
- BahriBeci, Fonetika, Prishtinë, 2004.
- ImriBadallaj, Nazalizimiizanorevetëshqipes, Dardania Sacra, nr. 1, Prishtinë, 1999
- KolecTopalli, Theksinëgjuhëshqipe, Tiranë, 1995
- KolecTopalli, Zhvillimihistorikidiftongjevetëshqipes, 1998
- KolecTopalli, Sonantet e gjuhëshqipe, Tiranë, 2001
- KolecTopalli, Mbylltoret e gjuhëshqipe, Tiranë, 2002
- KolecTopalli, Fërkimoretdheafrikatet e gjuhëshqipe, Tiranë, 2003
- Kolec Topalli, Fonetika historike e shqipes, Tiranë, 2006
- Lumnie Boriqi, Intonacioni dhe funksionet e tij në gjuhën shqipe, S. F., nr 2, Tiranë 1987
- Lumnie Boriqi, Rreth fonemës në shqipen e sotme letrare, S. F., nr 2, Tiranë, 1991
- Rexhep Ismajli, Ndërlidhni kundërvëniesh në sistemin bashkëtingëllor të shqipes, Përparimi, nr 1, Prishtinë 1973
- Andre Martine, Elementetëgjuhësisësëpërgjithshme, Rilindja, Prishtinë, 1983

Annex 7: Sample VET certificate supplement

SUPPLEMENTARY CERTIFICATE (*)

1. TITLE OF

CERTIFICATE (1)

(1) In original
language

2. TRANSLATED TITLE OF CERTIFICATE (1)

(1) If applicable. Translation has no
legal status

3. PROFILED OF SKILLS AND COMPETENCIES

To award this certificate, pupil/candidate should have formally proved, through an assessment process that is able to:

4. RANGE OF PROFESSIONS ACCESSIBLE BY CERTIFICATE OWNER (1)

(1) If
applicable

(*) **Explanatory note**

This document has been designed to provide supplementary information about the specific certificate and has no legal status. Format of description is based on the following state: Resolution 93/C 49/01 on 3 December 1992 for the transparency of qualifications and Recommendations 2001/613/EC of the European Parliament and of the Council of 10 July 2001 on mobility within Community for students, persons undergoing training, volunteers, teachers and trainers.

More information available at: <http://europass.cedefop.eu.int>

© European Communities 2002

7. OFFICIALLY RECOGNIZED MANNERS FOR OBTAINING

7. OFFICIALLY RECOGNIZED MANNERS FOR OBTAINING		
Description of vocational education and training	Percentage of total programme (%)	Duration (hours/week)
<ul style="list-style-type: none"> • Based on school/centre • Based on workplace • Recognition of prior learning 		
Total duration of education/training that leads to certificate		
Requirements of entry/enrolment		
National Qualification Authority		
<p>National Qualification Authority (NQA) is a public independent body established on December 2009, pursuant to the Law on National Qualifications (Law 03/L-060). NQA is fully responsible for National Qualification Framework (NQF); determining levels of qualifications in NQF, harmonization of levels of qualifications with European Qualification Framework (EQF), setting criteria for approval of qualifications and accreditation of institution of Vocational Education and Training (VET), inclusion of approved qualifications in NQF, facilitation of progress and transfer between different forms of learning and quality assurance in accredited VET institutions.</p> <p>The NQA's mission is to oversee and develop the National Qualifications Framework in the context of lifelong learning in partnership with the student / candidate, employer and provider of Education and Training at all levels and in compliance with demand needs of society and economy. The NQA's vision is to create a quality, reliable and transparent national qualifications system in order to increase the opportunities for national and international mobility.</p>		

National Qualification Framework

The basic structure of the framework is a set of eight levels at which qualifications, modules and any other components of qualifications can be placed. Each of the levels of the NQF is defined by a formulation of typical learning outcomes. These outcomes all of three types: knowledge, skills and wider competences.

The framework is intended to include all kinds and levels of qualification and certification and each level of the Framework will contain qualifications of different sizes and qualifications designed for different purposes.

A qualification in the NQF is defined in the Qualifications Law (Article 2) as “an official recognition of achievement that recognizes completion of education or training or satisfactory performance in a test or examination.” To be included in the NQF, all qualifications must be based on outcomes of learning and must be subject to quality-assured assessment. They must also meet the criteria for validation and be validated by an authorized body. Each qualification in the NQF will be placed at a level in the NQF. A qualification/module will be given a credit value. NQF qualifications will be provided only by accredited institutions.

NQF levels:

More information (including the description of National Qualifications System) are available at: www.akk-ks.net

National Qualification Framework				
NQF level	Contains qualifications associated with			EQF ref. level
	Education programmes	Currently available qualifications (Type)	Potential work roles/occupational requirements	
8	Higher education – Bologna 3rd cycle (Doctorate)	Doctorate (A)	Entry to, or continuing professional development within, senior levels of management or higher level professional occupations	8
7	Higher education – Bologna 2nd cycle (Master)	Master degree (A)		7
6	Higher education - Bologna 1 st cycle (Bachelor)	Bachelor degree (A)		6
5	Bologna short cycle and /or post-secondary VET	Title of qualifications still unknown (A), (C) Certificates of non-formal providers (D or E)	Specialist/Trainer/Manager	5
4	Preparation for progression into higher education and/or labour market entry	Matura diploma in general or vocational subjects (B), (C), Vocational education diploma (C)	Qualified Worker/Supervisor	4
3	Preparation for labour market entry (young people and adults)	Vocational education certificate (C) Certificates of non-formal VET providers (D or E)	Semi-skilled Worker	3
2	Progression from lower to upper secondary education (young people), preparation for labour market (adults)	No existing qualifications of formal education system identified Certificates of non-formal providers (D or E)	Low-skilled Worker	2
1	Primary Education	No existing qualifications of formal education system identified Certificates of non-formal providers (E)	Minimum level of basic skills, inc. literacy/numeracy, required for entry to lowest level of employment	1

Annex 8: Example of higher education diploma supplement

UNIVERSITY OF PRISTINA



DIPLOMA SUPPLEMENT

This Diploma Supplement model was developed by the European Commission, Council of Europe and Unesco/CEPES. The purpose of the supplement is to provide sufficient independent data to improve the international ‘transparency’ and fair academic and professional recognition of qualifications (diplomas, degrees, certificates etc.). It is designed to provide a description of the nature, level, context, content and status of the studies that were pursued and successfully completed by the individual named on the original qualification to which this supplement is appended. It should be free from any value judgments, equivalence statements or suggestions about recognition. Information in all eight sections should be provided. Where information is not provided, an explanation should give the reason why.

1. INFORMATION IDENTIFYING THE HOLDER OF THE QUALIFICATION	
1.1 Family name(s):	
1.2 Given name(s):	
1.3 Date of birth (<i>day/month/year</i>):	
1.4 Student identification number or code (<i>if available</i>)	
2. INFORMATION IDENTIFYING THE QUALIFICATION	
2.1 Name of qualification and (<i>if applicable</i>) title conferred (<i>in original language</i>)	
2.2. Main field(s) of study for the qualification	
2.3 Name and status of awarding institution (<i>in original language</i>)	
2.4 Name and status of institution (<i>if different from 2.3</i>) administering studies (<i>in original language</i>):	
2.5 Language(s) of instruction/examination	
3. INFORMATION ON THE LEVEL OF THE QUALIFICATION	
3.1 Level of qualification	
3.2 Official length of programme	

3.3 Access requirements(s)			
4. INFORMATION ON THE CONTENTS AND RESULTS GAINED			
4.1 Mode of study			
4.2 Programme requirements			
4.3 Programme details: (e.g. modules or units studied), and the individual grades/marks/credits obtained: <i>(if this information is available on an official transcript this should be used here)</i> See attached transcript of records			
4.4 Grading scheme and, if available, grade distribution guidance			
Grade	Description	Percentage of knowledge	Grade e equivalent in ECTS
10	Excellent	90-100	A
9	Very good	80-89	B
8	Good	70-79	C
7	Sufficient	60-69	D
6	Pass	50-59	E
5	Fail	0-49	FX/F
4.5. Overall classification of the qualification (<i>in original language</i>):		The system of evaluation is based on the national evaluation system and ECTS system	
5. INFORMATION ON THE FUNCTION OF THE QUALIFICATION			
5.1. Access to further study		The qualification allows continuation of further master studies	
5.2 Professional status (<i>if applicable</i>):			
6. ADDITIONAL INFORMATION			
6.1 Additional information			
6.2 Further information sources:			
7. CERTIFICATION OF THE SUPPLEMENT			

7.1 Date:	
7.2 Signature	
7.3 Capacity:	
Official stamp or seal:	
<p data-bbox="266 506 1295 564">8. INFORMATION ON THE NATIONAL HIGHER EDUCATION SYSTEM IN THE REPUBLIC OF KOSOVO</p> <p data-bbox="266 659 1341 852">8.1 According to the Law (No.04/L-037) on Higher Education, higher education in the Republic of Kosovo is considered any post – upper secondary education (Law No.04/L-032 on pre – university education), at level 5, 6, 7 and 8 of the European Qualification Framework for Lifelong Learning for which ECTS credits may be granted. In line with the Bologna Process, higher education in the Republic of Kosovo is organised in three cycles: Bachelor, Master and PhD.</p> <p data-bbox="266 947 1341 1140">8.2 Higher education qualifications in the Republic of Kosovo may be either academic or vocational and can be issued by institutions (holders) of higher education such as “Universities”, “University Colleges”, “Colleges”, “Institutes”, “Schools”, or “Academies”. Based on the Law on Higher Education and the Law on the National Qualification the accreditation of programmes and Institutions offering qualification in higher education is done by the Kosovo Accreditation Agency-KAA.</p> <p data-bbox="266 1234 1354 1365">8.3 Both public and private institutions of higher education in the Republic of Kosovo use the ECTS system (European Credit Accumulation and Transfer System). In Higher Education Institutions in Kosovo the annual full-time students workload is estimated at 1500 hours, making one ECTS credit equal to 25 hours of planed classes.</p> <p data-bbox="266 1459 587 1484">For more information visit:</p> <p data-bbox="266 1516 1036 1541">www.masht-gov.net; www.akreditimi-ks.org; www.akk-ks.net</p>	

Annex 9. Engagement of stakeholders in developing the referencing report

For General Education

No.	Name and surname	Position	Institution	Area: General Education
1.	Elizabeta Haziri	Project Manager	European Centre for Minority Issues	RAE Education
2.	Radica Berishaj	Officer	MEST	Lifelong Learning
3.	Agron Hajdari	Teacher	APPK	Private Education Institution
4.	Florie Rrecaj	Teacher	Primary School "Faik Konica"	Primary Education
5.	Aferdita Jaha	Officer	MEST	Non-formal Education
6.	Lulavere Behluli	Officer	MEST	Education of Special Needs Students
7.	Driton Bajraktari	Project Manager	"Down Syndrome Kosovo"	Education of Special Needs Students
8.	Hajdar Shyti	School Director		Education of Special Needs
9.	Rexhep Kastrati	Officer	MEST	Curriculum Framework
10.	<u>Miranda Kasneci</u>	Officer	MEST	General Education
11.	Agim Krasniqi	Officer	MEST	Head of Licensing Department
12.	Lutfi Mani	Officer	Syndicate of Education of Kosovo	General Education

13	Selim Mehmeti	Officer	Sindicate of Education of Kosovo	Generl Education
14	Naime Recica	Officer	MEST	GE
15	Arberie Nagavci	Head of Education Municipality Directorate	Municipality of Prishtina	GE
16	Avni Rexha	Officer	MEST	GE
17	Arian Mustafa	Officer	MEST	GE
18	Fehime Llapashtica	Officer	MEST	GE
19	Ryve Bytyqi	Officer Inception Division	MEST	GE
20	Luan Sahitaj	Officer	MEST	GE
21	Alba Durmishi-Devetaku	QA Coordinator	Private School	GE

VET and Adult training

Participants in the workshop

No.	Name and surname	Position	Institution	Area
-----	------------------	----------	-------------	------

1	Ragip Gjoshi	Head of AVETAE	MEST	VET and adult training
2	Radica Berisha	Adult education and training officer	MEST	VET and adult training, lifelong learning
3	Sophie Beaumont	Representative and in charge of education component in EU Office	EU Office in Kosovo	Education
4	Isuf Calaj	Teacher	VET school Ferizaj	VET and adult training
5	Fatmire Salihu	Head of VTC	MLSW Training Centre: Ferizaj	VET and adult training
6	Burhan Selmani	Head of VTC	MLSW Training Centre: Gjilan	VET and adult training
7	Sinan Gashi	Head of VTC	MLSW Training Centre: Prizren	VET and adult training
8	Zenjullah Rrustemi	Head of VTC	MLSW Training Centre: Prishtina	VET and adult training
9	Hajrije Shaipi	Director	VET School: Prishtina	VET and adult training
10	Majlinda Bajraktari	Officief	EYE Project financed by Swiss Cooperation Agency	VET and adult training
11	Xhelal Susuri	Director	VET School: Gjakova	VET and adult training
12	Tom Frrokaj	Teacher/ QA Coordinator	VET School: Gjakova	VET and adult training

13	Binak Morina	Officer	GIZ VET project	VET and adult training
14	Avni Gashi	Expert for Quality Assurance	NQA	VET and adult training
15	Milot Hasangjekaj	Expert for Qualifications	NQA	VET and adult training
16	Ahmet Mustafa	Head of VTC	MLSW Training Centre: Mitrovica	VET and adult training
17	Rexhe Gashi	Head of VTC	MLSW Training Centre: Peja	VET and adult training
18	Anton Gojani	Manager	Private VET School: Prishtina	VET and adult training
19	Rame Likaj	VET Expert	Consultant in KOSVET projects	VET and adult training
20	Ejup Zariqi	Head of Inspection	MDE Ferizaj	VET and adult training
21	Bleta Kadriu	Occupation Standards Officer	NQA	VET and adult training
22	Donjeta Nimani	Administrative Assistant	NQA	VET and adult training
23	Kaltrina Mulliqi	Quality Assurance Officer	NQA	VET and adult training
24	Ardiana Gashi	National Consultant		VET and adult training
25	Blerim Haliti	VET Expert	Lux Development	VET and adult training

26	Besim Mustafa	Head of VET Department	Kosovo Chamber of Commerce	VET and adult training
27	Shpetim Kalludra	Statistical Division	MLWS	VET and adult training
28	Abdurrahman Simnica	VET Department	MEST	VET and adult training
29	Bedri Beqiri	Inspector	Education Inspectorate	VET and adult training
30	Muhamet Klinaku	Officer	MLSW	VET and adult training
31	Anita Rukovci	Monitoring sector	NQA	VET and adult training
32	Agon Jusufi	VET expert	Lux Development	VET and adult training
33	Agim Bytyqi	VET Division	MEST	VET and adult training
34	Adnan Ahmeti	Officer	Prime ministry Office	VET and adult training

List of interviews

No.	Name	Position	Institution
1	Avni Gashi	Expert for QA	National Qualification Authority
2	Aferdita Jaha	Officer for Non-formal Education	Ministry of Education, Science and Technology
3	Blerim Haliti	VET Expert	Lux Development
4	Ryve Prekorogja	Head of VET Division	Ministry of Education, Science and Technology

5	Jehona Namani Rexha	Head of Vocational Training Division	Ministry of Labour and Social Welfare
6	Gani Ismajli	Senior Officer for Quality Assurance and Certification	Ministry of Labour and Social Welfare
7	Liridona Ajeti	Senior Officer for Projects and Programmes	Ministry of Labour and Social Welfare

For higher education

Participants in the workshop

No.	Name and surname	Position	Institution	Area
1	Bujar Gallopeni	Head of the Centre for International Cooperation in Higher Education and Technology	MEST	Higher education
2	Bardha Qirezi	Adult education and training officer	Riinvest College	Higher education
3	Blerina Gjinolli	Officer	University of Prishtina	Higher education
4	Dugagjin Sokoli	Head of	Universi	Higher education
5	Valbona Uka	Officer	Tempulli	Higher education
6	Bekim Marmullaku	QA coordinator	Fama	Higher education
7	Shpresa Mehmeti	Officer	MEST	Higher education
8	Kimete Canaj	Head of	Erasmus + Project in Kosovo	Higher education

9	Luljeta Aliu	Officer	WUS Kosovo	Higher education
10	Etleva Blakaj	Officer	WUS Austria/ Alled	Higher education
11	Xhavit Rexhaj	Director	WUS Austria and AAB	Higher education
12	Kumrije Gagica		MEST	Higher education
13	Vlera Limani	Officer	Pjeter Budi	Higher education
14	Donika Berisha	Officer	British Council	Higher education
15	Milot Hasangjekaj	Officer for Qualifications	NQA	Higher education
16	Teuta Danuza	Director	NQA	Higher education
17	Donjeta Nimani	Administrative Assistant	NQA	Higher education
18	Bleta Kadriu	Officer for occupational standards	NQA	Higher education
19	Kaltrina Mulliqi	Officer for QA	NQA	Higher education
20	Merita Fehmiu	Officer	WUS Austria	Higher education
21	Artane Rizvanolli	HE expert	Riinvest	Higher education
22	Furtuna Memhedi	Head of	KAA	Higher education
23	Myrteza Osdautaj	Head of Science Division	MEST	Higher education
24	Kushtrim Bajrami	Expert	Kosovo Education Centre	Higher education
25	Drita Kadriu	Head of HE Division	MEST	Higher education

26	Defrim Gashi	Head of Inspection Division	MEST	Higher education
27	Naser Sahiti	UP rectorate	University of Pristina	Higher education
28	Myrvete Badivuku	UP	University of Pristina	Higher education
29	Vehbi Neziru	LUP	University of Pristina	Higher education

List of interviews

No.	Name	Position	Institution
1	Ferdije Zhushi	Ex Head	National Quality Council
2	Bujar Gallopeni	Head	Centre for International Cooperation in Higher Education and Technology (Ministry of Education, Science and Technology)

List of Participant form the final conference, November 2016

1	Abdullah Bejtullahu	VET School	Teacher
2	Abdurahman Simnica/	MEST/VET Department	Officer
3	Adem Statovci	International Airport of Kosova	Officer
4	Adnan Ahmeti	Prime Minister Office in Kosova	Officer
5	Aferdita Drini	Language Centre/ London Eye	Trainer
6	Aferdita Jaha/MEST	Adult Education	Officer
7	Afrim Tejceci	Chamber of Commerce	Officer
8	Agim Bytyqi	MEST/Vet Department	Officer
9	Agim Mjaku	VET School	Quality Assurance Coordinator
10	Ahmet Mustafa	Vocational Training Center- Mitrovica	Director
11	Albana Kastrati	KAS Hair and Beauty Salon Training Center	Trainer
12	Albulena Zajmi	ADA	Program Officer
13	Alush Istogu	Ministry of Education, Science and Technology	General Secretary
14	Alush Sejdiu	The union of independent trade unions of Kosova	
15	Anton Gojani	Don Bosko/Social Education and Training Centre	General Coordinator
16	Anyla Zajmi	Language Centre/Britannica ELT	Quality Assurance Coordinator
17	Arben Leka	VET Agency of Albania	
18	Arian Mustafa	Ministry of Education, Science and Technology	Officer
19	Arjeta Kamberi	English Language Centre	Trainer
20	Armend Drini	London Eye /Language School	Director
21	Aspasija Ilazdisce	Ministry of Education/Macedonia	National Coordination Point
22	Avni Istrefi	Kosovo Academy for Public Safety	Officer
23	Avnora Avdijaj	As Consulting Training Centre	Trainer
24	Bafti Loku	VET School	Director
25	Bajram Vitija	VET School	Secretary of School
26	Bashkim Sylejmani	VET Center Dituria	Director
27	Bedri Beqiri	MEST/SIA Department	Inspector
28	Bedri Xhafa	Employment Promotion Agency Kosovo	Head of Agency
29	Bejte Celaj	VET School	Teacher
30	Besart Krasniqi	Chamber of Commerce	Officer
31	Besim Ilazi	Cacctus Education	Coordinator
32	Besim Mustafa	Chamber of Commerce	Head of VET office
33	Binak Gerguri		External Expert of NQA

34	Blerim Haliti	Lux Development	Local Expert
35	Blerim Hyseni	VET School	Teacher
36	Blerim Jahiu	American University in Kosova	Professor
37	Borco Aleksos	Ministry of Education in Macedonia	National Coordination Point
38	Burhan Selmani	Vocational Training Centre/Gjilan	Director
39	Carmo Gomes	European Training Foundation	Vocational Education and Training Specialist
40	Defrim Gashi	MEST/SIA Department	Head of Department
41	Diana Xhelili	VET Agency of Albania	
42	Donika Berisha	British Council of Kosova	Officer
43	Donike Maxharraj	Language Centre/New Age School	Teacher
44	Drita Kadriu	MEST/ Higher Education Department	Head of Department
45	Ejup Zariqi	MEST/SIA/Ferizaj	Inspector
46	Tjvis Gishti	VET Agency of Albania	National Coordination Point
47	Elda Gega/VET Agency	VET Agency of Albania	Officer
48	Fatmire Salihu	Vocational Training Centre/Ferizaj	Director
49	Fetije Huruglica	Ministry of Health/ Nursery Department	Member of NQA Board
50	Fexhrije Veliu	VET School	Teacher
51	Flaka Behra	DVV International	Officer
52	Flora Kastrati	KAS Hair and Beauty Salon Training Center	Trainer
53	Furtuna Mehmenti	Agency of Accreditation of Kosova	Head of Agency
54	Gani Ismajli	MLSW	Officer for Quality Assurance
55	Gezim Jusufi	Don Bosko/ Social Centre for Vocational Trainings	Coordinator
56	Gunther Zimmer	ADA	Head of office in Kosovo
57	Hajdar Shyti	VET School	Director
58	Hajrije Shaipi	VET School	Director
59	Haqif Drenicaj	MEST/SIA Department	Inspector
60	Hasan Sadriu	Ministry of Education, Science and Technology	Officer
61	Haxhi Kastrati	VET School	Director
62	Hazir Gashi	Riinvest College	Professor
63	Hivzi Dragidella	Chamber of Commerce	Officer
64	Ismajl Smakiqi	Kosovo Academy for Public Safety	Director
65	Jehona Namani Rexha	MLSW	Head of VET Department
66	Liric Raifir	Infinit Training Centre	Trainer
67	Luan Sahitaj	Ministry of Education, Science and Technology	Officer

68	Lutfi Mani	The trade union of Education, Science and Culture	Secretary of Union
69	Majlinda Rizvanolli	EYE	Officer
70	Mehreme Llumnica	NGO/Handikos	Member of NQA Board
71	Mimoza Jashari	MEST	Officer
72	Mimoza Krasniqi	IKAF/Training Centre	Quality Assurance Coordinator
73	Muhamet Ibriqi	Agency for VET and Adult of Kosova	Officer
74	Naime Reçica	MEST/ Special Needs Department	Officer
75	Nasira Bala Rizaj	Language Centre/Britannica ELT	Director
76	Natyra Berisha	VET School	Quality Assurance Coordinator
77	Nazmi Xani	Chamber of Commerce	Officer
78	Nazmi Zogaj	Competence Centre/Malisheva	Director
79	Ndrec Perleshi	MEST/ SIA Department/ Gjakova	Inspector
80	Niman Dreshaj	Infinet Training Centre	Quality Assurance Coordinator
81	Nita Selimi	English Language Centre	Teacher
82	Parim Bajrami	Chamber of Commerce	Officer
83	Penoare Cakaj	American University of Kosova	Member of NQA Board
84	Petrit Hasanaj	VET School	Director
85	Petrit Olluri		External Expert of NQA
86	Qamile Sinanaj	MEST/NARIC	Head of Office
87	Qemajl Bytyqi	MEST/SIA Department/Prizren	Inspector
88	Radica Berishaj	MEST/Adult Education	Officer
89	Ragip Gjoshi	Agency for VET and Adult of Kosova	Director of Agency
90	Rrahim Kastrati	KAS Hair and Beauty Salon Training Center	Director
91	Rrahman Jasharaj	The trade union of Education, Science and Culture	Head of the Union
92	Ryve Bytyqi	MEST/SIA/Prishtine	Inspector
93	Ryve Prekorogja	MEST/VET Department	Officer
94	Safet Gerxhaliu	Chamber of Commerce	Head of Chamber
95	Sami Rama	VET School	Teacher
96	Severane Kasumaj	English Language Centre	Director
97	Shahin Ahmetxhekaj	Vet School	Quality Assurance Coordinator
98	Shëfqet Thaqi	VET School	Director
99	Shkendije Thaqi	Language Centre/ New Age School	Teacher
100	Shpetim Kalludra	Ministry of Labor and Social Welfares-Kosovo	Officer
101	Shqipe Shaqiri	KAS Hair and Beauty Salon Training Center	Coordinator

102	Sinan Gashi	Vocational Training Centre/Prizreni	Director
103	Skender Berisha	Training Center/ Kosovo Energy Cooperation	Quality Assurance Coordinator
104	Stergios Tragoudas	European Commission Office in Prishtina	Task Manage
105	Shpresa Muharremi	OSCE	
106	Tomas Gnochi	European Commission in Kosovo	Head of Political and Economic Office
107	Valentina Agustini	AS Counsultin Training Centre	Quality Assurance Coordinator
108	Valentina Maksutaj	MEST/SIA Department/Prishtina	Inspector
109	Vehbi Neziri		External Expert of NQA
110	Venet Tetaj	Don Bosko/Socal Education Training Centre	Trainer
111	Vildane Zeneli	Cacctus Education	Director
112	Visar Jasiqi	American University of Kosova	Officer for training programs
113	Xhelal Susuri	VET School	Director
114	Ymer Ymeri	The trade union of Education, Science and Culture	Officer
115	Zenel Bunjaku	Initiative for Agriculture Development in Kosova	Director

Annex 10: Conditions for accreditation in higher education

1. LEGAL FORM AND LOCATION

The applicant Institution must be legal person located in Kosovo.

2. STUDY OFFERS

A schedule of study programmes should be delivered alongside the application:

A University should offer accredited courses or programmes for a minimum of at least four years in at least five different subject areas who have issued at least one graduate with an accredited doctorate in each of these programmes.

A University College should offer accredited courses or programmes in at least three different subject areas with at least an accredited study programme in doctorate level in each of these subject areas.

A College should offer accredited courses or programmes in at least one subject area for at least one cycle.

these study programmes should end with an academic degree, which meets international standards and is awarded for full-time studies,

these study programmes should be offered in one or several scientific, academic or professional disciplines

Or there should be studies that will be expanded after other academic studies have been completed (specializations).

3. COMPARABILITY OF STUDIES

If the applicant Higher Education Institution wishes to award the same academic degrees as other institutions in the European Higher Education Area (EHEA), then studies and overall educational outcomes at the applicant institution should be comparable with those of similar institutions in the EHEA.

4. TEACHING STAFF

The qualifications of teaching staff in Higher Education Institutions must meet international scientific, artistic and professional standards. Legally binding contracts with these staff must be submitted with the application. These contracts should demonstrate the staff's suitability for the institution's planned studies.

5. FACILITIES

The applicant institution should have at its disposal sufficient staff, space and equipment (e.g. computers, library, etc.) for effective studies. These should be provided in accord with the type of educational institution.

Evidence about teaching and support staff, space and equipment should accompany the application.

6. PRINCIPLES

A Higher Education Institution should orientate its own activities in accordance with the following principles:

- Freedom of science and teaching;
- Freedom of artistic activities, of artistic expression and its teaching;
- Linkages between research and teaching;
- Diversity of artistic theories, methods and teaching ideas;

7. INSTITUTION DENOMINATIONS

The LHE specifies when an education institution has the right to call itself a “University”. The word “University”, as separate words or in combination with other descriptions, may not be

adopted or used in any form in the denomination of any provider without the permission of the Ministry after the approval in principle by the KAA.

Academic degrees of accredited private institutions of higher education have the same legal value as those of public institutions.

8. BASIC CRITERIA

8.1 Academic Freedom

Higher Education Institutions should be autonomous and should guarantee the academic freedom. Their statutes and organizational structures should provide freedom in research (both in respect of submitting questions, theories and methods and also in disseminating research outcomes and its assessment) and freedom of teaching (in respect of diversity of content, methods of course delivery and freedom to express scientific and artistic opinions).

8.2 Scope and Diversity

The institution should have a broad and diverse range of studies within one or more disciplines, which accord with the European concept for higher education. Disciplines can include traditional fields e.g. medicine, music, law or theology, and also other new combined courses with comparable breadth.

8.3 Research at the Institution

The research should be undertaken at the institution. This determines the presence of a critical mass to the institutionalised production of knowledge and its contribution to teaching.

8.4 Teaching Staff

The institution should have at its disposal sufficient permanent academic, scientific and artistic staff, on full-time employment contracts which are valid for at least three years. This permanent teaching staff should be qualified or distinguished in arts and must cover at least 50% of the entire teaching load of a course of study and be qualified (via Ph.D. or artistic achievements). To provide the connection between research and teaching this permanent teaching staff should have at least

three persons for each study programme, and at least one of them should have the status of professor. This person should hold a higher scientific or artistic qualification.

8.5 Procedures for selecting the teaching staff

The institution's procedure for selecting all its academic staff must be transparent, competitive and determined by quality.

8.6 Quality Assurance

Institutions must have in place internal policies and procedures for quality assurance of their study programmes and awards.

8.7 Study plans

Study plans (detailed curricula) and examination regulations should meet all material, professional and formal requirements, and accord with international standards. Admission to studies must correspond with Kosovo's rules and overall conditions for admission to higher education.

8.9 Facilities and equipment

Facilities and equipment must provide adequate tools for studies in accordance with international standards.

8.10 Financing

Support for the mid-term financing of the institution should be demonstrated through a detailed Business-Plan.

8.11 Development plan

The institution must demonstrate how it will fulfil all of the above requirements in a development plan covering a period of three years.

Annex 11: Example of one occupational standard

Professional Standards

AUTOMOTIVE TECHNICIAN

Domain: Engineering

Occupation: Automotive Technician

Occupation description:

An automotive technician repairs, maintains, checks, diagnoses light vehicles. Finds the defects, repairs them and provides other services of the mechanic, electric, electronic and hydraulic systems.

They are employed within vehicle companies, vehicle service workshops, transport and trades companies who provide services on repairing the vehicles, within technical control centers of the vehicles or be self-employed.

Nr.	Function (Task)	Function (task) description
1	Organises the workplace	Organise the workplace, admission of the vehicles, handling the clients, maintaining the work place including tools and equipment's, filing.
2	Employs the safety and security rules including environment protection	Identify the hazards at the workplace, solving the hazards in order to protect the health of the employees, employing the safety and security rules including the environment protection at the workplace.
3	Diagnoses and repairs parts/ engine systems that run on fuel	Diagnose, locate, isolate and repair the defects using computer systems, tools and other equipments; identifying the cause of the defect or malfunction of the parts/engines
4	Diagnoses and repairs parts /circulation systems of the vehicle	Diagnose, locate, isolate, repair and or replace the parts/systems using computer diagnostic systems, tools and other equipments. Identify the cause of the defect or malfunction of the parts / systems.
5	Diagnoses and repairs parts /electrical systems	Diagnose, repair, and replace parts / systems using hand tools and other needed equipments including computer systems.
6	Diagnoses and repairs parts / electronic systems	Diagnose, repair, and replace parts / electronic systems using hand tools and other needed equipments, including computer systems.
7	Diagnoses and repairs parts / hydraulic systems	Diagnose, repair, and replace parts / hydraulic systems using hand tools and other needed equipments, including computer systems.
8	Provides tyre services	Tyre services such as: replacing tires and balancing wheels using hand tools and other equipments needed.

9	Diagnoses and repairs auxiliary equipments	Check, diagnose and repair cooling/heating systems; wipers, comfort parts, etc., using hand tools and other equipments needed.
10	Professional development	This function is about identifying the possibilities for increasing the professional and intellectual level within the automotive technician occupation.

Function: Organises the workplace

This function is about organizing the workplace, admission of the vehicles, talking and handling the clients; the concerns of the clients about the present condition of the vehicle, providing the documents (evidence) on previous work (services) on the vehicle, financial receipts for the performed work, and warranties for the services provided and organizing the database.

Key activities (+ work outcomes/results)	Performance criteria	Needed knowledge to perform the function	Skills	Key skills related to the main function
Preparing workplace	<p>Maintaining the tools and work equipments</p> <p>Maintaining the tools and diagnostic equipments</p> <p>Maintaining the tools and equipments for safety and protection</p>	<p>Knowledge on maintenance of the tools and work equipments</p> <p>Knowledge on maintenance of the equipments for check up and diagnosis</p> <p>Knowledge on maintenance of the safety and protection equipments</p> <p>Being clear when talking to the clients</p> <p>Knows how to organise the workplace and filing data.</p> <p>Knowledge on calculating the costs, profits, prices, handling and filling the documents.</p>	<p>Implements maintenance of the tools and work equipments</p> <p>Implements maintenance of the tools and equipments for check up and diagnosis</p> <p>Implements maintenance of the tools and equipments for safety and protection</p> <p>Leads the conversation with the clients on their concerns about the defects of their vehicles</p> <p>Organises the workplace and filing the data.</p> <p>Calculates the work costs and time needed to perform the work</p> <p>Provides evidences and warranties for the completed work and admits the complaints.</p>	<p>Open to team work</p> <p>Communicative</p> <p>Flexible</p> <p>Tolerant</p> <p>Reasonable</p> <p>Competent on the work performed</p> <p>Speaks foreign languages</p>

--	--	--	--	--

Annex 12: Lit of all Administrative Instructions in Education system

Administrative Instructions (AIs) (General Education)

Administrative Instruction 25/2014 on teacher licensing

Administrative Instruction 15/2013 for funding of Teacher Professional Development

Administrative Instruction 17/2013 on Exams and Assessments

Administrative Instruction 18/2013 on the use of Individual Education Plan

Administrative Instruction 23/2013 on Resource Centres

Administrative Instruction 27/2013 on Extracurricular Activities

Administrative Instruction 20/2013 on Piloting of Curriculum Framework and core curriculum

Administrative Instruction 07/2012 on Professional Assessment of children with special needs

Administrative Instruction 11/2012 on Criteria for Licensing of Private Educational Institutions for primary level; low secondary and high secondary and vocational education

Administrative Instruction 12/2012 on criteria for election of assistants and instructors for inclusive education and their obligation.

Administrative Instruction 19/2012 on establishment and enforcement of teams for prevention and response toward abandonment and non-enrolment in compulsory education

Administrative Instruction 26/2012 on personnel qualifications working with students of special education needs.

Administrative Instruction 06/2011 on licensing and registration of private pre-school educational institutional

Administrative Instruction 05/2010 on Licensing of teachers

Administrative Instruction 04/2010 on Criteria and procedures for accreditation of programmes for professional teacher development.

Administrative Instruction 06/2008 on Children’s access to pre-school institutions

Administrative Instruction 18/2004 on Licensing the teachers and education administrators.

Administrative Instructions (VET and Adult Education)

Administrative Instruction No. 01/2009 on Establishment of the State Council for Teacher Licensing

Administrative Instruction No. 01/ 2011 on Criteria and Procedures for the Validation and Approval of National Qualifications and Accreditations of Qualification Awarding Bodies in Kosovo

Administrative Instruction No. 02/2014 on Number of students with modules and VET qualifications, resources, infrastructure, education, student safety

Administrative Instruction No.04/2014 on Conditions and criteria for economic activity of vet institutions

Administrative Instruction No. 05/2014 on Agency of vocational education and training and adults' education (AVETAE) in Kosovo

Administrative Instruction No. 7/2014 on Advancement, autonomy and functioning of VET institutions

Administrative Instruction No. 04/2013 on Verification of documents of all educational levels

Administrative Instruction No.14/2013 on Teacher performance evaluation

Administrative Instruction No. 15/2013 on Founding of teacher professional development

Administrative Instruction No. 16/2013 on Implementation of teacher professional development

Administrative Instruction No. 17/2013 on Exams and Assessments

Administrative Instruction No. 34/2013 on Composition, function, duties, mandate of representation of the steering council at the institutions of vocational education and training (VET)

Administrative Instruction No. 35/2013 on Organization of professional final exam

Administrative Instruction No. 30/2013 on Piloting of Curriculum Framework – Core Curriculum

Administrative Instruction No. 32/2013 on Organization of curricula with election at all levels of pre-university education

Administrative Instruction No. 03/2012 on Equivalency and recognition of documents of pre-university education issued the Republic of Kosovo

Administrative Instruction No. 05/2012 on Standards of professional practice of school principals

Administrative Instruction No. 07/2012 on Professional assessment of children with special instructive-educational needs

Administrative Instruction No. 12/2011on Organization of adults education and training Nr: Date:30.12.2011

Administrative Instruction No. 15/2011 on Pre-university school documentation Nr:15/2011 Date:30.12.2011

Administrative Instruction No. 16/2011 on The transition of student of higher secondary school from one educational profile to another or from a school in the other school

Administrative Instruction No. 4/2009 on The execution of the revising curriculum with supplements for general courses of vocational education for 10, 11 and 12 grades

Administrative Instruction No. 9/2009 Criteria for Matura Exam

Administrative Instruction No. 5/2007 on Condition and criteria for establishment, licensing and the work of the institutions for vocational teaching and training

Administrative Instruction No. 6/2007 Expanding the activities of the vocational schools

Administrative Instruction No. 07/2009 on Organisation, Functioning and Scope of Work of Centres for Professional Education in Republic of Kosovo (this has been amended in 2009 with AI No. 18/2009)

Administrative Instruction No. 03/2010 on Application Procedures for Recognition of Rights for Vocational Ability, Rehabilitation and Employment of of People with Disabilities

Administrative Instruction No. 09/2011 on Procedures for Establishment and Financial Management of Professional Education Fund

Administrative Instruction No.31/2014 for Recognition of Prior Learning

Administrative Instruction No. 28/2014 on criteria and procedures for verification of the occupational standards

Administrative Instruction No. 32/2014 on criteria and procedures for quality assurance in the vocational education and training institutions – Internal processes

Administrative Instructions (Higher Education)

Administrative Instruction No. 14/2003 on the Licensing of Private Bearers of Higher Education in Kosovo

Administrative Instruction No. 11/2004 on the Establishment of the Kosovo Accreditation Agency

Administrative Instruction No. 14/2008 on the Implementation of ECTS in Higher Education in Kosovo

Administrative Instruction No. 20/20016 on the Accreditation of Higher Education Institutions in the Republic of Kosovo

Administrative Instruction No. 12/2009 on the Criteria and Procedures for the Accreditation of Higher Professional and Technical Schools

Administrative Instruction No. 02/2012 on the Form and Content of Diplomas and Diploma Supplements of Higher Education Providers.

Administrative Instruction No. 23/2012 on Degrees and Diplomas of Higher Education.

Administrative Instruction No. 01/2013 on the Nomination of Higher Education Institutions.

Administrative Instruction No. 16/2015 on Establishment and Functioning of the Students Union of the Republic of Kosovo

Administrative Instruction 11/2016 on the Work, Duties and Responsibilities of Conference of Rectors of Public Higher Education Institutions

Administrative Instruction No.12/2016 on Establishment and Functioning of the System for Information Management in Higher Education (SMIAL)

Administrative Instruction No. 16/ 2016 on Principles and Procedures of Recognition of vocational high school diplomas and University Degrees earned outside the Republic of Kosovo

Annex 13-Endorsment letters by the external quality assurance bodies



Republika e Kosovës-
Republika Kosova - Republic of Kosovo
Qeveria -Vlada - Government



Autoriteti Kombëtar i Kualifikimeve
Nacionalni Autoritet za Kualifikacije
National Qualification Authority

Numër:01/452
Datë: 07.11.2016

Në mbështetje të neneve 15, pika 2, dhe nenit 17, pikat 1.5, 1.6 të Ligjit nr. 03/L-060 mbi Kualifikimet Kombëtare, dhe Udhëzimin Administrative nr. 28/2014 për kriteret dhe procedurat për verifikimin e standardit të profesionit, Këshilli Drejtues i Autoritetit Kombëtar të Kualifikimeve me datën 07.11.2016 nxjerr këtë:

Vendim

1. Aprovohet Raporti i Referencimit të Kornizës Kombëtare të Kualifikimeve me Kornizën Evropiane të Kualifikimeve.
2. Ky raport i dërgohet Grupit Këshillëdhënës të Kornizës Evropiane të Kualifikimeve
3. Vendimi hyn në fuqi me datën e nënshkrimit të tij.
4. Vendimi u dërgohet të gjitha palëve të interesit.




Nenkryetari i KD së AKK
Anton Gojani



Republika e Kosovës
Republika Kosova-Republic of Kosovo
Qeveria e Kosovës-Vlada Kosova-Government of Kosovo
Ministria e Arsimit, Shkencës dhe Teknologjisë
Ministarstvo Obrazovanja, Nauke i Teknologije
Ministry of Education, Science and Technology

To:

The European Qualification Framework Advisory Group

Subject: Referencing Report of the National Qualification Framework to the European Qualification Framework stated agreement

Ministry of Education, Science and Technology is represented on the Governing Board of National Qualification Authority therefore if development of the policies and strategies for the establishment and implementation of the National Qualifications System.

Furthermore, MEST with the representatives of the department of Higher Education, Pre University Education and Inspectorate has been an integral part of the development of National Qualification Framework since 2009 and part of the development of the Referencing process of NQF with European Qualifications Framework (EQF) since 2013. Therefore, the MEST endorses the Referencing report of the NQF with EQF.

Best regards,

Alush Istogu
General Secretary
MEST





Republika e Kosovës-
Republika Kosova - Republic of Kosovo
Qeveria - Vlada - Government



Autoriteti Kombëtar i Kualifikimeve
Nacionalni Autoritet za Kualifikacije
National Qualification Authority

Numër:01/452
Datë: 07.11.2016

Në mbështetje të neneve 15, pika 2, dhe nenit 17, pikat 1.5, 1.6 të Ligjit nr. 03/L-060 mbi Kualifikimet Kombëtare, dhe Udhëzimin Administrative nr. 28/2014 për kriteret dhe procedurat për verifikimin e standardit të profesionit, Këshilli Drejtues i Autoritetit Kombëtar të Kualifikimeve me datën 07.11.2016 nxjerr këtë:

Vendim

1. Aprovohet Raporti i Referencimit të Kornizës Kombëtare të Kualifikimeve me Kornizën Evropiane të Kualifikimeve.
2. Ky raport i dërgohet Grupit Këshillëdhënës të Kornizës Evropiane të Kualifikimeve
3. Vendimi hyn në fuqi me datën e nënshkrimit të tij.
4. Vendimi u dërgohet të gjitha palëve të interesit.




Nenkryetari i KD së AKK
Anton Gojani

Annex 14: List of Verified Occupation Standards

STANDARDS VERIFIED BY THE NATIONAL QUALIFICATION AUTHORITY					
	Occupational standards	Sector	Developed by	Reported by/Don't	Approved by NQA
1	Administrative Assistant	Economy	EU KOSVET V and working groups		Approved
2	Metalworker	Machinery	EU KOSVET V and working groups	GIZ	Approved
3	Baker	Food technology	EU KOSVET V and working groups	Swisscontact	Approved
4	Butcher	Food Technology	EU KOSVET V and working groups	Swisscontact	Approved
5	Diary Farmer	Food Technology	EU KOSVET V and working groups	Swisscontact	Approved
6	Installer of water supply and sewage	Construction	EU KOSVET V and working groups	Swisscontact	Approved
7	Installer of central heating	Construction	EU KOSVET V and working groups	Swisscontact	Approved
8	Electrical Installer	Construction	EU KOSVET V and working groups	Swisscontact	Approved
9	Agribusiness Technician	Agriculture	EU KOSVET V and working groups	Swisscontact	Approved
10	Seller	Agriculture	EU KOSVET V and working groups	Swisscontact	Approved
11	Supplier	Agriculture	EU KOSVET V and working groups	Swisscontact	Approved
12	Bank Clerk	Economy	LUX Development/ECK	CVET/MEST	Approved
13	Referent for export and import	Economy	LUX Development/ECK	CVET/MEST	Approved
14	Clerk in statistics, finance and similar	Economy	LUX Development/ECK	CVET/MEST	Approved
15	Referent (clerk) of cadre	Economy	LUX Development/ECK	CVET/MEST	Approved
16	Traveling and information agent	Tourism	LUX Development/ECK	CVET/MEST	Approved
17	Marketing clerk	Economy	LUX Development/ECK	CVET/MEST	Not Approved
18	Industrial clerk	Economy	LUX Development/ECK	CVET/MEST	Not Approved
19	clerk	Economy	LUX Development/ECK	CVET/MEST	Not Approved
20	Retailer	Trade	LUX Development/ECK	CVET/MEST	Not Approved
21	Wholesaler	Trade	LUX Development/ECK	CVET/MEST	Not Approved
22	Sales and customer service	Trade	LUX Development/ECK	CVET/MEST	Not Approved
23	Tourism management clerk	Trade	LUX Development/ECK	CVET/MEST	Not Approved
24	Management and planning of events	Tourism	LUX Development/ECK	CVET/MEST	Not Approved
25	Auto mechanic	Machinery	GIZ	CVET/MEST	Approved
26	Firefighter	Emergencies	MEST/ECK	CVET/MEST	Approved
27	Veterinary Technician	Veterinary	DANIDA	CVET/MEST	Approved
28	Livestock Technician	Farming	DANIDA	CVET/MEST	Approved

29	Optical Technician	Health	LUX Development/ECK	CVET/MEST	Approved
30	Orthopaedic Technician	Health	LUX Development/ECK	CVET/MEST	Approved
31	Dental technician	Health	LUX Development/ECK	CVET/MEST	Approved
32	Pharmacy Technician	Health	LUX Development/ECK	CVET/MEST	Not Approved
33	Audiometrician	Health	LUX Development/ECK	CVET/MEST	Approved
34	Healthcare Assistant	Health	LUX Development/ECK	CVET/MEST	Approved
35	Orthopedic Physician Assistant	Health	LUX Development/ECK	CVET/MEST	Not Approved
36	Micro and small enterprises manager (Business Founder)	Economy	EU Office/ECK	CVET/MEST	Approved
37	Customs Officer	Public safety	Kosovo Academy for Public Safety		Approved
38	Firefighter	Public safety	Kosovo Academy for Public Safety		Approved
39	Correctional Officer	Public safety	Kosovo Academy for Public Safety		Approved
40	Police Inspectorate of Kosovo Investigator a	Public safety	Kosovo Academy for Public Safety		Decision to be taken by the SC
41	Junior Police Officer	Public safety	Kosovo Academy for Public Safety		Approved
42	Probation Officer	Public safety	Kosovo Academy for Public Safety		Approved
43	Chef	Hospitality and Tourism	Swisscontact		Not Approved
44	Hairdresser	Services	Professional Association Camelias		Approved
45	Pedicurist	Services	Vocational school Camelias		Approved
46	Vehicle Technical Controller	Infrastructure	VATA-L" – Ferizaj		Not Approved
47	Examiner of motor vehicles	Infrastructure	VATA-L" – Ferizaj		Not Approved
48	Make-up artist	Services	Professional Association Camelias		Approved
49	Manicyr	Services	Professional Association Camelias		Approved
50	Beautician	Services	Chamber of Commerce		Approved
51	Transport Clerk	Transport and traffic			Approved
52	Accountant Clerk	Economy	AFAS		Approved
53	Producers of mix cultures	Agriculture	ALLED		Approved
54	Food processing technician	Food Processing	ALLED		Approved
55	Crop and animal production	Agriculture	ALLED		Approved
56	Wood processing and design		AVETA		Not Approved
57					

Annex 15: Opinions of the international experts on the EQF Referencing Report of the Kosovo Qualifications Framework

Comments from John Hart

This report has been under development for some time and in that time serious efforts have been made to ensure that it not only deals with the referencing criteria, but also that it does this in a way that is suited to its intended readership. This has meant trimming a lot of the information available on the Kosovo system and ensuring that the whole report is oriented towards (i) the qualification framework and (ii) quality assurance throughout the system.

The qualifications framework in Kosovo was designed to acknowledge the executive independence of the three main sectors of education and training (general, vocational and higher) whilst creating a common basis for managing the validation of qualifications and the accreditation of delivery, assessment and certification. This has been the task of three very diverse bodies: The Ministry of Education, Science and Technology, the National Qualifications Authority, and the Kosovo Accreditation Agency. I believe there has been a real will to collaborate between these bodies to collaborate and this is shown in the report. In addition, the report manages to convey the dynamics of the situation by adopting certain common features to the initial description of the system while leaving space for specific issues to be dealt with. The common headings also seem to me to offer a good basis for the main burden of the report – the responses to the EQF referencing criteria. The Kosovo framework was developed at a difficult time and in many respects the work had to be carried out from scratch, as a new system was being developed. The report is honest about the extent to which the bodies have been able to implement the framework in their sectors, but it also shows that – in spite of all the difficulties – they have managed to retain a forward-looking approach in framework policy. I have to declare an interest in this, since I was intimately involved in areas such as the work on qualification types.

However, I can attest that in all the work I have been able to carry out for the Kosovo authorities, I have always had strong support from all sectors and a good range of other stakeholders and have never felt that there was a wish to stick with the current situation at the expense of the possibilities offered by the move to an outcomes-based system with potential for identifying and meeting emerging needs. This observation is obviously relevant to criterion 1 and the involvement of stakeholders in the referencing process. With reference to criterion 2, it is worth noting that, although the Kosovo authorities took the EQF as a starting point for the design of their framework, from the start there was a desire to ensure that the model should be tested against the national system and national understandings. This meant an early process of drafting the level descriptors to ensure that they were acceptable and workable. Thus, although they have adopted a set of level descriptors based on knowledge, skills and competences, they have examined these ideas in national terms. As with many countries, the force of this can be lost, because the report has to use an English translation of the original language (in this case Albanian) of the national level descriptors to compare with the English version of the EQF descriptors. However, Table 3 of the report seems to me to give a fair account of the similarities between the two sets of level descriptors. However, it would have been instructive to see some discussion of the differences. Outcomes-based approaches have been adopted across education

and training in Kosovo, but in different ways in different sectors. This is by no means unusual. The sectors are also at different stage in recognising non-formal and informal learning. That is also the case in other countries. The report seems to me to give a fair account of the situation in Kosovo.

The same is true of the processes for including qualifications in the national framework and of other aspects of quality assurance. The report is clear and realistic about these aspects of the system and the framework. Not everything is in place, but it appears that by and large the right steps are being taken to improve and strengthen the system. This report seems to me to give an honest and coherent account of the state of the Kosovo NQF in a way which should allow the EQF Advisory Group to understand the framework and its context and the work which is being undertaken to bring it to its full potential.

Notes from Mr. Mike Coles

I have been pleased to look at the report of the Kosovo EQF referencing report and provide comments. This is my only involvement in the referencing process. I note that Kosovo has come a long way in rationalising the qualifications system and its governance. The progress in the areas of developing clear qualifications levels and new quality assurance processes is worthy of special note. The referencing criteria have been addressed and some are clearly met. For example, (Criterion 2) the link between the NQF level descriptors and those of the EQF is explained in detail. Others have presented a challenge, for example (Criterion 4) explaining how the learning outcomes of the qualifications types in the NQF are used in allocating levels. My view is that the referencing report is a snapshot of the relationship of the EQF and the developing Kosovo qualification system and the report will need to be refined and updated in the course of time.

Notes from Mr. Elido Bandelj

As a representative of the EQF AG and as an expert on qualification frameworks I got to review a draft of the final document with the desire to give a general assessment and a critical look at the document. The document has been developed in two stages, and neither one of them I was present as an external expert. Notwithstanding this, I know their legislation on the National Qualification framework and Education systems. Their Law of NQF has been adopted as a reform document, which was followed by Donor projects to support the implementation of changes.

General comments on the report

As stated in the document is a fair view of the situation shown positive movements as well as deficiencies and challenges facing them. I would like to stress out that Draft Referencing report of Kosovo NQF for General Education, VET and Higher Education to EQF is comprehensive and well structured, written in transparent manner and accessible to a wider international community. The Referencing Report has been prepared very carefully. It provides a good and transparent overview of the Kosovo qualifications system. It is evident that reform takes place. Necessary are legal solutions in the process and will ensure that the system will operate.

The structure of the report

It demonstrates that the Kosovo NQF is a comprehensive framework and has the capacity to promote lifelong learning as well. Description of education and training system is well organised and structured,

written in transparent and understandable manner. Report provides good and in-depth insight into the development and structure of the NQF. The fulfilment of the criteria and procedures of the EQF and QF-EHEA is well structured and made visible in one comprehensive report. The report follows all ten agreed criteria and having in addition the cases trying to show to the professional public their system. It illustrates how the NQF is suited to the requirements of the Kosovo education system. The goals of the Kosovo NQF are clear, relevant and based on the national situation. Decentralisation of preparation occupational standards and qualifications, however, requires a strong quality control system. The link to non-formal learning can be seen in different type of qualifications. The terminology used in the Report is defined clearly. The description of the levels is clear and coherent. The correspondence between the Kosovo NQF levels and levels of EQF has been done very systematically and transparently using methodological, structural and conceptual comparisons. But I think that we need more examples of qualifications at different level and type of qualifications and how their learning outcomes match to level descriptors.

The 10 referencing criteria

Overall the 10 referencing criteria have been met by the Kosovo report. But some points require clarification and further discussion.

Criteria 1 The responsibilities regarding the referencing of the Kosovo NQF to the EQF are outlined by the report. The full involvement of a broad group of stakeholders in the process, including social partners generates trust, but it is not clear the role of students. The fact that all the Act has yet not be adopted can caused some concern in the EQF AG. It is also not obvious the role of the governing board of the NQA.

Criterion 2. The linkages between the EQF and Kosovo NQF levels and their descriptors are, conceptually and semantically, presented in a clear way.

Criterion 3.

The report demonstrates that the learning outcomes approach now is used extensively in all part of the Kosovo education. The report demonstrates, however, that the different sub-systems (general, vocational, adult and higher education) define and apply the learning outcomes approach in different ways. To what extent do these differences in interpretation and application influence learning progression and transfer? To what extent can learners move freely (horizontally and vertically) within the education and training system with reference to the learning outcomes they have already acquired? The report mentions that learning outcomes requirements in secondary education are referring more explicitly to key competences in formal and non-formal qualifications. Is there a common approach to key competences/transversal competences used across the different sectors of education and training? Such an approach is only in the new accredited programs and qualifications and can only be carried out by accredited contractors. What will happen to the old educational programs and students that will finished them. How can they move horizontally and vertically in the system? It is not understandable how the system will be taken into account modules and if they will be part of the NQF and ranked in.

Criterion 4.

The presentation of the principles for placing qualifications to the NQF is, with some exceptions, clear and demonstrates that the NQF now is an operational framework. On page 73. Levels of external verification

and NQF levels to create confusion in the layout (use the other name, or a better explanation). Who classifies general education in the NQF and who operates with the database of qualifications. Do you plan to have a common base for all types of qualifications they are now in different places? In the final version of the report it would be useful to foresee also a solution and a single administrator. There is also the dilemma of whether it will be for VET and Adult possible for the same formal qualifications more route (educational programs) with the same learning outcomes. If it is, it is necessary to have outlines.

Criterion 5

I think the criterion is met. The report provides an extensive overview over quality assurance arrangements and how they support the NQF. Some more information regarding the quality assurance arrangements for adult learning would have been welcomed. Especially for how the combined national and tailored qualifications acquired in an informal way. The disadvantage is a legal loophole and it would be good to be reported again this point, once adopted and implemented legislation.

Criterion 6 This criterion is fully met.

Criterion 8 It is not clear which national body is confirmed and guaranteed by the report. Will it be the government or endorsed by the Minister, or...?

Criterion 10 The report must clarify whether after finish the process of referencing the NQF levels will be included in all diplomas and certificates. I would note further that it is necessary in addition to give a few examples already taken qualifications (as described above) at different levels and implemented.

Elido Bandelj

Annex 16: Agenda of Conference “Referencing of the National Qualifications Framework with the European Qualifications Framework”

Annex 16: Agenda of Conference “Referencing of the National Qualifications Framework with the European Qualifications Framework”



Agenda

Conference

“Referencing of the National Qualifications Framework with the European Qualifications Framework”

7 November 2016

	7 November 2016, Emerald Hotel, Prishtinë, Kosovo
09:00 – 09:50	Registration
09:50 – 10:00	Welcome and opening remarks Mrs. Teuta Danuza – National Qualifications Authority
10:00 – 10:45	Opening session by the Government of the Republic of Kosovo Mr. Arsim Bajrami – Minister of Education, Science and Technology MR. Tomas Gnochi - Representative of the European Commission Office in Prishtina-Head of political and economic office Mr. Arban Abrashi – Minister of Labor and Social Welfare Mr. Safet Gërxhaliu - Director of Kosova Chamber of Commerce
10:45 – 11:00	Coffee break
11:00 – 12:00	Panel Session: The relevance of the EQF to Kosovo’s education and training system Contributors: Mr. Alush Istogu – General Secretary of MEST Mrs. Furtuna Mehmeti – Director of Kosovo Accreditation Agency Mr. Ragip Gjoshi -Agency for Vocational Education and Training and Adult in Kosovo Mrs. Jehona Namani – Ministry of Labor and Social Welfare Mr. Besim Mustafa – Chamber of Commerce Mr. Anton Gojani – Representative of private providers Open discussion – Questions & Answers
12:00 – 13:00	Lunch
13:00 – 13:30	The EQF: a tool for transparency and mobility across countries and systems Mrs. Maria do Carmo Gomes – European Training Foundation



13:30 – 14:00	Referencing of the Kosovo Qualifications Framework to the EQF – Mrs. Teuta Danuza
14:00 – 14:15	Coffee break
14:15 – 15:00	Working groups discussion: WG 1 – Effects and impacts of the Kosovo Qualifications Framework in the education and training system-Moderated by Ryve Prekorogja-MEST WG 2 – Interactions between General Education, VET and Higher Education in NQF-Moderated by Drita Kadriu-MEST WG 3 – Development of Occupational/Qualifications Standards and implementation of learning outcomes –Moderated by Shpetim Kalludra-MLSW WG 4 – The role of social partners in developing and implementing the Kosovo Qualifications Framework-Moderated by Besim Mustafa-Chamber of Commerce
15:15 – 16:00	Presentation of results from working groups (by rapporteurs) -Questions and answers
16:00-16:30	Concluded Results - National Qualifications Authority

Annex 17: List of accredited VET providers

Profile	Level of NQF	Providers offered
ITC	2	<ol style="list-style-type: none"> 1. RVTC-Ferizaj 2. RVTC Gjilan 3. RVTC Prizren 4. TC KEK 5. RVTC Mitrovica 6. RVTC Prishtina 7. TC Don Bosko 8. APPK TC 9. TDI American College in Kosovo Foundation
ITC	3	<ol style="list-style-type: none"> 1. TC PTK 2. UBT College
ITC	4	<ol style="list-style-type: none"> 1. Lice Don Bosko 2. VAC Gjon Nikollë Kazazi
ITC – Network Administration	5	<ol style="list-style-type: none"> 1. Cactus 2. UBT College
ITC – Web Development	5	<ol style="list-style-type: none"> 1. Cactus 2. UBT College
Administrative Assistant	3	<ol style="list-style-type: none"> 1. RVTC Pejë 2. RVTC Gjakovë 3. RVTC Prishtinë 4. TC Don Bosko 5. TC PTK 6. UBT College
Administrative Assistant	4	<ol style="list-style-type: none"> 1. VAC Gjon Nikollë Kazazi 2. Lice Don Bosko
Welder	3	<ol style="list-style-type: none"> 1. RVTC Ferizaj 2. RVTC Gjilan 3. RVTC Prizren 4. RVTC Mitrovica 5. TC Don Bosko 6.
Metal Worker	4	<ol style="list-style-type: none"> 1. TC KEK
Electric Installer	3	<ol style="list-style-type: none"> 1. RVTC Ferizaj 2. RVTC Peje 3. RVTC Gjakove

		<ol style="list-style-type: none"> 4. TC Don Bosko 5. Diakonie TC
Electric Installer	4	<ol style="list-style-type: none"> 1. TC KEK
Plumbing	3	<ol style="list-style-type: none"> 1. RVTC Ferizaj 2. RVTC Peje 3. RVTC Prishtine 4. TC Don Bosko 5. Diakonie TC
Heating Installer	3	<ol style="list-style-type: none"> 1. RVTC Ferizaj 2. RVTC Prishtine 3. TC Don Bosko 4. Diakonie TC
Manager of micro and small enterprises (founder of the business)	3	<ol style="list-style-type: none"> 1. RVTC Gjakove
Manager of micro and small enterprises (founder of the business)	4	<ol style="list-style-type: none"> 1. APPK TC
Manager of micro and small enterprises (founder of the business)	5	<ol style="list-style-type: none"> 1. RiInvest College
Milk Processor	4	<ol style="list-style-type: none"> 1. VAC Gjon Nikolle Kazazi
Clerk of Bank Services	3	<ol style="list-style-type: none"> 1. Institute for Finance and Bank
Technician of Fire Protection	3	<ol style="list-style-type: none"> 1. "Biznesi" College
Bakery	3	<ol style="list-style-type: none"> 1. IAAP Dituria 2. AS Consulting Srl
Technician for Livestock	3	<ol style="list-style-type: none"> 1. IADK
Accounting Technician	4	<ol style="list-style-type: none"> 1. IKAF
Certified Accountant	5	<ol style="list-style-type: none"> 1. IKAF
Certified Auditor	5	<ol style="list-style-type: none"> 1. IKAF
Hairdresser	3	<ol style="list-style-type: none"> 1. Cameila's 2. KAS
Pedikyrist	3	<ol style="list-style-type: none"> 1. Cameila's

Internal auditor in the public sector	5	<ol style="list-style-type: none">1. MEF2. IKAF
---------------------------------------	---	--

Annex 18. Table of level descriptors, indicators and learning outcomes according to the levels

NQF Level	Knowledge	Skills	Competence	Indicators
LEVEL 1	<ul style="list-style-type: none"> • Has basic knowledge to learn, understand, and perform tasks, simple works and to participate in everyday life. • Has general knowledge that may not be specific for a teaching subject, for an occupation or occupational area. • Is aware and understands basic tasks and instructions to perform them. 	<ul style="list-style-type: none"> • Performs simple tasks using basic skills. • Performs routine tasks that require: communication, reading, writing skills and basic math operations. • Operates within a supervised structure or team work. 	<ul style="list-style-type: none"> • Undertake work or structured learning which is organized in known circumstances and is controlled by other people. • Perform tasks under direct supervisions and does not take full responsibility to decide what has to be done, how, when or where it is to be done, or the quality of the outcomes of the task. 	<p>Formal qualifications at Level 1 provide basic general knowledge and belong to the primary education. These may be provided as a basic compensatory education for adults. Formal qualifications last according to the school year whereas informal qualifications last several weeks or several months. Learners/candidates in formal education complete this level being awarded with a certificate and this enables the continuation of further education. Learners/candidates in non-formal education are certified for these qualifications and are mainly unemployed or unqualified and all those who want to develop specific skills. At this level may be included disabled people as well.</p> <p>Short courses may be provided from accredited organizations/institutions for adult education and training; these also may be provided in accredited centres for training sessions at the work place. Teachers and instructors should have specialised competencies for teaching basic skills for adults at this level.</p> <p>These qualifications should enable individuals to enter or re-enter the labour market.</p>
LEVEL 2	<ul style="list-style-type: none"> • Good knowledge for an educational 	<ul style="list-style-type: none"> • Combines basic practical skills and 	<ul style="list-style-type: none"> • Performs tasks under the 	<p>Qualifications of Level 2 are of different kinds and sizes, as follows:</p>

	<p>or occupational area.</p> <ul style="list-style-type: none"> • Factual knowledge and information on the general content, processes, tools and materials for an educational or occupational area. • Understands procedures and facts for performing basic tasks. • Is aware and interprets types of information and ideas. 	<p>thinking skills, using the kind of information listed under knowledge at this level.</p> <ul style="list-style-type: none"> • Demonstrates a range of skills related to the calculation and planning to carry out tasks and solve problems which are usual for the educational or occupational area. <p>Follows routine practices based on clear rules, using simple tools and materials</p>	<p>supervision mainly monitored by others, but the individual will take responsibility for some aspects of the tasks on what to do, how and when or where it is to be done, as well as quality of some outcomes.</p> <ul style="list-style-type: none"> • Expresses proactive readiness in exchanging mutual experiences. 	<ul style="list-style-type: none"> ▪ Formal qualifications related to the completion of the lower secondary school. These qualifications last according to the school years. Teachers should have qualified/specialized qualifications in teaching. These qualifications prepare learners to progress to upper secondary education or to the labour market. ▪ Qualifications of basic compensatory education for adults. These qualifications are provided in lower secondary schools, ▪ Non-formal qualifications provided by schools, training centres or companies <p>These qualifications at this level include general knowledge, skills and competencies necessary to achieve employment, promotion at the workplace or for participation in everyday life. Target learners and candidates will be unemployed or unqualified adults or those who want to increase their skills. These qualifications are provided by accredited institutions for vocational education and training, VET institutions, or training centres at the workplace. Teachers and trainers should have specialized competencies to teach basic skills to adults. These qualifications</p>
--	---	--	--	---

				should enable individuals to enter or re-enter the labour market.
LEVEL 3	<ul style="list-style-type: none"> • Understands main aspects of educational or occupational area and is able to use this knowledge to achieve outcomes in structured learning or work. • Understands and assesses facts, principles, ideas and general processes needed to undertake the structured learning or work successfully in the educational or occupational area. 	<ul style="list-style-type: none"> • Applies a number of practical and cognitive skills, necessary to perform tasks and solve problems in an educational or occupational area. • Solve problems by applying most appropriate methods, tools, materials and necessary information. • 	<ul style="list-style-type: none"> • Responsible for performing tasks, solving problems and achieving outcomes appropriate for this level, without direct supervision. • Adapts behaviours to circumstances to solve problems in proactive participation in structured learning or work premises. • Solves structural problems in this educational, occupational area and may make changes to the approach to the task when this is required. • Supervises the structured learning or work carried out by other people – 	<p>Qualifications at Level 3 will be of different kinds and sizes, as follows:</p> <ul style="list-style-type: none"> ▪ Certificate after two years of education and training in VET schools <p>These formal vocational programmes will prepare learners for progression to the next stage of formal VET or to employment. They will combine general and vocational education and last a year of full time learning. Teachers will have to have advanced qualifications in that field, occupation or occupational area and in teaching.</p> <ul style="list-style-type: none"> ▪ Non-formal courses <p>These will be short course leading to qualifications and following the completion of these qualifications, the candidates are awarded with a certificate. Trainers should have specialised professional knowledge. There are no special rules on the size of these qualifications. Currently, there are many qualifications at this level of NQF which are validated and registered, as well as there are accredited providers to provide these qualifications.</p>

			<p>these are routine tasks set by teachers, trainers or managers in order to develop the autonomous responsibility for their behaviour in relation to the learning and work.</p> <ul style="list-style-type: none"> • 	
LEVEL 4	<ul style="list-style-type: none"> • Understands broad technical knowledge and analyses information related to the relevant field of study or work. • Understands facts and determines basic principles in a broad context within the relevant field of study or work. • Selects, analyse and carries out actions and procedures within a certain field of study or work. • 	<ul style="list-style-type: none"> • Applies a number of practical and thinking skills to perform tasks and solve problems for the educational or occupational field. • Perform tasks at the level of qualified worker or structured learning at the level required for entry in the studies of higher education. • Demonstrates a series of practical skills to perform more complex tasks. • 	<ul style="list-style-type: none"> • Undertakes work or structured learning within the boundaries and normal practices of an educational or occupational area. • Makes changes in planned approach while carrying out activities. • Works independently and takes full responsibility to plan and complete work or structured learning, as well as for the quality of outcomes. 	<p>Qualifications leading to the level 4 may be achieved through these ways, as:</p> <ul style="list-style-type: none"> ▪ State Matura (Certificate) <p>These qualifications will prepare pupils/candidates for progress in higher education. Programmes leading to the Matura are provided by gymnasia and VET schools.</p> <ul style="list-style-type: none"> ▪ Formal vocational education and training (Diploma) <p>These formal vocational programmes prepare learners/candidates for progress at the following stage of formal VET, level 5 or for employment as qualified workers. Teachers/trainers should have advanced qualifications for subjects, occupation or occupational area or teaching. This learning is combined with general and vocational learning and lasts three school years.</p>

			<ul style="list-style-type: none"> • Supervises others charged with routine activities, evaluates their performance and takes steps to create improvements on the basis of this evaluation. • 	<ul style="list-style-type: none"> ▪ Non-formal vocational education and training <p>These short courses/training sessions lead to a qualification or parts of qualifications. They are drafted to help qualified workers, jobseekers who need new skills. Candidates involved in these qualifications should have knowledge, skills and wide competencies in the occupation or occupational area of the level 3 or 4 and may come from qualifications or experience.</p> <p>These qualifications are provided by accredited VET institutions, training centres or companies at the workplace. Trainers should have specialised occupational knowledge and training on teaching in order to provide these qualifications. There is no special rule about the size of these qualifications.</p>
LEVEL 5	<ul style="list-style-type: none"> • using knowledge in a field of study achieved in upper secondary education and is supported by texts and materials of this level, continuing in further studies; • using broad and specialised factual and theoretical 	<ul style="list-style-type: none"> • research, analysing and interpretation for applying relevant theories, principles and methods for the field of work or study; • applying research and analytical skills for solving problems of concrete and abstract issues; 	<ul style="list-style-type: none"> • exercising significant personal autonomy and taking initiative in some activities which require the exercise of discretion and judgement; • management and supervision in contexts of works or study, which 	<p>Qualifications of level 5 will be of different kinds and sizes, e.g.:</p> <ul style="list-style-type: none"> ▪ Formal post-secondary qualifications <p>These formal vocational programmes will prepare students for employment as a senior technician or specialist, or junior manager. These programmes may also lead to the university programmes. For these qualifications are used learning materials, books and advanced referring sources.</p>

	<p>knowledge within a field of work or study.</p> <ul style="list-style-type: none"> defining features and main areas of subject, occupational area and detailed knowledge in several fields; understanding of some major current issues, specializations, researches or processes within the context of work or study. 	<ul style="list-style-type: none"> using a level of skills related to a field of work or study, a part of which is advanced or specialized; interpretation of ideas to parties, supervisors and clients in a well-structured and coherent form, using qualitative and quantitative form. Identification of personal stagnations in the field of study and assessing personal and others work. 	<p>may include organizing and taking responsibility for the work of others and for using resources and managing activities of others;</p> <ul style="list-style-type: none"> reviewing and evaluating personal and others performance, for whom the responsibility is taken and plans improvements in performance necessary for performance. 	<p>Teachers/trainers should have advanced qualifications for this field, occupation or occupational area and teaching, as well as should contain a high level of theory in addition to the practical training. These qualifications may be provided in two ways:</p> <ul style="list-style-type: none"> Qualifications which last one or two years of full-time study or equivalent to part-time. <p>In compliance with the Bologna process and Dublin descriptors for higher education, these qualifications lie between upper secondary education and the final courses of Bachelor level. They may be either vocational or academic in content and will normally last one or two years of full-time study or equivalent in part-time studies.</p> <ul style="list-style-type: none"> Non-formal qualifications <p>These are short training sessions that lead to qualifications for those who are employed and need to learn new knowledge, skills and/or wider competencies – e.g. to use new technologies or working methods or to take on new responsibilities at the same level as their current jobs, or to progress to higher level jobs. Individuals taking this qualification should have qualifications or experience in occupation or occupational area of Level 4 or 5. Qualifications may use national or international standards. They are provided by accredited institutions. Trainers should have specialized</p>
--	---	--	---	--

				<p>occupational knowledge. There is no special rule about the size of these qualifications.</p> <p><i>Indications of level in the context of study and work</i></p> <p>Individuals interested for the qualification of Level 5 have knowledge, skills and wider competencies to continue further studies with certain autonomy.</p> <p>The individual at Level 5 is a technician or specialist or junior manager. Work at this level normally requires the application of theories, principles and methods based on theoretical and practical knowledge and understanding of a field or work or study. The consistent exercise of judgement in the research, analysis, interpretation and application of theories, principles and methods. It also normally requires the skills to undertake responsibilities and improve knowledge, skills and wider competences towards further specialism. Participation in training of Level 5 requires at least achievement of general or vocational education outcomes of Level 4 of NQF, or work experience through which outcomes at Level 4 can be demonstrated. Vocational qualifications of Level 5 usually are specific for an occupation and have specialized content. These qualifications require work experience for the specialized field, which are demonstrated during the work and require the technical and professional understanding, based on practical and theoretical knowledge.</p>
--	--	--	--	--

				<p><i>Typical progress for Level 5</i></p> <p>Learning at this level provides a basis for progression to further studies either to complete the first cycle of higher education or to achieve higher levels of vocational training.</p> <p>Vocational qualifications will prepare candidates for entry to different occupations, included those governed by law, or to continue Bachelor level, or to achieve high level vocational qualifications.</p>
LEVEL 6	<ul style="list-style-type: none"> • Understands theories created on advanced general education and includes aspects which precede knowledge of a certain field of study. • Uses detailed theoretical and practical concepts, which belong to a basic field of study and includes critical thinking, theories and principles. 	<ul style="list-style-type: none"> • Using a few practices, materials which are specialised and advanced or at the forefront of a subject, discipline or field of work; • Executing defined projects of research, development and identification of relevant outcomes; • Communication of ideas, problems and solutions at the professional and unprofessional audience, using a series of techniques that include 	<ul style="list-style-type: none"> • Performs tasks or studies to manage complex technical and professional activities and projects, which may include the responsibility for decision-making in unpredictable work or study contexts or to manage professional development of individuals or groups. • Expresses creativity and initiative in developing 	<p>Qualifications of Level 6 are of different kinds and sizes, as follows:</p> <ul style="list-style-type: none"> ▪ Formal programmes of higher education system <p>Formal programmes belonging to Level 6 provide detailed knowledge and skills that are in compliance with study programmes in the first cycle. They may be professional or academic in the content and have credit value, associated with three or four years of full-time studies.</p> <p>These qualifications are in compliance with the first cycle of Bologna process and relevant Dublin descriptors and lead to Bachelor degree. They are based on knowledge and skills necessary for professional practice and can</p>

	<ul style="list-style-type: none"> • Understands methods and means of a specialized field of study and work, as well as innovative approaches related to these methods. • Identifies relevant social and ethical issues, which arise in a field of study or work. • 	<p>qualitative and quantitative information.</p> <ul style="list-style-type: none"> • Collects and interprets relevant data (usually of a certain field of study) and transmits assessments that are reflections to relevant social, scientific and ethical issues. • Formulates and protects arguments for problem solution • Continuously identifies and evaluates its educational needs. 	<p>projects for managerial processes; manages and treats peoples to develop team performance.</p> <ul style="list-style-type: none"> • Performs tasks in a professional manner and in compliance with the code of ethics. • Evaluates the skills necessary for further studies, with a high level of independence 	<p>be a basis of the licence for exercising the occupation.</p> <ul style="list-style-type: none"> ▪ Non-formal programmes for specialist and manager. <p>These are short programmes that lead to qualifications for those that are employed and need to acquire new knowledge, skills and wider competences – the use of new technologies, work methods and taking new responsibilities of the same level with the current workplace. Performs tasks related to the technical and professional understanding based on practical and theoretical knowledge, where some of this knowledge will belong to the advanced level. Individuals taking these qualifications should have qualifications or experience in the occupation or occupational areas, which at least belongs to the Level 4 or 5. Qualifications are based on national standards, international standards or standards required by a specific employer. They are provided by KAA accredited institutions.</p> <p><i>Indications of level in the context of study and work</i></p> <p>Outcomes of Level 6 are demonstrated in a field of study, that builds upon general secondary or vocational education and it is that level that includes advanced aspects of</p>
--	--	--	---	---

				<p>knowledge of their field of study. Individuals have limited control on the formal content and methods used; however, they are expected to show some independence in investigating and solving problems. They should have skills to collect and interpret relevant data (usually within their field of study) to inform judgements that include reflection on relevant social, scientific or ethical issues.</p> <p>Individual of Level 6 is a specialist, professional or manager. Work at Level 6 normally requires skills to undertake responsibilities and improve knowledge, skills and wider competences towards increased specialism. Participation in training at Level 6 usually requires general and vocational education to at least Level 4 or Level 5. Outcomes at level 6 are normally demonstrated in work that requires technical and professional understanding based on detailed practical and theoretical knowledge, skill and competence associated with a field of learning or work, some of which is at the forefront of the field.</p> <p><i>Progression for holders of Level 6 qualifications</i></p> <p>This level provides a basis for progression to further studies to complete the second cycle of higher education. Level 6 qualifications may also provide access to professional employment opportunities and often mark a main career entry point in professional and managerial work.</p>
--	--	--	--	---

<p>LEVEL 7</p>	<ul style="list-style-type: none"> • A critical understanding of the principal theories, principles and concepts relating to practical and conceptual knowledge in the subject, discipline or field of work including relevant specializations; • Using specialised or multidisciplinary theoretical and practical concepts, where some of them are essential to a field of study. This knowledge creates the basis for development and application of original ideas. • Identification of features, limits and terminology in the main fields of subject, discipline or work: 	<ul style="list-style-type: none"> • Uses specialised skills and techniques that relate to a subject/discipline or occupational area for carrying out activities requiring significant innovative thinking and authentic researches. • Demonstrates specialised and multidisciplinary knowledge, which include reflection in social and ethical responsibilities related to the application of knowledge and judgments. • Clearly communicates with social and ethical responsibility with the wide audience and reaches conclusions that 	<ul style="list-style-type: none"> • Managing teams of professionals, contributing to the development of their professional knowledge and practice and reviewing their performance; • Dealing with complex ethical and professional issues and taking decision on issues that are not addressed by current professional rules or practices • Possession of the independence and learning skills that allows for a continuity to study in manner that may be of a self-orientation and independent high level. • 	<p>Qualifications for this level are:</p> <ul style="list-style-type: none"> • Formal education programmes in higher education system <p>Formal study for qualifications at Level 7 takes place in specialized higher education institutions that include knowledge and understanding that is built upon and related to the Level 6. Programmes are designed and delivered in accordance with the first cycle of Bologna process and relevant Dublin descriptors and which lead to Master degree. Qualifications in this level have a credit value for one or two years of full-time studies. These qualifications are academic and professional.</p> <ul style="list-style-type: none"> • Non-formal education programmes in higher education system <p>These are specialized short courses/modules leading to certain qualifications and may be provided by higher education providers. These qualifications are provided by institutions accredited by KAA. Trainers should have specialized occupational knowledge of this level. There are no specific rules related to the size of these qualifications.</p> <p><i>Typical progression for holders of Level 7 qualifications</i></p>
----------------------------------	---	--	---	--

	<ul style="list-style-type: none"> • Creation of the critical thinking on current issues of a subject, discipline or field of work, including relevant specializations and interaction between different fields. 	<p>may be a result of research, self-study or experience at work;</p> <ul style="list-style-type: none"> • Assesses new information, concepts and evidences from a wide range of sources and uses specialized skills to solve problems and integrate knowledge from the multi-disciplinary field. • Plans, develops and implements research projects; • Develops authentic and creative responses for problems and issues practiced and often unpredictable in professional contexts; 		<p>Level 7 qualifications provide access to employment and to career progression within the specialised field. Individuals also have access to further specialist learning in higher education. Academic learning will provide a basis for progression to doctoral studies.</p>
LEVEL 8	<ul style="list-style-type: none"> • Use most advanced concepts of a field of work, study, research 	<ul style="list-style-type: none"> • Applies standard and specialized instruments and techniques of research and 	<ul style="list-style-type: none"> • Demonstrate a high level of autonomy and initiative in occupational or 	<p>Qualification of Level 8 is the doctoral degree designed and delivered in accordance with the Bologna process and relevant Dublin descriptors. Qualifications at Level 8 contain a systematic expertise in the field of highly</p>

	<p>and relation between different multidisciplinary fields.</p> <ul style="list-style-type: none"> • Use theories for issuing conclusions from a critical assessment of a subject/discipline, including critical understanding of main theories, principles and concepts; • Understand processes of individual research of development work by giving an important contribution in developing the improvements of field, occupation or occupational area. • Provide authentic and creative opinions in new, complex and abstract ideas, which include the work with new complex concepts 	<p>enquiry methods (e.g. synthesis and evaluation) to plan, develop and implement research and development projects for the purpose of solving critical problems, extend knowledge about problems and new issues, as well as redefining existing knowledge and professional practice.</p> <ul style="list-style-type: none"> • Uses literature, experimental approach or other systematic approaches for range of required knowledge; • Describes critical reviews in one or more specialization or research areas. • Communicates the expertise to a wide audience using 	<p>equivalent activities, demonstrating authority, innovation, autonomy, and educational and occupational integrity.</p> <ul style="list-style-type: none"> • Commit to develop new ideas and processes that are at the highest levels of work contexts, or study, including researches in the relevant field or discipline. • Full responsibility for the personal work and main responsibility for the work of others, demonstrating leadership and authenticity in solving problems. • Demonstrate responsibility for complex ethical, social and 	<p>specialization of knowledge and a capacity for critical analysis, evaluation and synthesis of new and complex ideas.</p> <p>These qualifications create abilities to conceive, design, implement and adapt substantial research processes. These qualifications recognize the leadership experience in the development of new and creative approaches that extend or redefine existing knowledge or professional practice. Study for these qualifications mostly takes place in specialist higher education institutions.</p> <p><i>Indications of level in the context of study and work</i></p> <p>Qualifications in the Level 8 are associated through the authentic research that extends the frontiers of knowledge, by developing a substantial body of work, a part of which may be referred in national and international publications. Candidates are able for critical analyses, evaluation and synthesis of new and complex ideas and it is expected to be able to promote technological, social and cultural advancement of the society of knowledge, within the academic and professional, technological, social context and cultural advancement.</p> <p>Learning for Level 8 of qualifications takes place in highly specialised occupational areas, is mainly independent from formal education programmes and is carried out through self-</p>
--	---	--	---	--

	<p>by judging in the absence of complete or sustainable data, as well as expanding knowledge and professional practices within a certain field or interrelated areas.</p>	<p>different methods and national and international publications.</p>	<p>professional issues</p> <ul style="list-style-type: none"> • Fairly judge new issues not addressed by current professional and ethical rules or practices. 	<p>initiated actions guided by other high level experts. Individuals working at this level may train others with high levels of expertise.</p> <p><i>Typical progression in Level 8 qualifications</i></p> <p>Level 8 qualifications provide access to employment opportunities in specialized fields and career progression in workplaces requiring research skills, scientific works and leadership.</p>
--	---	---	--	--

