



UP Faculty of Philology

German as a Foreign Language MA

Re accreditation

REPORT OF THE EXPERT TEAM

Prishtina, April 2024

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1. INTRODUCTION

1.1. Context

Date of site visit: 26.3.2024

Expert Team (ET) members:

- *Prof. Dr. Dr. Georg Schuppener*
- *Prof. Dr. Beatriz Lopez Medina*
- *Katerina Klimoska, Student Expert*
- *Juraj Bogat, Student Expert*

Coordinators from Kosovo Accreditation Agency (KAA):

- *Ilirjana Ademaj Ahmeti, KAA Officer*
- *Milot Hasangjekaj, KAA Officer*

Sources of information for the Report:

- *KAA Accreditation Manual (2021)*
- *KAA Manual for external evaluation of higher education institutions (2021)*
- *KAA Manual Annex 4.4. Template of the External Review Report*
- *Self Evaluation Report “MA German as a Foreign Language” provided by University Prishtina, Faculty of Philology*
- *Study Program*
- *Course syllabi*
- *CVs of the Academic Staff*
- *Table of international cooperation and international projects*

Criteria used for institutional and program evaluations

- *The experts team followed the program re-accreditation assessment areas and respective performance indicators, developed by Kosovo Accreditation Agency that are presented in Accreditation Manual – 2021*

1.2. Site visit schedule

2. Programme Accreditation Procedure at UP Faculty of Philology	
Programs:	English Language (integrated program in Linguistics) MA, 60 ECTS (Re-accreditation) English Literature MA, 60 ECTS (Re-accreditation) German as a Foreign Language MA, 60 ECTS (Re-accreditation) German as Foreign Language MA, 60 ECTS (Re-accreditation)
Site visit on (hybrid):	26 March 2024
Expert Team:	Dr. Beatriz Lopez Dr. Georg Schuppener Juraj Bogat, Student Expert Katerina Klimoska, Student Expert
Coordinators of the KAA:	Ilirjana Ademaj Ahmeti, KAA Officer Milot Hasangjekaj, KAA Officer

Site Visit Program

Time	Meeting	Participants
09:00 – 09:50	Meeting with the management of the faculty where the program is integrated	Lindita Rugova-Dean Avdi Visoka – Vice dean Isa Memishi – Vice dean
09:50 – 10.35	Meeting with quality assurance representatives and administrative staff	Njomza Llullaku Alban Zeneli Emanuel Gjoleka
10:40 – 11:40	Meeting with the heads of the study programme English Language (integrated program in Linguistics) (room 1) Beatriz Lopez Juraj Bogat	Lindita Tahiri
10:40 – 11:40	Meeting with the heads of the study programme German as a Foreign Language MA (room 2) Georg Schuppener Katerina Klimoska	Blertë Ismajli
11:40 – 12:40	Lunch break	
12:40 – 13:40	Meeting with the heads of the study programme English Literature MA (room 1) Beatriz Lopez Juraj Bogat	Lirak Karjagdiu
12:40 – 13:40	Meeting with the heads of the study programme German as Foreign Language MA (room 2) Georg Schuppener Katerina Klimoska	Milote Sadiku
13:40 – 14.20	Visiting Facilities	

14:20 – 15:05	Meeting with teaching staff (English Language & English Literature)	Shykrane Germizaj, Muhamet Hamiti, Blerta Mustafa, Seniha Krasniqi, Zinaide Gruda, Arta Hallaci
14:20-15:05	Meeting with teaching staff (German as a Foreign Language MA & German as Foreign Language)	Teuta Abrashi, Vjosa Hamiti, Albulena Blakaj, Naser Mrasori, Sadije Rexhepi, Naim Kryeziu
15:05 – 15:50	Meeting with students (English Language & English Literature)	Mirendjelle Stojkaj, Artan Aliu, Lundresa Kryeziu, Arbesa Ahmeti, Diona Gashi
15:05 – 15:50	Meeting with students (German as a Foreign Language MA & German as Foreign Language)	Vanesa Asllani, Leandra Pireva, Kadrije Kasumi, Besarta Sefa, Fjolla Cakolli
15:55 – 16:45	Meeting with graduates (English Language & English Literature)	Florijeta Hulaj, Lundrim Sadiku, Belinda Dobraj, Flakrona Rexhepi
15:55 – 16:45	Meeting with graduates (German as a Foreign Language MA & German as Foreign Language)	Vullnet Asllani Ardita Dilji Dalina Berisha Albina Rahimi
16:45 – 17:35	Meeting with employers of graduates and external stakeholders (English Language & English Literature)	Nasire Balaj-Britannica ELT; Valentina Lumezi- Oxford Studio; Flamur Latifi- PLC Lingua; Blenda Asllani- NGO QIKA

16:45 – 17:35	Meeting with employers of graduates and external stakeholders German as a Foreign Language MA & German as Foreign Language)	Nora Hasani (German-Kosovo Chamber of Commerce), Arbër Xheladini (Deutschzentrum), Mentor Sahiti (High school director)
17:35 – 17:40	Internal meeting of KAA staff and experts	
17:40 – 17:45	Closing meeting with the management of the faculty and program	

2.1. A brief overview of the institution under evaluation

The University of Prishtina “Hasan Prishtina” is the greatest public university in Kosovo. The Faculty of Philology operates within the framework of the University of Prishtina as an academic unit which is focused in providing study programs in the field of philological sciences starting from the study of national sciences (of Albanian language, literature and culture), teaching and studying foreign languages, literatures and cultures (English, German, French, Italian, Turkish, Arabic, Persian and Croatian) as well as studying journalism and communicative sciences. The mission and objectives of the Faculty of Philology are in compliance with those which are determined by the UP and all the programs offered by the Faculty of Philology have been drafted based on UP leadership principles, important strategic documents and current regulations. The Faculty of Philology has been established based on the Law for the establishment of the Faculty of Philology in Prishtina no. 011-83/88, in Prishtina on 22.12.1988. The registration number is 1050, dt. 09.12.1988. District Economic Court in Prishtina issued a registration document no. 861/88.

3. PROGRAM EVALUATION

The institutional evaluation consists of 7 subheadings through which the administration, organisation and management of the institution, as well as teaching and research are assessed.

3.1. Mission, Objectives and Administration

The mission of the university is absolutely clear. As a public HEI, it has a general educational mandate. The objectives of the institution have been clearly outlined. The mission with regard to the study program “German as a Foreign Language” is also appropriately developed and is fully in line with the orientation of the faculty and university. The objectives of the program are stringent and plausible. During the evaluation it became very clear that the program is organized and implemented according to the relevant national standards and on the basis of the requirements of the European Higher Education Area. Academic and personnel requirements were adequately taken into account. The didactic concept is convincing; at the same time, research activities are present to a high degree and implemented in a meaningful way. The administration is at a level corresponding to the economic and social level of the social environment. The overall positive development of professional training, which is also reflected in the administration, is clear.

Due to regulatory requirements, not all desirable goals and measures can be implemented at faculty level. However, the responsible management and administrative staff are aware of this, so that an optimization is sought within the framework of the existing possibilities. The acknowledged high reputation of the university and the faculty could, however, be strengthened if even more attention were paid to research at faculty management level. For example, there is no Vice Dean for Research, only a PhD Commission.

The work of the teaching staff is demonstrably based on internal regulations and general guidelines. The relevant documents are generally accessible. Documents are also made available via the electronic administration system. However, these documents are not yet sufficiently available in English. Ethical criteria are taken into account. As the evaluation has shown, these ethical aspects are firmly anchored in awareness; this also applies, for example, to dealing with cases of plagiarism. The specific regulations of the “German as a Foreign Language” study program are regularly reviewed and are subject to broad monitoring. All necessary authorities are involved in this process. In order to take account of changing requirements, employers and stakeholders are also appropriately involved in the further development of the study program.

In addition to strengths and potential, weaknesses and challenges were also clearly identified as part of a SWOT analysis. The upcoming tasks are thus clearly accentuated. However, these are generally not in the regulatory area, but rather in financing and equipment.

Standard	Compliance	
	Yes	No
<i>Standard 1.1.</i> The study program mission is in compliance with the overall mission statement of the institution.	x	
<i>Standard 1.2.</i> Relevant academic and professional advice is considered when defining the intended learning outcomes which are consistent with the National Qualifications Framework and the Framework for Qualifications of the European Higher Education Area.	x	
<i>Standard 1.3.</i> The study program has a well-defined overarching didactic and research concept.	x	
<i>Standard 1.4.</i> There are formal policies, guidelines and regulations dealing with recurring procedural or academic issues. These are made publicly available to all staff and students.	x	
<i>Standard 1.5.</i> All staff and students comply with the internal regulations relating to ethical conduct in research, teaching, assessment in all academic and administrative activities.	x	
<i>Standard 1.6.</i> All policies, regulations, terms of reference and statements of responsibility relating to the management and delivery of the program are reviewed at least once every two years and amended as required in the light of changing circumstances.	x	

Compliance level: Fully compliant

ET recommendations:

1. All relevant documents for the study program should also be publicly accessible in English.

3.2. Quality Management

From the meeting with representatives responsible for the quality management, the conclusion is that there is a system for quality management, from faculty up to university level, where are involved academic as well administrative staff but also students. The impression is that this system is new and as a consequence not absolutely clear about members and their responsibilities. The newly established committee against sexual harassment is of great importance.

As part of quality control, suitable measures are introduced to improve existing shortcomings in quality where necessary. The processes are transparent and effective. The procedures for

solving problems are goal-oriented and proven. As became clear during the survey by the team of experts, the quality assurance process is multi-stage, clearly and bindingly implemented in regulations and is continuously developed. The responsible personnel were able to convincingly demonstrate that the importance of quality assurance is generally recognized and taken into account. We encourage the process of quality management to develop more in the future, for the benefit of students and all employees.

The Faculty of Philology also has an advisory board in which employers are represented and which provides information for program development by implementing the needs of the job market in the study programs. This is a positive measure with an objective effect on the quality of studies.

As part of quality assurance, regular meetings are held at the Department of German as a Foreign Language to discuss academic and organizational work. This includes program planning in particular. The successful and goal-oriented implementation of quality assurance in this area has been impressively confirmed by students, graduates and employers. In addition, the data from the self-evaluation of teaching staff is discussed in the meetings of the "German as a Foreign Language" department and opportunities for improvement are discussed. Participation in the self-evaluation is mandatory. This was credibly confirmed in the survey of teaching staff.

Questionnaires for students via SEMS are an essential part of quality assurance. Completion of these questionnaires is mandatory. Other important quality assurance measures are also implemented as standard, such as checking the quality of MA subjects before they are awarded.

A regular analysis of strengths and weaknesses is convincingly documented. The intensive international exchange practiced within the framework of ERAMUS+ in particular gives both students and teaching staff sufficient opportunity to clearly identify strengths and challenges and to develop strategies to reduce or eliminate previous weaknesses. The quality assurance measures are evaluated on a regular basis.

With regard to the study program "German as a Foreign Language", it was convincingly demonstrated that the quality assurance measures ensure that the level of graduates is very high. Furthermore, it was very credibly demonstrated that there is a high demand for such qualified specialists.

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

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

Compliance level: Fully compliant

ET recommendations:

1. Members and regulations of quality management bodies have to be announced on the web site.

3.3. Academic Staff

The information provided about the staff was clear, transparent and credible. Staff are predominantly employed in full-time positions (clearly more than the required 50%). Young academics are taken into account. However, it would be desirable if efforts to recruit young academics were stepped up in order to optimize the age mix of staff and thus secure teaching operations in the long term. However, there is currently no sign of over-aging.

Academic staff are well skilled, good teaching practices are implemented. The staff is active on research always adding novelty in their work. The achievements in research are internationally oriented and credibly documented.

It has been clearly demonstrated that the staff comply with the legal requirements to be applied for accreditation. It has also been demonstrated that staff do not hold more than two teaching positions.

Numerous training courses are offered for professional development. There is also a very fruitful cooperation with the Goethe-Institut, which ensures that staff are methodologically up to date. Active supervision also contributes to further qualification. Furthermore, contacts abroad and participation in projects are important components of the continuous development of staff.

As an element of quality assurance, the contracts are not automatically renewed, but the positions are advertised. This creates an incentive for the commitment of academic staff.

The academic qualification for PhD degrees clearly exceeds the necessary requirements. In this respect, students are supervised by excellently qualified teaching staff. Indeed, the quality of the staff is highly praised and appreciated by students, graduates and employers, as well as by the head of the program. The high level of qualification also has a direct impact on academic teaching. The same applies to the active participation in current German studies research.

However, administration is a significant challenge for staff. The administrative tasks have to be performed extensively by the staff. This ties up valuable academic resources. In this respect, staff are not satisfied with the working conditions. The same applies to the salaries. In particular, performance in research is not adequately recognized. Also, there is need for offering support to academic staff regarding online access to literature.

In addition to their teaching and administrative duties, the teaching staff also advise students. The electronic SEMS platform is one of the ways in which they can be contacted and exchange information on teaching and MA topics. The good accessibility of the staff and the approachable nature of the support was credibly confirmed by the students and graduates.

The distribution of teaching, examination and research activities is clearly communicated, but also reflects the challenges faced by teaching staff.

As has been demonstrated in sufficient detail and convincingly, staff are regularly evaluated. The mandatory student survey, which is carried out regularly, makes a significant contribution to this.

The existence of a DAAD Lector and an ÖAD Lector means that there is already a certain degree of internationalization within the teaching staff, which also contributes to a significant exchange. Nevertheless, especially in a program such as "German as a Foreign Language", which has a clear connection to German-speaking countries, even more international impulses would be conceivable and desirable.

There are strong demands from students and employers for more places in this study program "German as a Foreign Language". This means that – on the long term – the faculty management should think about recruiting more academic staff. This requires strategic considerations as to how the necessary financial resources and the required improvements in working conditions can be realized.

Standard	Compliance	
	Yes	No
<i>Standard 3.1.</i> Candidates for employment are provided with full position descriptions and conditions of employment. To be presented in tabular form data about full time (FT) and part time (PT) academic/ artistic staff, such as: name, qualification, academic title, duration of official (valid) contract, workload for teaching, exams, consulting, administrative activities, research, etc. for the study program under evaluation.	x	
<i>Standard 3.2.</i> The teaching staff must comply with the legal requirements concerning the occupation of teaching positions included in the Administrative instruction on Accreditation.	x	
<i>Standard 3.3.</i> Academic staff do not cover, within an academic year, more than two teaching positions (one full-time, one part-time), regardless of the educational institution where they carry out their activity.	x	
<i>Standard 3.4.</i> At least 50% of the academic staff in the study program are full time employees, and account for at least 50% of the classes of the study program.	x	
<i>Standard 3.5.</i> For each student group (defined by the statute of the institution) and for every 60 ECTS credits in the study program, the institution has employed at least one full time staff with PhD title or equivalent title in the case of artistic/applied science institutions.	x	
<i>Standard 3.6.</i> Opportunities are provided for additional professional development of teaching staff, with special assistance given to any who are facing difficulties.	x	
<i>Standard 3.7.</i> The responsibilities of all teaching staff, especially full-time, include the engagement in the academic community, availability for consultations with students and community service.	x	
<i>Standard 3.8.</i> Academic staff evaluation is conducted regularly at least through self-evaluation, students, peer and superiors' evaluations, and occur on a formal basis at least once each year. The results of the evaluation are made publicly available.	x	

<i>Standard 3.9.</i> Strategies for quality enhancement include improving the teaching strategies and quality of learning materials.	x	
<i>Standard 3.10.</i> Teachers retired at age limit or for other reasons lose the status of full-time teachers and are considered part-time teachers.	x	

Compliance level: Fully compliant

ET recommendations:

1. A system of rewarding the research work should be set up.
2. Efforts to attract international professors, e.g. for short-term lectureships, should be intensified.
3. A long-term perspective should be developed in order to recruit more staff and increase the number of study places at the same time.
4. Intensify the efforts to provide a sufficient access to online literature for the staff.

3.4. Educational Process Content

The study program is plausibly and stringently oriented towards the needs and objectives that can be formulated with regard to the profile of the graduates. In recent years, the program has undergone careful and sensible further development. The syllabi have been updated accordingly. Furthermore, the program is constantly being adapted to the needs of practice. The curricula clearly show the great importance of the subject.

Innovative methods, including the use of digital tools, have been and are being integrated into the teaching content and the realization of learning objectives.

An appropriate ratio of theory and practice and a good mix of methods ensure that students are optimally prepared for their future careers. As the team of experts was able to determine in discussions with graduates and employers, the goal of practical orientation is clearly achieved. Furthermore, suggestions from practice are continuously integrated into academic teaching. The design of the individual components of academic teaching is also flexible to a certain extent. In this way, the current needs and wishes of the students can be addressed. Practical units are integrated appropriately. Formal consideration is also given to the special needs of students, in particular by setting teaching times that reflect the fact that many students are already working.

ERASMUS+ contracts also give students the opportunity to expand their practical and theoretical skills abroad. In addition, these international agreements offer the chance for foreign teachers to contribute to the expansion of methodological diversity during a stay.

The cooperation with the Goethe-Institut (in Athens and Skopje) and the two lecturers from Germany and Austria also ensures a clear link to the development of methods in German-speaking countries.

The Goethe-Institut's learning platform is used intensively. There is also the opportunity to obtain a certificate. Attending 3 compulsory online courses is a prerequisite for this. OeAD webinars and support from the Austrian Ministry through the "Culture and Language" program contribute significantly to the quality and range of teaching.

The study program is structured in a logical and coordinated way. More than 10 learning outcomes are meaningfully defined; all these outcomes are plausible and realistic. They are fully comparable with similar study programs in other European countries and fully meet the requirements.

The course descriptions are convincingly designed and meet all the necessary criteria. They contain all essential and necessary formal information. Furthermore, a concise but precise description of the course content is provided. The course objectives and learning outcomes are clearly defined. The workloads are also broken down in a very clear, detailed and comprehensible manner. The methods and technology used are also precisely specified. Finally, the syllabi each provide an extensive list of literature, taking into account both fundamental older and current research literature. This ensures balanced preparation and orientation for students.

The study program is thus fully in line with the qualification objectives. There is a balanced mixture of different relevant components. Furthermore, the curriculum for the "German as a Foreign Language" program covers a wide range of content and disciplines. This enables not only basic skills to be imparted, but also in-depth study of all essential methods. Interdisciplinary aspects are given appropriate consideration. Students acquire all relevant skills necessary for the further application of the contents of the study program. In this way, the students are prepared optimally for their further career.

As became clear during the survey conducted by the team of experts, the MA course builds seamlessly on the BA course, avoiding any overlaps. This ensures a complementary design of the curricula. However, the fact that the course is designed for one year and 120 ECTS alone means that students who have completed a three-year BA course at another university will find it difficult to enroll on this course without previous additional study.

The student assessment procedures are appropriate and transparent. The allocation of workload is consistent.

After completing their studies, graduates are able to work successfully in a wide range of professions on the basis of the study program. This became very clear when the team of experts spoke to employers and graduates. In addition to the content-related skills, independent work, the competent handling of sources and literature, the ability to carry out complex analyses and access to the cultural area of German-speaking countries should be mentioned in particular. Other skills include the application of linguistic and literary theories, which are also highly relevant for language teaching, and the problem-based solution of linguistic doubts. In addition, graduates are able to produce differentiated and complex texts, which is of great importance for everyday professional life.

Standard	Compliance	
	Yes	No
<i>Standard 4.1.</i> The study program is modelled on qualification objectives. These include subject-related and interdisciplinary aspects as well as the acquisition of disciplinary, methodological and generic skills and competencies. The aspects refer especially to academic or artistic competencies, to the capability of taking up adequate employment, contributing to the civil society and of developing the students' personality.	x	
<i>Standard 4.2.</i> The study program complies with the National Qualifications Framework and the Framework for Qualifications of the European Higher Education Area. The individual components of the program are combined in a way to best achieve the specified qualification objectives and provide for adequate forms of teaching and learning.	x	
<i>Standard 4.3.</i> The disciplines within the curriculum are provided in a logical flow and meet the definition and precise determination of the general and specific competencies, as well as the compatibility with the study programs and curricula delivered in the EHEA. To be listed at least 7 learning outcomes for the study program under evaluation.	x	
<i>Standard 4.4.</i> The disciplines within the curriculum have analytical syllabuses which comprise at least the following: the discipline's objectives, the basic thematic content, learning outcomes, the distribution of classes, seminars and applicative activities, students' assessment system, the minimal bibliography, etc. The full course description/ syllabuses of each subject/ module should be attached only in electronic form to the self-assessment report for the study program under evaluation.	x	
<i>Standard 4.5.</i> If the language of instruction is other than Albanian, actions are taken to ensure that language skills of both students and academic staff are adequate for instruction in that language when students begin their	x	

studies. This may be done through language training prior to the commencement of the program.		
<i>Standard 4.6.</i> The student-teacher relationship is a partnership in which each assumes the responsibility of reaching the learning outcomes. Learning outcomes are explained and discussed with students from the perspective of their relevance to the students' development.	x	
<i>Standard 4.7.</i> Teaching strategies are fit for the different types of learning outcomes programs are intended to develop. Strategies of teaching and assessment set out in program and course specifications are followed with flexibility to meet the needs of different groups of students.	x	
<i>Standard 4.8.</i> Student assessment mechanisms are conducted fairly and objectively, are appropriate for the different forms of learning sought and are clearly communicated to students at the beginning of courses.	x	
<i>Standard 4.9.</i> Appropriate, valid and reliable mechanisms are used for verifying standards of student achievement. The standard of work required for different grades is consistent over time, comparable in courses offered within a program, and in comparison with other study programs at highly regarded institutions.	x	
<i>Standard 4.10.</i> Policies and procedures include actions to be taken in to dealing with situations where standards of student achievement are inadequate or KAA inconsistently assessed.	x	
<i>Standard 4.11.</i> If the study program includes practice stages, the intended student learning outcomes are clearly specified and effective processes are followed to ensure that those learning outcomes and the strategies to develop that learning are understood by students. The practice stages are allocated ETCS credits and the work of the students at the practical training organisations is monitored through activity reports; students during practice stages have assigned tutors among the academic staff in the study program.	x	
<i>Standard 4.12.</i> In order to facilitate the practice stages, the higher education institution signs cooperation agreements, contracts or other documents with institutions/organisations/practical training units.	x	

Compliance level: Fully compliant

ET recommendations:

none

3.5. Students

Since this is a Master study program, there are not many students, but even that, the department is well organized towards the needs of the students. All administrative processes are easily performed via the electronic system SEMS. So, the students, many of them working, can organize themselves to finish the needed tasks, depending on their daily schedule, from home.

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Professors are accessible for consultations and the help students need. Students are included in faculty bodies so they can closely follow the decision making processes.

The department offers several qualified exchange opportunities that provide students with very important practical experience, even though the majority of students already have practical experience. As the team of experts found out in discussions with students and graduates, these international exchange opportunities, as well as the practical experience in companies and public institutions, offer the opportunity to prepare for a future career and find suitable employers, but also open up opportunities to effectively broaden previous experience.

Projects with students, which are regularly offered, are of great importance. There is a clear orientation towards practice, which is highly appreciated by students.

In discussions with the team of experts, students also praised the high level of education, which opens up excellent prospects on the job market. Students and graduates benefit significantly from this.

Communication between students is very good. There are various channels through which the students are networked, including social media. This also ensures that students are kept up to date at all times. In addition, this enables an intensive exchange of experiences and the discussion of upcoming issues.

The admission procedure is of great importance, as the number of study places cannot meet the demand. It ensures a comparable level of students. The requirements are based on the BA program at the department. However, they also allow students from other universities to be accepted onto the MA course. Due to the small number of study places, however, the possibility of internationalization, i.e. the recruitment of international students, is very limited. It would be desirable to change this in the future.

The limited number of study places ensures that students receive very effective support. The study groups are small, which also significantly promotes personal contact between teaching staff and students. Consultation hours are held regularly and teaching staff are available to advise students. In discussions with the expert team, the students convincingly explained that regular feedback on student performance is also provided. Furthermore, it was clearly stated that support from teaching staff is offered in an appropriate manner and is also used by the students.

Due to the manageable number of students, it is guaranteed that the teaching staff respond individually and flexibly to the special needs of the students. This was also clearly confirmed to the team of experts in discussions with students and graduates.

The academic achievements of the students are documented in the SEMS system, and there is also an index in which they are also entered. The team of experts suggested that consideration should be given to the possibility of dispensing with paper records in order to simplify work processes for both students and teaching staff.

It is clearly communicated to students that plagiarism is prohibited. There are routines for the detection of plagiarism. These are only partially known to students and could be better explained in the future. Nevertheless, there is a general awareness among students that plagiarism is undesirable and will be punished.

The team of experts was able to see for themselves that the rights and obligations of students are clearly regulated and that these regulations are publicly accessible. The rules on how achievements are recognized are also transparent. This applies to prior achievements at other departments, faculties or even other universities. This also applies in particular to stays abroad as part of the ERASMUS+ program. However, due to the fact that the study program is only designed for one year, the opportunities for stays abroad are limited.

Overall, the team of experts found that the study conditions are very favorable for students. The only significant weakness in the study conditions is the inadequate access to literature, particularly in the form of digital media, such as online journals, which do not have open access. An improvement would be desirable here in the future, particularly with regard to the preparation of MA theses.

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

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

Compliance level: Fully compliant

ET recommendations:

1. Intensify the efforts to conclude more ERASMUS+ contracts so that student demand can be better and more diversely met.
2. It is recommended to conclude especially an ERASMUS+ contract with an university in Austria to open the opportunity for the students to come in touch with the specifics of the Austrian university landscape.
3. Improve information for students on how plagiarism is specifically defined and investigated.

3.6. Research

The "German as a Foreign Language" program implements extensive research activities in a convincing manner. To this end, the possibilities of e.g. DAAD or OeAD funding are used, not only for teaching staff, but also with regard to students. ERASMUS+ stays abroad by staff also support research activities. For this reason, the department is also internationally renowned in research.

The department is also supported in its research activities by the Austrian Federal Ministry for Science and Research (BMWF). The fact that the department is one of the founding members of the Southeast European Association of Germanists (SOEGV) is also an expression of its

strong commitment to research. The annual conference of this association was organized by the department in 2023.

As clearly documented in the CVs, the research output of the teaching staff is excellent – considering the not optimal research conditions under which research must be carried out – and is also convincing in that significant publications are presented in renown journals that are listed in Scopus or WoS. This clearly demonstrates the efforts of the staff to keep up with international research at a high level. The condition to publish at least one publication per year during the last three years is convincingly fulfilled. This shows also the strong commitment of both the staff and the head of the program in the area of research.

In addition to publications, the staff's research activities also include presentations and lectures at conferences and workshops. In line with the profile and specific nature of the subject, the focus of activities is genuinely international, primarily in German-speaking countries, but also beyond.

The research is based on the current state of the art. The studies relate to recent research questions that are recognized as being of high relevance.

Academic staff combine research and teaching in an appropriate manner. Results and theories from current research are also incorporated into teaching. In addition, current research topics play an important role in teaching. This enables students to gain initial insights into current research discourse.

Not least because of its research achievements, the program enjoys a high level of prestige, which is also recognized by students, graduates and employers, as the team of experts learned in the relevant discussions.

In discussions with students and graduates, the team of experts clearly recognized that students are actively involved in research. This applies in particular to the writing of MA theses, which generally address topics of current research. The activities and interests of staff and students in research complement each other perfectly. The fact that students are introduced to research and thus become familiar with current research questions and methods proves to be a great advantage for graduates, as in this way research results can be used for the graduates' professional activities and put into practice.

In discussions with the teaching staff, the team of experts became convinced that intellectual property rights are not only upheld and respected in a formal manner by adhering to the relevant legal requirements, but also out of conviction.

The only two limitations to the otherwise positive impression are the following facts:

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First, there is no vice dean for research which shows that even there are steps towards improvement at research output, no institutional recognition of the importance of research. There is office at University's level for projects, but since the matter of research is of wider nature, there is need of person in management responsible for this. In such a position, all aspects related to research could be competently bundled, which would mean considerable synergies and at the same time emphasize the importance of research more strongly.

In the view of the expert team, the research activities of teaching staff are not sufficiently appreciated, both financially and in terms of the provision of time and material resources. This also includes the provision of online access to relevant literature, which is not satisfactory in every respect. This appears to be particularly problematic insofar as access to publications from internationally recognized journals is necessary for high-quality publications. In this context, the lack of large international projects has a negative impact. This is because such projects would offer access to greater financial resources, but also other opportunities that would contribute significantly to improving the conditions for research. This applies in particular to the supply of literature, but also to any necessary licenses for computer programs, which are of great importance for corpus linguistics, for example. Participation in international conferences, workshops and seminars would also be greatly facilitated by the resources of international projects. The team of experts sees realistic opportunities for improvement in this area.

Standard	Compliance	
	Yes	No
<i>Standard 6.1.</i> The study program has defined scientific/applied research objectives (on its own or as part of a research centre or interdisciplinary program), which are also reflected in the research development plan of the institution; sufficient financial, logistic and human resources are allocated for achieving the proposed research objectives.		x
<i>Standard 6.2.</i> Expectations for teaching staff involvement in research and scholarly activities are clearly specified, and performance in relation to these expectations is considered in staff evaluation and promotion criteria.	x	
<i>Standard 6.3.</i> Clear policies are established for defining what is recognized as research, consistent with international standards and established norms in the field of study of the program.	x	
<i>Standard 6.4.</i> The academic staff has a proven track record of research results on the same topics as their teaching activity.	x	
<i>Standard 6.5.</i> The academic and research staff publish their work in speciality magazines or publishing houses, scientific/applied/artistic products are presented at conferences, sessions, symposiums, seminars etc. and contracts, expertise, consultancy, conventions, etc. are provided to partners inside the country and/or abroad.	x	

<i>Standard 6.6.</i> Research is validated through: scientific and applied research publications, artistic products, technological transfer through consultancy centres, scientific parks and other structures for validation.	x	
<i>Standard 6.7.</i> Each academic staff member and researcher has produced at least an average of one scientific/applied research publication or artistic outcome/product per year for the past three years.	x	
<i>Standard 6.8.</i> Academic and research staff publish under the name of the institution in Kosovo they are affiliated to as full time staff.	x	
<i>Standard 6.9/6.8.</i> Academic staff are encouraged to include in their teaching information about their research and scholarly activities that are relevant to courses they teach, together with other significant research developments in the field.	x	
<i>Standard 6.10.</i> Policies are established for ownership of intellectual property and clear procedures set out for commercialization of ideas developed by staff and students.	x	
<i>Standard 6.11.</i> Students are engaged in research projects and other activities.	x	

Compliance level: Fully compliant

ET recommendations:

1. Appoint a person at the faculty management responsible for research or a vice dean for research.
2. The recognition of research should be improved. Consideration should be given to how more time and resources can be made available for research.
3. It is advisable to develop Visegrad Funds projects and strategic ERASMUS+ projects and to use the CEEPUS program.

3.7. Infrastructure and Resources

The "German as a Foreign Language" department was examined in detail by the team of experts with regard to its infrastructure. It was found that the foundations for teaching are in place in terms of infrastructure. The classrooms are well equipped with smart boards and internet access. The equipment is new and fits the current need of a modern and multimedia education.

The Faculty Library's holdings are manageable and only offer basic literature. In addition, however, there are the holdings of the Austrian Library and those of the DAAD's reference collection, which are also available for teaching purposes. Not only teaching staff, but also students can access these collections. In this way, specialized literature that is particularly important for the subject is also available. This is particularly important for writing final theses. A sufficient number of up-to-date textbooks are available. The team of experts was able to see

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this for themselves. The Goethe-Institut, with which the department has concluded an agreement, completes the range of teaching and research literature. This means that didactic modules from the Goethe-Institut are also available, which can also be used for the further training of teaching staff or for the professional preparation of students and graduates. Financial support from the Goethe-Institut has also driven forward the renovation of the classrooms.

A sufficient number of work places and Internet access facilities are available. The work places are in a functional condition.

As was convincingly communicated by the head of the "German as a Foreign Language" department, the financial basis for the program will be decided at a higher level. However, in view of the great importance of the study program, funding is secured for the coming years. The study program is also well staffed, so that the sustainability of the program is assured from this perspective.

Despite all the commendable efforts to improve infrastructure and resources, the team of experts also identified a number of weaknesses that the department's head and staff are well aware of:

The work places offered in the faculty library lack an adequate power supply/electricity, which would be particularly important for the use of notebooks.

There is no extended e-library access, not for the professors not for the students. Also, one of the main problems if the faculty wants to attract international students is almost no or very little content on the website in English language.

Plans for improving conditions for students with special needs were outlined, but there was no evidence of concrete implementation. The location for an elevator to be installed in the future was presented and the approval of funds was also outlined. However, installation has not yet been realized.

Standard	Compliance	
	Yes	No
<i>Standard 7.1.</i> The adequate long-term implementation of the study program is ensured in quantitative terms as regards premises, human resources and equipment. At the same time, it is guaranteed that qualitative aspects are also taken into account.	x	
<i>Standard 7.2.</i> There is a financial plan at the level of the study program that would demonstrate the sustainability of the study program for the next minimum three years.	x	

<i>Standard 7.3.</i> The higher education institution must demonstrate with adequate documents (property deeds, lease contracts, inventories, invoices etc.) that, for the study program submitted for evaluation it possesses the following, for the next at least three years: a) owned or rented spaces adequate for the educational process; b) owned or rented laboratories, with the adequate equipment for all the compulsory disciplines within the curriculum, wherever the analytical syllabus includes such activities; c) adequate software for the disciplines of study included in the curriculum, with utilisation licence; d) library equipped with reading rooms, group work rooms and its own book stock according to the disciplines included in the curricula.	x	
<i>Standard 7.4.</i> The number of seats in the lecture rooms, seminar rooms and laboratories must be related to the study groups' size (series, groups, subgroups); the applicative activities for the speciality disciplines included in the curricula are carried out in laboratories equipped with IT equipment.	x	
<i>Standard 7.5.</i> The education institution's libraries must ensure, for each of the study programs: a) a number of seats in the reading rooms corresponding to at least 10% of the total number of students in the study program; b) a number of seats in the group work rooms corresponding to at least 10% of the total number of students in the study program; c) their own book stock from Albanian and foreign speciality literature, enough to cover the disciplines within the curricula, out of which at least 50% should represent book titles or speciality courses of recognised publishers, from the last 10 years; d) a book stock within its own library with a sufficient number of books so as to cover the needs of all students in the cycle and year of study the respective discipline is provided for; e) a sufficient number of subscriptions to Albanian and foreign publications and periodicals, according to the stated mission.	x	
<i>Standard 7.6.</i> The infrastructure and facilities dedicated to the implementation of the program is adapted to students with special needs.		x

Compliance level: Substantially compliant

ET recommendations:

1. A complete English version of the web site should be provided.
2. Comprehensive access to online sources, especially online journals, in the form of an e-library should be guaranteed for both students and teaching staff.

4. FINAL RECOMMENDATION OF THE ET

The study program “German as a Foreign Language” is highly regarded by all. This applies to the faculty level as well as to students, graduates and employers. The standard is very high in all relevant areas, and the prestige of the course is correspondingly high. The demand for study places is generally higher than the program can offer. For this reason, the team of experts believes that it makes sense to consider expanding capacity in the medium and long term.

In the view of the expert team, too little attention is paid to the fact that graduates' career prospects often lie in self-employment.

The academic staff are excellently qualified and very committed to teaching. The curricula are up to date and modern methods are used in teaching. The curricula meet all requirements. In the future, care must be taken to ensure that the content and methods are constantly updated and that the good practical relevance is maintained.

Against the backdrop of limited resources, the academic staff do a very good job and make intensive use of the existing opportunities, in particular the cooperation with the DAAD, OeAD and Goethe-Institut. Considerable achievements are also being made in the area of research. However, there is still room for improvement in some respects through increased participation in international projects.

Recommendations:

1. Since many graduates set up companies, it would make sense to create an office/staff unit at faculty or university level to support start-ups.

Overall compliance:

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

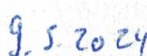
Compliance level: Substantially compliant.

In conclusion, in line with the Manual requirements, the Expert Team recommends to accredit the program for 5 years.

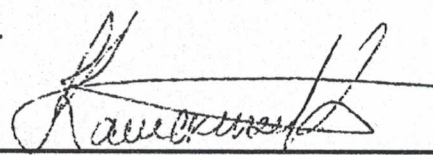
Student quota recommended: 15

Expert Team

Member

 
 (Signature) (Prof. Dr. Dr. Georg Schuppener) (Date)

Member


 (Signature) (Katerina Klimoska, Student Expert) (Date)

Member

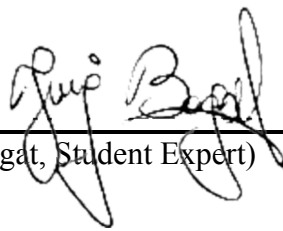

 (Signature) (Prof. Dr. Beatriz Lopez Medina) (Date)

Member

(Signature)

(Juraj Bogat, Student Expert)

(Date)

A handwritten signature in black ink, appearing to read 'Juraj Bogat', is written over a horizontal line. The signature is stylized with loops and a long horizontal stroke at the end.