

# **Final EXTERNAL EVALUATION REPORT**

**College “Gjilani” Gjilan**

COMMITTEE OF  
EXTERNAL EVALUATION  
EXPERT TEAM  
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Commissioned by the Kosovo Accreditation Agency (KAA)

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## Introduction

This report summarises the results of a peer-reviewing process of College "Gjilani" Gjilan in March 2015.

College "Gjilani" was awarded institutional re-accreditation in 2014 as well as programme re-accreditation for Bachelor programmes in Banking, Finance and Accounting (BA), in Management (BA) and General Law (LLB). Concerning Master programmes, the Master in Management (MA) has first been accredited in 2011 and re-accredited in 2012, the Master in Criminal Justice (LLM) has been accredited in 2013.

College "Gjilani" is now applying for the following:

Re-Accreditation of the Master Programme in Management (MA)  
Accreditation of a Bachelor programme of English Language and Literature (BA)

The purpose of this report is to enable the Kosovo Accreditation Agency and the Ministerial and/or Political Authorities concerned to come to a decision regarding the re-accreditation of this Master programme and the accreditation of the Bachelor programme. This Evaluation Report is produced in accordance with the requirements and guidelines of the Kosovo Accreditation Agency (KAA) for accreditation of Academic Programmes.

The recommendations expressed in this Report are addressed to the Dean and other members of the academic and support staff at College "Gjilani" and they endeavor to suggest challenges and opportunities for the future development of the programmes. They reflect what the authors regard as good or standard practices in higher education systems, without wanting to prejudice the different conditions prevailing in Kosovo in any way. Therefore, the final decision on College "Gjilani"'s application for re-accreditation resp. accreditation will have to be made by the relevant authorities concerned. The undersigned are aware of a difficult period of the tertiary education and economic conditions in Kosovo, but for its future quality the acceptance of standards generally prevalent in the European Union needs to be pursued.

*On 14<sup>th</sup> April 2015 the experts received from KAA the **Comments from College "Gjilani"** concerning the Draft Evaluation report. The experts would like to thank the representatives of the college for their careful reading and agreement on the recommendations. The expert team appreciates the effort ECK will undertake to fulfill the recommendations.*

## **Part 1: Evaluation of the Master Programme “Management (MA)”**

### **1. Sources of Information**

1.1 This evaluation is based on the documents specified below which were sent to the expert team before and after the on-site visit to the College “Gjilani” on March 12, 2015 and on the evidence the experts gathered during that visit, in meetings with the leading members of the College Management

Naser Sadiku (Dean)  
Naim Mustafa (Vice Dean)  
Alban Hyseni (Quality Assurance)

and with the following persons responsible for the programme “Management (MA)”:

Hivzi Sojeva (Programme responsible)  
Shpresim Vranovci (Assistant of the programme)  
Ahmet Maloku (Research office)

In addition, it is based on impressions gathered during the visit to the facilities of the College and during meetings with the academic staff and with students involved in the programme “Management (MA)”.

1.2 The documents relevant for the evaluation of the study programme “Management (MA)” the expert received prior to the on-site visit are:

*Self-Evaluation Report* of College “Gjilani” of 30 September 2014, including a complete description of the courses of the programme “Management (MA)”, as well as CVs of prospective members of staff (not complete).

The missing CVs have been delivered to the expert during the on-site visit.

In addition a “list of declared academic staff at Gjilani College” was delivered by KAA.

1.3 Documents the expert received after the on-site visit are:

Curriculum overview of 2 year study programme “Management (MA)” with updated names of lecturers

Curriculum overview of 1 year study programme “Management (MA)” with updated names of lecturers (for students who have graduated from a 4 year Bachelor programme)

### **2. Fulfilment of the recommendations listed in the External Evaluation Report 2012 concerning Re-Accreditation of the Programme “Management (MA)”**

*Learning outcomes* have been formulated more concretely and have been related to the declared aims of the study programme. They have been summarized under the headings “Knowledge and understanding”, “Informative skills (cognitive)” and “Practical and professional skills” (SER pp 21, 22). It should also be considered whether to put a focus on “Social skills” (so-called “Soft skills”, like communication, negotiation, leadership, teamwork), as these are crucial factors in successful management. Social skills can be found as an integral part of the course “Management” (1<sup>st</sup> semester), yet may be stressed more. Furthermore they may be developed by appropriate teaching and learning methods.

The revised *course descriptions* now include information concerning the teaching and

learning methods.

The *research strategy* has been partly implemented, but more in the sector of law research and still with some backlogs in the management research (see chapter 5).

The *processes of Quality Management* have been documented in detail (SER pp 106-110).

Altogether it may be stated that the recommendations given in the evaluation report 2012 have been fulfilled to a high degree.

### **3. Academic Programme and Student Management**

The programme "Management (MA)" corresponds to the *mission statement* of College Gjilani" to contribute to the sustainable development of the region and furthermore the Kosovo. The two specializations "Finance" and Entrepreneurship" meet the demands for a sound financial basis of the businesses and the start-up of new companies, thus creating future economic opportunities, including job opportunities for the graduates.

The *Curriculum* is clearly directed to the core subjects of management like Marketing, Finance, Human Resource Management, Management of Information Systems, Supply Chain Management, Business Law (in the 1<sup>st</sup> year) and relevant specialization either in Finance or Entrepreneurship in the 3<sup>rd</sup> semester. The introduction into Research Methods is offered in the first semester. The application of the research methods is the focus of the 4<sup>th</sup> semester (dissertation), accompanied by an internship which will allow the research to be adapted to practical problems which companies want to solve. Some care must be taken to assure the academic quality of the dissertation. Hence the expert appreciates the "Regulations and procedures on graduation thesis" (SER pp 16, 17) stating that each student is assigned a supervisor (from the academic staff) as well as an "on-the-spot mentor" (from the internship place). As conclusion the expert confirms that the programme "Management (MA)" is *appropriate to the academic degree and corresponds to international standards*.

The expert could not find in the SER a summary of the *overarching didactic concept* for the programme "Management (MA)". However, the specifications of "forms of teaching and learning", mentioned in each course description, prove the general commitment to active teaching and learning methods. The expert assumes that the *teaching and learning methods* are appropriate for the successful achievement of the programme's goals and outcomes, including the development of necessary social skills.

The obligatory attendance time for students, including lectures and exercises, is 18 hours per week. This might give students sufficient opportunities for *independent study, reflection and analysis*. But it must be considered that, especially in master studies, a high percentage of students are already employed or even running their own business (as evidenced during the experts' meeting with the students).

The official *workload* per semester is equivalent to 30 ECTS. (1 ECTS is calculated with 25

hours, which means a workload of 750 hours in six months, approximately 30 hours per week.) For some students it may be really a challenge to manage this workload. The expert admits however that she is familiar with cases where very highly motivated students manage this extreme workload.

Each course of the curriculum is calculated with 6 ECTS. It may be questioned whether this is justified.

There seems to be the danger of unnecessary content overlap in the specialization Entrepreneurship, concerning the courses “Entrepreneurship and SME Management” and “Entrepreneurial Strategy and Business Start-ups”.

The *admission criteria* to the programme “Management (MA)” are in accordance with international standards: preconditions for enrolment are the successful completion of a Bachelor study programme with no fewer than 180 ECTS, in addition the passing of an entrance examination (if candidates have no average grade of 7,5 or a bachelor degree which does not cover relevant core subjects for a master study in Management). Applicants who graduated from a four-year bachelor degree may reach their master degree within one year. The expert has received, as an additional document, the curriculum overview of a “1 Year Master Management study Program”. It represents a reduction of the 2 year programme, with only 18 ECTS general courses (focusing on Methods of Research and on Management) and 12 ECTS for specialization (concentrating on Financial Management resp. Entrepreneurship and SME Management) and 30 ECTS for internship/“practical work” and Dissertation. The experts have learned from their meeting with the students that quite a number of them are admitted to the 1 year programme. This may be critical, as these students do not receive the full management programme. The experts suggest that candidates with a four year bachelor degree should be encouraged to enrol nevertheless in the two-year study programme.

In each study year 50 full-time students and 25 part-time students are enrolled in the programme “Management (MA)”. The academic teaching staff consists of 13 lecturers for the master programme. It may be stated that the *ratio academic staff to students* is satisfying. This has been confirmed in the meeting with the students. The students appreciate very much their close relation to the lecturers.

#### **4. Staff**

Still a lot of efforts have to be made to improve the situation of academic staff. Though in the staff list, delivered to the experts by KAA, among 35 named lecturers of College “Gjilani” 16 are indicated as full time lecturers, only 3 *full time lecturers* are found in the curriculum of “Management (MA)”. The other 10 *lecturers are working part time*. Though it may be conceded that for a young college it is difficult to bind highly qualified academics as full-time teachers of a master programme, in the long run this deficit will have to be overcome by systematic staff development measures. First steps may be to employ talented young academics, giving them the opportunity to do research work and develop their teaching competences, as well as taking part in international staff mobility programmes. In the SER (pp 98-100) further measures for staff development are mentioned. They should be put into

practice.

The given *qualifications* of the current academic staff (though in the majority part-time lecturers) are sufficient. The experts have had the CVs available (with 3 exceptions) and learned from the meeting with the academic staff that most of them are engaged in research and publishing activities.

## **5. Research and International Co-operation**

As mentioned above the *academic staff is involved in research activities inside and outside the institution*. College "Gjilani" has established a Research Center which co-ordinates and stimulates research. The relevant statistic data in the SER (pp 113-116) show an increase in the number of publications and participation in Science Conferences, Symposiums and Seminars. The impression is that at the moment the research in the law sector is dominating and that the management sector is still a little behind.

The *International Co-operations in research and teaching* are listed in the SER (pp 117, 118). Most of them are related to research and student and staff exchange. The partners are European organisations and universities and Colleges from the Balkan, Turkey and the Kosovo (which promises sustainable partnerships). Also promising are the partnerships with industry, professional bodies and state agencies within the Kosovo (SER p 118).

Very interesting is a kind of a programmatic chapter in the SER (pp 119-123, "Connection of research vis-à-vis teaching on the level of institution and program/programs"), which summarizes the research strategy of College "Gjilani". Also the involvement of students in research is considered in the SER (pp 114-116).

Altogether it may be confirmed that the research and the co-operation activities of College "Gjilani" are on a good way.

## **6. Finances and Infrastructure/Space and Equipment**

College "Gjilani" has a detailed budget plan. The balance sheet proves a stable financial situation (SER pp 124-130).

The infrastructure is adequate for an institution of higher education. The IT equipment serves the needs of administration, teaching staff and students (SER p 112).

The library possesses the relevant books (e.g. economics, strategic management, accounting, financial management, marketing) and offers opportunities for reading on the site. The expert welcomes the fact that management literature is more and more available in Albanian language, besides literature in English language. Furthermore, students have access to various relevant databases.

The expert has looked into various dissertations. Regarding their quality the college should become more ambitious to raise the scientific standard of students' research.

So far the lecturers work together in one large room. Endeavours should be made to offer personal offices for full-time teachers.

## **7. Quality Management**

The internal quality assurance system has become one of the strong points of College "Gjilani". The goals are comprehensive and the processes well elaborated. The expert likes to emphasize the "regulations regarding procedures for ensuring quality of the program". In this process the engagement of stakeholders and external peers as well as benchmarking play an important role.

## **8. Conclusion**

The following decision is made considering the improvements which have been undertaken by College "Gjilani" during the last years, the current quality standard which has been reached, but also the deficits, which still exist.

**The experts recommend the re-accreditation of the programme "Management (MA)" for a period of three years.**

The experts want to offer the following recommendations to further improve the programme "Management (MA)":

### **Recommendations**

#### **Programme:**

- Consider the development of social skills through appropriate learning contents and/or methods of teaching and training.
- Avoid unnecessary content overlap of the courses "Entrepreneurship and SME Management" and "Entrepreneurial Strategy and Business Start-ups".
- Evaluate the real workload of students whether it does not exceed or is far below the designated limit. Take measures if necessary.
- Reconsider if it is justified to calculate each course equally with 6 ECTS.
- Encourage applicants to enrol in the 2 year master programme even if they have graduated from a 4 year bachelor study.
- Raise the scientific standard of dissertations in accordance with international requirements.

#### **Staff:**

- Put the development plan for academic staff into practice. Consider further promising methods of staff development with special view to the master studies.

## Part 2: Evaluation of the Bachelor programme “English Language and Literature (BA)”

### 1 Sources of Information

1.1 This evaluation is based on the documents specified below which were sent to the expert before and after his on-site visit to the College “Gjilani” on March 12, 2015 and on the evidence gathered during that visit, in meetings with the leading members of the College Management and in particular with the following persons responsible for the programme “English Language and Literature”:

Avni Islami  
Assoc. Prof. Dr. Brikena Xhaferi-Islami  
Agim Poshka

In addition, it is based on impressions gathered during the visit to the facilities of the College and during meetings with the academic staff and with students involved in the programme “Master in Management”.

1.2 The documents relevant for the evaluation of the study programme “English Language and Literature” the expert received (in electronic form) prior to the on-site visit are:

1.2.1. *Self-Evaluation Report* of College “Gjilani” of 30 September 2014 (in addition, a printed version was given to the expert on arrival in Pristina; henceforth abbreviated *SER*);

1.2.2 A total of 27 descriptions of courses (“Syllabuses”) for the study programme;

1.2.3. Curricula Vitae of the following prospective members of staff:

Assoc. Prof. Dr. Brikena Xhaferi  
Assoc. Prof. Dr. Ferit Rustemi  
Prof. Dr. Vedat Kiseri  
Shprese Qamili, PhD.

1.2.4 A “list of declared academic staff at Gjilani College”

1.3 Documents received after the on-site visit:

1.3.1 English language and literature programme staff list

1.3.2 Curricula Vitae of the following prospective members of staff:

Agim Poshka  
Avni Islami  
Bachtijar Kryesiu  
Florent Sylejmani  
Selim Sylejmani  
Xhemajl Ahmeti

**Comment** on the documents 1.2.1 and 1.2.2

*The “Syllabuses” (cf. 1.2.2) and the section 2.14 (“Modules/subjects descriptions”) in SER are both descriptions of the courses that constitute the programme “English Language and Literature”; however, they differ substantially both in form and content. Since there are many obvious errors in the “Syllabuses” (for instance, 12 courses are described as being for the first semester, only 1 for the second, 3 for the third, etc.), it was agreed during the meeting that the assessment of the programme will be based on the information contained in the relevant sections of SER. Nevertheless, the “Syllabuses” will also be occasionally consulted for information not contained in SER 2.14.*

**2 The concept of the B.A. programme** (Observations and comments on sections 2.1 to 2.12 of SER)



### 2.1 The programme in view of the labour market

In SER 2.2, it is stated that College Gjilani is the first to offer a programme of English Language and Literature in the Anamorava region. During the meetings it was repeatedly pointed out that there is a high demand for such a programme; what remains less clear is in which fields of the labour market that demand exists. During the meeting with the colleagues responsible for the programme it was claimed that up to 85 % of the graduates would go into teaching.

**Comment:** *Since (according to information provided by the representatives of KAA) graduates from private institutions are not accepted for teaching positions in public schools, that figure seems highly exaggerated. While it is true that the uses of programmes in the Humanities within the labour market are notoriously difficult to pinpoint, the fact that comparatively few graduates will be able to go into teaching should be reflected in the programme.*

### 2.2 The relationship between theory and practical parts of the programme

Concerning the relationship between theory and practical parts of the programme, section 2.8 of SER mentions the figures “15-35%” (which are duly repeated in all course descriptions) without stating clearly what they relate to. The members of staff the expert asked during the meeting were unable to clarify this issue satisfactorily; they did mention the possibility of “practical work-internship” without, however, being more specific than the very vague statement in SER 2.10.

In this context, the chances for students to spend some time in English-speaking countries was briefly discussed. While all agreed about the desirability of such opportunities (for instance, through programmes like ERASMUS), no concrete contacts seem to exist at this point.

**Comment:** *While the lack of specific figures and facts is somewhat unsatisfactory it is evident that these are difficult to obtain at this point. Nevertheless, it is highly desirable that contacts and exchange programmes should be established as soon as possible.*

## 3 The Curriculum (Observations and comments on sections 2.13 and 2.14 of SER)

### 3.1 Compulsory and elective courses

The existence of elective courses is essential for the possibility for students to specialize in the course of their studies, in accordance with the aims “K2” and “K3” stated in SER 2.7. As the “Overview of the program” (SER 2.13) reveals, however, the program – even though it contains courses marked “E” – does not, in fact, allow any choices since the total of credit points attached to all courses offered for any one semester add up to only the minimum amount (30 credits) that is required for one semester (cf. SER 2.9). Thus the program does not provide any opportunity to specialize.

**Comment:** *This is a grave fault of the present program since, because of the enormous extent of the field of English studies and the multitude of vocational applications (teaching, business, public relations, tourism, advertising, journalism, etc.) the possibility to specialize is essential.*

### 3.2 The structure of the study program

For the reasons given above, the distinction between compulsory and elective subjects will be ignored in the following analysis. Due to discrepancies between the “Overview of the program” (SER 2.13) and the subsequent descriptions of the courses (“Modules/subjects description”, SER 2.14) the evidence is not always quite clear;<sup>1</sup> however, by and large, the courses offered may be divided into

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<sup>1</sup> For instance, some courses seem to be named differently in the “Overview” and in the actual description (e.g., “Additional Course – Upper Intermediate Level”, “Additional Course –

the following categories:

- a) Language proficiency: 5 courses, distributed over 5 semesters, with a total of 30 credit points<sup>2</sup>;
- b) Linguistics: 12 courses, distributed over 6 semesters, with a total of 70 credit points;
- c) Literary and cultural studies: 6 courses, distributed over 6 semesters, with a total of 33 credit points;
- d) Teaching English as a Foreign Language (TEFL): 3 courses, distributed over 2 semesters, with a total of 16 credit points;
- e) Albanian and German: 4 courses, distributed over 3 semesters, with a total of 19 credit points;
- f) Basic skills (study and research): 1 course, 1<sup>st</sup> semester, 4 credit points.

In addition, the "Overview" mentions a "Diploma paper" (presumably the B.A. thesis) with 8 credit points, but there is no further information on how work on this important part of the programme is to be monitored and assessed.

In the course descriptions listed in SER 2.14, there is little information about "Evaluation methods and passing criteria's" (sic!); there is more, however, in the "Syllabuses" (though not without contradictions in some cases).

There is no information on the formation of the final (overall) grade or the pass/fail criteria.

#### **Comments:**

**Language proficiency and Linguistics:** *It is obvious that language proficiency must be the first and foremost goal of any programme of English studies. According to the course descriptions, not only specific language courses like "English language" 1 and 2 but also most courses in Linguistics are meant to contribute to that goal; nevertheless, on the whole the programme is characterized by a heavy emphasis of Linguistics. The fact that the double courses "Bases of English grammar" (sic), "Phonetics and phonology", "Morphology" and "Syntax" have each only one single description is an indication of a general lack of a consistent structure of this part of the programme.*

**Literary and cultural studies:** *Correspondingly, there are definitely too few courses in the field of literary and cultural studies. In contrast to graduates from mere language courses, students with a B.A. in English Language and Literature must be expected to be familiar, at least to a considerable extent, with the cultural identities of English-speaking countries. It is therefore imperative that they be introduced not only to the literatures of these countries but also to their histories, customs, etc. The courses offered in this programme are decidedly insufficient in that respect as well as didactically unfortunate. Perhaps because of a naïve concept of chronology, Old English literature, arguably the most difficult subject, is placed at the first semester, only to be followed, in a totally unsystematic and a-chronological way, by courses in Victorian literature, Romanticism, the 18<sup>th</sup>-century novel and an "Introduction to 20<sup>th</sup> and 21<sup>st</sup> century English literature", while such important areas as Renaissance drama (including Shakespeare) and the whole of American literature are completely neglected.*

*While it is to be welcomed that there is indeed one course in the field of Cultural Studies ("British and*

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*Advanced"); the course "Middle English Literature" is described, but is not mentioned in the "Overview", while descriptions of "Beginning of the Modern Novel" and of "Introduction to 20<sup>th</sup> and 21<sup>st</sup> century English literature" are completely lacking (although the latter can be found in the "Syllabuses").*

<sup>2</sup> If we regard the course "English for academic purposes" (4th sem.) as a language course rather than belonging to the category 'Basic skills' (which it does in part).

*American Civilization”), it has to be emphasized that this is certainly not enough. Besides, this course is on the one hand too ambitious in that it tries to cover an extremely large area, and on the other hand insufficient because it deals only with the 19<sup>th</sup> century.*

*What is totally lacking is a course that introduces students to the various theories of literature and interpretation.*

**TEFL:** *The three courses are appropriately set at the end of the curriculum (5<sup>th</sup> and 6<sup>th</sup> semester); how they related to each other, however, remains unclear since only one (“Methodology of English language”) is described in SER 2.14 while the descriptions in the “Syllabuses” are partly contradictory and partly redundant. In addition it could be argued that courses in TEFL should be elective rather than compulsory since not all students will want to go into teaching.*

**Albanian and German:** *While it is clear that students of English should have a good knowledge of their mother tongue and some proficiency in a second foreign language, strictly speaking these fields are additional elements and need not be part of the curriculum. However, the arrangement may be tolerated since this combination seems to be customary in the Kosovo.*

**Basic skills:** *A course in “Academic writing” is no doubt useful; why it is placed in the first semester instead of in one of the last semesters when the composition of the B.A. thesis is imminent, remains a mystery.*

## **4 Teaching Staff**

### 4.1. Observations

4.1.1 The staff list sent to the expert after the visit comprises 10 persons of which 5 are to employed full time and 5 part time. The list is not in full agreement with the programme as outlined in SER 2.13 and 2.14, where no mention is made of Agim Poshka and of Shpresa Qamili while Dr. Vesel Nuhiu, the person mentioned there as the teacher of the courses Syntax 1 and 2, is not on the list at all. However, Prof. Poshka does appear in the “Syllabuses” as the teacher of the courses no. 14 (“Non-literary translation”), no. 15 (“Testing and Assessment”) and no. 24 (“Syntax II”). Equally, Shpresa Qamili is mentioned in the “Syllabuses” as the teacher of the courses “Basics of English Grammar” (no. 3) and “English language II” (no. 20).

4.1.2 The staff list is also in contradiction to the “list of declared academic staff at Gjilani College” provided by KAA, which contains only the following names that are also on the staff list: Avni Islami, Shpresa Qamili, Ferit Rustemi, Brikena Xhaferi-Islami, Vedat Kiseri, Agim Poshka. In addition, the experts were advised by KAA that they “should consider as academic staff only those who are in this list” (e-mail March 10, 2015) and that “Mr. Poshka, Mr. Rustemi and Ms. Xhaferi are not full time at Gjilani College for the study programme on English Language. They are full time employed in Macedonia” (e-mail March 19, 2015).

### **Comment**

*The fact that information about the prospective staff is so confusing and contradictory confirms the impression that the programme was composed without due care. Apart from the fact that under these circumstances it remains unclear which persons are scheduled to teach which courses, all prospective members of staff seem to be well qualified for their teaching assignments, according to the CVs provided. It should be noted, though, that Profs. Rustemi and Kiseri, who are scheduled to teach 9 resp. 5 courses, are beyond the age of retirement; that only two persons (Prof. Kiseri and*

*Prof. Khaferi-Islami) are in charge of all courses in British and American literature, history, and culture; and that there is no native speaker among the staff.*

## **5 Facilities**

During their visit the experts were shown classrooms, a computer room and the library.

**Comment:** *It is perhaps unavoidable at this stage of planning that the library of College Gjlani does not yet contain any books in the field of English studies. However, there was no concrete information, nor any indication that a consistent and large-scale programme for the acquisition of both primary and secondary literature and of scholarly periodicals, neither as hard copies nor in electronic form, exists and will be implemented after accreditation*

## **6 International Cooperation and Research**

General information about this field given in SER looks promising, but there is no specific information in respect of the programme “English Language and Literature”.

**Comment:** *Although this may not be quite as essential for B.A. programmes as for higher-level programmes, it is certainly desirable that cooperation programmes be established with universities and other institutions in English-speaking countries, in particular with the aim of introducing exchange programmes for university teachers and of giving at least some students an opportunity to study abroad for a while.*

## **7 Conclusion**

As the observations above show, the programme “English Language and Literature” as presented has many inadequacies. In sum they create the impression that the programme lacks a consistent plan based on pedagogical principles and on considerations of what qualifications a B.A. programme in English Language and Literature should provide. Among the shortcomings mentioned, three stand out as particularly grave:

- (1) The programme as a whole is unbalanced in that it privileges linguistics unduly over literary and cultural studies, leaving large areas of the latter uncovered;
- (2) By offering only the absolute minimum of courses necessary to obtain the required number of ECTS credit point, the programme provides no possibility for specialization.
- (3) In view of the contradictions noted above, it seems very doubtful that at the moment an adequate teaching staff will be available for the programme.

For these reasons, at this point

<b>The programme “English Language and Literature” cannot be recommended for accreditation.</b>
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## **8 Recommendations**

In case the College “Gjlani” should consider a new application for accreditation after a revision of the programme, the following recommendations are offered:

9.1 Concerning the curriculum:

- § There should be a sufficient number of obligatory and elective courses so that students have some freedom to follow their own interests and professional aims, and a general policy concerning which courses are regarded as essential and which as optional.
- § In this context, the establishment of larger educational units known as modules are recommended (in accordance with European standards), each comprising at least two subsequent courses that are clearly related to each other, thus forming larger building blocks that establish more consistency within the curriculum.
- § In any case, the curriculum should be informed by the following principles: While stress should certainly be laid on language proficiency and an adequate understanding of the workings of language and, if applicable, on teaching skills, graduates of this B.A. programme ought to have also some basic knowledge of the history and culture of the major English-speaking countries, i.e., at least, Great Britain and the U.S.A., and the knowledge and technical skills necessary to deal with present-day cultural phenomena, in particular contemporary literature but also film and other media.
- § Specifically, it is therefore recommended:
  - a) that a series of obligatory courses, spread over the first three or four semesters, be introduced that offer surveys of the literatures of Great Britain and the U.S.A., by introducing students to a selection of classical texts from the Renaissance to the present while also reflecting the interrelationships between literature and political and cultural history, plus at least one course on theories of literature and the media that would offer an introduction to historical and present-day approaches like New Criticism, Structuralism, Narratology, Genre Theory, film analysis etc.
  - b) that in addition specialized courses in English and American literature be offered as elective rather than as obligatory courses;
  - c) that several courses on modern and contemporary texts and genres be offered, including popular genres like fantasy and science fiction, crime fiction, children's literature and film;
  - d) that measures be taken to ensure that the individual curricula that students form by choosing elective courses have a sensible and viable profile. This could be achieved by devising appropriate rules restricting the possibilities of combining elective courses, and/or by obligatory counselling.

## 9.2 Concerning the Staff:

In order to implement this programme, a sufficient number of permanent positions should be created and filled with well-qualified persons. In particular, measures should be taken to ensure that at least one position is always filled with a native speaker of English with TEFL qualifications.

## Summary

### **Master Programme “Management (MA)”**

The Master programme “Management (MA)” is recommended for re-accreditation for a period of three years.

### **Bachelor Programme “English Language and Literature (BA)”**

The Bachelor Programme “English Language and Literature (BA)” is **not** recommended for accreditation.