



Republika e Kosovës
Republika Kosova - Republic of Kosovo



Agjencia e Kosovës për Akreditim
Agencija Kosova za Akreditaciju
Kosovo Accreditation Agency

***The University of Prishtina ‘Hasan Prishtina’
Bachelor in English Language and Literature***

Re-Accreditation

REPORT OF THE EXPERT TEAM

11 June 2021, Skopje, North Macedonia; Zagreb, Croatia

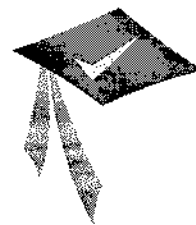
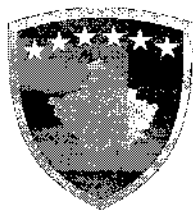
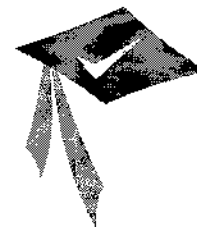


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1. INTRODUCTION

1.1. Context

Date of site visit: 21 May 2021 (N.B. Because of prevailing COVID-19 pandemic conditions, the 'site visit' was conducted exclusively online).

Expert Team (ET) members:

- *Prof. Dr. Andrew Goodspeed (South East European University, North Macedonia)*
- *Mr. Juraj Bogat (Zagreb, Croatia)*

Coordinators from Kosovo Accreditation Agency (KAA):

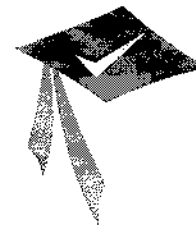
- *Naim Gashi (Executive Director of KAA)*
- *Shkelzen Gerxhaliu (Senior Officer for Evaluation and Monitoring)*
- *Arianit Krasniqi (Senior Officer for Evaluation and Accreditation)*
- *Leona Kovaci (Senior Officer for Evaluation and Monitoring)*
- *Ilirjane Ademaj (Senior Officer for Evaluation and Monitoring)*

Sources of information for the Report:

- *KAA Accreditation Manual, July 2018*
- *Self-Evaluation Report (5.1.2021)*
- *Syllabi*
- *C.V.s and scholarly publication information for Staff proposed for engagement in the program*
- *Annexes*
- *Subsequent requested documents*

Criteria used for program evaluation:

- *KAA 'Standards and performance indicators for external quality assurance (per KAA Accreditation Manual, July 2018)*



- *Criteria of proposed program deliverability, curricular appropriateness to intended graduate outcomes, academic responsibility, and diversity and sophistication of skills developed.*

1.2. Site visit schedule

Kosovo Accreditation Agency (KAA)

Site Visit Program

Programme Re/accreditation Procedure at University of Prishtina

Date: 21st of May 2021

Expert Team

- Prof. Dr. Andrew Goodspeed
- Mr. Juraj Bogat

Coordinators of KAA

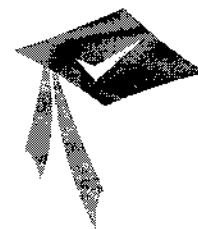
- Naim Gashi, Executive Director of KAA
- Shkelzen Gerxhaliu, Senior Officer for Evaluation and Monitoring
- Arianit Krasniqi, Senior Officer for Evaluation and Accreditation
- Leona Kovaci, Senior Officer for Evaluation and Monitoring
- Ilirjane Ademaj, Senior Officer for Evaluation and Monitoring

Site Visit Program

21st May

09:00 – 09:40 Meeting with the management of the faculty where the programme is integrated (*no slide presentation is allowed, the meeting is intended as a free discussion*)

Prof.dr. Lindita Rugova, dean



Prof.dr. Avdi Visoka, vice dean for teaching

Prof.asoc.dr. Isa Memishi, vice dean for infrastructure

Prof.asoc.dr. Milote Sadiku, vice dean for quality assurance and international relations

MA. Besfort Krasniqi, secretary

09:45 – 10:30 Meeting with quality assurance representatives and administrative staff

Mr. Besnik Loxha, Head of the Academic development Office

Dr. Alban Zeneli, academic development officer

Mr. Emanuel Gjoleka, officer for students relations, MA

10:35 – 11:35 Meeting with the heads of the study programme: English Language and Literature/ BA

Lendita Kryeziu, Seniha Krasniqi, Lirak Karjagdiu

11:35 – 12:15 Lunch break

12:15 – 13:15 Meeting with the heads of the study programme: Balkanistics/ BA

Lindita Rugova, Zeqije Xhafçe, Ardita Berisha, Ana Sivacki

13:20 – 14:00 Meeting with teaching staff

Zinaide Gruda, Yllke Pacarizi, Aferdita Kasolli, Muhamet Hamiti

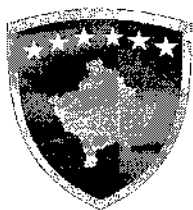
14:05 – 14:45 Meeting with students (Agon Murati, Artiola Mamaj, Art Shala, Djellza Krasnqi, Liresa Nurqaj, Sabile Hyseni.

14:50 – 15:30 Meeting with graduates (Rina Krasniqi, Trendelina Haliti, Adriatik Bytyci, Flamur Latifi, Gresa Koca)

15:35 – 16:15 Meeting with employers of graduates

Margita Pakashtica -Britannica ELT Prishtine, Aurora Zuna Krasniqi-Oxford Studio, Fatmire Maloku- Britannica LC-Gjilan, *Josip Ivanovic (OSCE), Svetlana Rakic (IOM)*

16:15 – 16:25 Internal meeting of KAA staff and experts



16:25 – 16:35

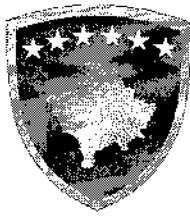
Closing meeting with the management of the faculty and program

Nr.	Study programs	Experts	Responsible persons of study programs		
1	English Language and Literature/ BA (Reaccreditation)	Prof. Dr. Andrew Goodspeed	Lendita Kryeziu	Seniha Krasniqi	Lirak Karjagdiu
		Mr. Juraj Bogat			Bekim Bejta
2	Balkanistics/ BA (Accreditation)	Prof. Dr. Andrew Goodspeed	Zeqije Xhafçe	Ardita Berisha	Ana Sivački
		Mr. Juraj Bogat			Josip Lasić

1.3. A brief overview of the institution and program under evaluation

The program advanced here for re-accreditation evaluation is offered by the English Department of the Faculty of Philology of the University of Prishtina ‘Hasan Prishtina.’ The Faculty of Philology occupies a location in the center of Prishtina, the capital city of the Republic of Kosovo. The Faculty traces its origin to the 1960-1961 founding of the Cathedra of Albanian Language and Literature, which was at that time a component of the Faculty of Philosophy. In 1961-1962, the Cathedra of English Language and Literature opened, and a departmental system was adopted in 1973. The Department of English, therefore, has a sixty-year history in the continuous provision of English degree instruction.

This decades-long commitment to English degree instruction testifies to the Faculty’s belief, expressed formally (in the Self-Evaluation Report) and informally (in the site-visit discussions), that English remains a language skill useful for both globalization and internationalization, and for the regional needs and labor market of the Republic of Kosovo. The institutional representatives noted that, given the ongoing presence of international companies, embassies, and civil-society organizations in Kosovo, the English program positions graduates very well to utilize their skills in the professional field most interesting to them. This, it is believed, helps to fulfil the University’s mission commitment to serving the local community as one of the strategic and developmental needs of society: ‘Misioni i UP-së bazohet në zhvillimin akademik, hulumtimet shkencore, artistike dhe sigurimin e arsimit të lartë përmes programeve me interes strategjik dhe zhvillimor të Republikës së Kosovës.’ (<https://www.uni-pr.edu/page.aspx?id=1,47>)



The general structure of the university management is clear and consistent. Executive management is provided by the chief academic leader of the institution, the Rector, who is complimented by a team of Vice-Rectors and a Secretary General (for administration). As one of his ex officio obligations, the Rector chairs the meetings of the University Senate, which is the highest decision-making body in the institutional structure. Below university-wide functions the Faculties operate with self-responsibility—particularly through the Faculty Councils—whilst remaining under the institutional oversight of the Senate and the Rectorate.

The Department of English is one of the constituent departments in the Faculty of Philology. Among the other programs in the Faculty of Philology are offerings in Albanian, French, German, Oriental Studies, and Turkish. There does not appear to be any significant interdisciplinary or cross-disciplinary teaching among these programs. Faculty management is the responsibility of a Dean, who is assisted by a team of Pro-Deans, and their work is facilitated by a Faculty Secretary.

The main University functions related to this program (student enrolment, quality assurance mechanisms, complaint resolution processes, etc.) seem largely centralized, with Faculty or departmental implementation. These will be addressed where appropriate later in this report.

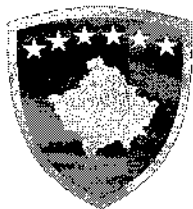
The specific program being proposed here for re-accreditation is therefore one that is not advanced as having a hypothetical benefit, but instead is offered as a program that can point to a decades-long history of achievement, and of meeting societal and professional needs.

2. PROGRAM EVALUATION

2.1. Mission, objectives and administration

The English Language and Literature B.A. program is intended to meet the local market need for teachers, translators, and potentially for members of publishing employments (editing, proofreading) with high-level capability in English. It aims moreover to improve the students' general ability to use English in professions that may require English, but which are not strictly pedagogical or translation oriented, such as business or legal applications. It is a four-year, eight semester 240 ECTS credit curriculum. The curriculum begins with entirely obligatory (mandatory) courses in the first year; later years require more student selection, through the provision of electives. The final semester requires the completion of a diploma thesis or capstone project.

(It is perhaps here worth addressing a question raised in the SER, p.11. The point at issue is whether or not the final project must be a diploma thesis, or whether a final examination by commission, or a capstone project, would be acceptable replacement options. The expert team is of the opinion that, as long as one of these options is selected—thesis, project, or examination by commission—there would



be no violation of basic academic values or credibility. If it is feasible, the expert team recommends allowing the student herself/himself to choose the form of final assessment for these 8 ECTS credits, based upon her/his specific research interests).

The program is broadly-based, with multiple deducible curricular intentions: to improve the students' English; to expose them to pedagogical and methodological training for those who wish to teach; to expose them to translation as theory and in practice; to prepare students for additional M.A. study; and to provide a personalized series of courses (literary, culture/historical, or professional ESP) to build individual skills within the curriculum. In general terms, the curriculum is comparable with similar programs at distinguished universities in Europe, and is notable for the diversity of elective options available.

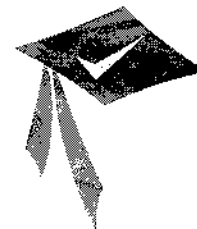
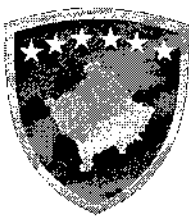
The program appears to meet the mission of the University of Prishtina, in providing market-useful skills and building multicultural competence. During the site-visit discussions, multiple institutional collocutors (managers, teachers, students, alumni) noted that English is an essentially ineluctable employment requirement in the Republic of Kosovo, at least for any job for—or that interacts with—the embassies, multinational companies, NGOs, and civil society organizations operating in Kosovo. It was also emphasized that English is also a key to the internationalization of any modern society, as it is the *de facto* 'default language' of many people around the world for communication, tourism, and entertainment.

The program representatives reported, and the Self-Evaluation Report formally affirms, that the program is designed to meet the NQF requirements: 'This program is based on the National Qualification Framework, according to which this study program belongs to its 6th level. Moreover, this field of study is in accordance with the Erasmus Subject Area Codes (ESAC) points: 05.0/ 05.2/ 05.3/ 05.5/ 09.0/ 09.1/ 09.2/ 09.3/ 09.4.' (SER, p. 14) The external evaluators believe this to be a factual statement. Additionally, the program is also largely congruent with the Bologna process, in the calculation of ECTS credits.

In regard to the didactic and research emphases of the program, as this is a first-cycle undergraduate program, research autonomy is not heavily required (with the aforementioned final thesis-exam-project). Nonetheless, the basic course descriptions feature an encouraging variety and diversity of assessment mechanisms, by which student research and independent thinking may be evaluated. The didactic approach appears largely to be instructor-led discussion, debate, and seminar work, with perhaps a greater emphasis on student responsibility built into the assignments and course design of the classes later in the curriculum.

One of the apparent weaknesses of the program lies in the practical realization of mobility opportunities for students. In many cases, this difficulty seems to arise from the unusual visa

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disadvantages faced by citizens of the Republic of Kosovo in the European Union, as well as the simple practical financial difficulty of an extended study opportunity in often expensive EU countries. Whilst this is understandable, mobility is a highly-desirable element of contemporary European higher education, and any institutional or Faculty initiatives to facilitate student mobility would be commendable.

Staff and students were consistent in their testimony that this program follows the policies and regulations of the University of Prishtina. No notable violations of policy were brought to the attention of the expert team. It should be noted, however, that the SER itself identifies as a program 'weakness' that 'decision-making is multifaceted in relation to problems that may arise relating to the mission or objectives of the program. The bureaucracy in decision-making must be transferred to the department's instances.' (SER, p. 17) Although this may be a valid concern, it is the impression of the expert team that the 'bureaucracy' (to employ the SER's word) is highly centralized at the University of Prishtina, and that any future requests for greater Faculty autonomy in decision-making will likely need to be made on a case-by-case basis.

Thus, relating this section to the required KAA Standards, this report finds:

Standard 1.1: The study program mission is in compliance with the overall mission statement of the institution.

1.1: Yes.

Standard 1.2: 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.

1.2: Yes. Although, as stated, outside 'advice' was not identified, the program appears consistent with the NQF and Framework for Qualifications of the EHEA.

Standard 1.3: The study program has a well-defined overarching didactic and research concept.

1.3: Yes.

Standard 1.4: There are formal policies, guidelines and regulations dealing with recurring procedural or academic issues. These are made publicly available to all staff and students.

1.4: Yes, although as noted, the Faculty believes decision-making authority needs to be devolved to the Faculty level.

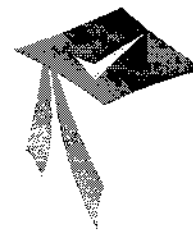
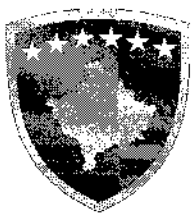
Standard 1.5: All staff and students comply with the institutional regulations relating to ethical conduct in research, teaching, assessment in all academic and administrative activities.

1.5: Yes, according to both student and staff testimony.

Standard 1.6: 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.

1.6: Yes, although it was mentioned that program evaluation is often the result of these accreditation procedures.

Compliance Level: Fully Compliant.



ET recommendations:

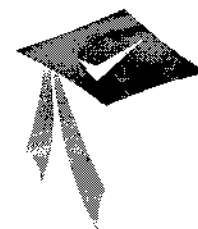
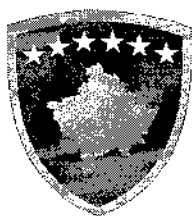
1. *Address practical ways of making mobility more accessible to students of this program,*
2. *Provide students the option of choosing the form of the major capstone effort in semester eight—be it a thesis paper, a research project, or an examination by commission.*
3. *Formulate clear and unambiguous requests for additional Faculty decision-making autonomy, with precise examples of how decentralizing these decision-making processes would improve by being the responsibility of the Faculty. Make these requests, as appropriate, to the Senate, or to the Rector.*

2.2. Quality management

The SER statement regarding Quality Management is rather desultory, reading in full: ‘Quality management can be conducted with a solid legislative infrastructure for the various aspects of studies at this level, which are dedicated to both academic staff and students. An effective communication and internal monitoring network for students, academic, and administrative staff is also required.’ (SER, p, 18) This is an unfortunately brief and amorphous formulation of the institution’s commitment to quality management which, in point of fact, seems much more practical and advanced than the SER would suggest.

The University of Prishtina maintains a generally centralized quality management structure. Formally, this is overseen by a Quality Assurance Committee, which is a subcommittee of the University Senate. During the site-visit discussions with the quality assurance representatives, they noted that while general policies and procedures for quality management are centralized, the Faculty Deans have primary ‘local’ authority for oversight and application of these processes.

As described to the expert team, one of the main mechanisms for monitoring the quality of program delivery is a semestral student survey. This is common good practice in education, and is commended here. Yet there appears to be a notable procedural weakness in the specific realization of these surveys, as they are not mandatory. The expert team asked whether or not there is a specific percentage of responding students per class that must be met, as a minimum standard for statistical validity; it appears that there is no such minimum. It would be worthwhile to formulate this statistical minimum. The students, however, verified that these surveys were regularly conducted, and were (in their view) taken seriously by the teachers being evaluated. Interestingly, the students were not in favor of transferring—as is happening now—the student surveys from paper to the university’s electronic management system (SEMS). The students expressed the view that the most effective surveys were those conducted in-class and on paper, and they were not convinced of the anonymity of an online survey system. The Quality Assurance Committee should perhaps effectively demonstrate



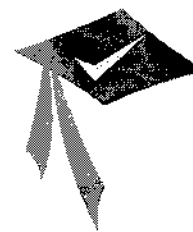
the absolute confidentiality of the electronic student survey procedure, or else maintain a paper option for those who prefer it.

Encouragingly, a new peer-to-peer teaching observation process is being undertaken. At present, this seems largely to consist of observations being made by academic staff trained by the Center for Teaching Excellence. It is intended, however, to expand this process later, perhaps to include all teaching staff receiving observation training. In the current manifestation of this process, all observations are pre-announced, so the teacher being observed knows that the observer is coming. In the future, unannounced observations may also prove useful, to guarantee that the class observed is truly representative of the teaching being regularly delivered. Yet, as this peer observation process is just beginning, it is here commended and encouraged as a potentially valuable assistance for the teaching staff.

The academic staff are supposed to be evaluated in an annual performance review, but it is the impression of the expert team—based on the site-visit discussions—that these are somewhat informal. While this can be admirable in terms of building collegiality within the program and with Faculty management, it was unclear to the expert team what formal processes may be required by formal underperformance (e.g., say, an academic who does not publish regularly).

In terms of program review for quality assurance and quality improvement, it is also unclear whether or not external advice is sought. During the site-visit discussions, university collocutors quite refreshingly acknowledged that program review is often the result of these accreditation or reaccreditation processes. Yet it may be advisable as well to seek external program review and advice from a contracted expert. Many distinguished professors, after retiring, continue to engage in their profession by providing these types of program reviews, and can bring valuable external insights and suggestions to the program (without the stress or potential consequences of a formal accreditation process). If financial resources permit, it may be desirable to consider contracting such an external evaluator whose portfolio is simply to identify weaknesses and suggest improvements.

Alumni also appear to be somewhat under-utilized in regard to quality assurance. The alumni with whom the expert team spoke were highly satisfied with their program, noting that it built not only the intended language, teaching, and translation skills, but also developed other useful skills among which they identified creativity, public speaking, and critical thinking. Yet they also noted that they have almost no formal advisory interaction for program delivery or curriculum redesign, and observed that most of their interaction with the department remains informal and is maintained socially. Alumni, it need hardly be said, are a crucial resource for advice and employment insights in any program, but are particularly so in a program with a multi-decade history. It is recommended that the Department of English carefully consider forming a formal advisory body of willing alumni who may comment on potential developments or identify curricular areas in need of improvement.



Finally, it is unclear to the expert team how, and how widely, quality assurance data or analytics are shared with staff. Obviously, in such cases, individualized data—student opinion or teacher performance—must be protected by confidentiality. Yet it might be beneficial to provide general or aggregated performance data, to enable instructors and program managers to identify which areas of performance require attention, or may benefit from additional training. It is specifically noted in the SER as a self-identified weakness of the program that there is a ‘lack of discussion of the students’ evaluation of the teaching staff by the department.’ (SER, p. 21)

Thus, relating this section to the required KAA Standards, this report finds:

Standard 2.1: All staff participate in self-evaluations and cooperate with reporting and improvement processes in their sphere of activity.

2.1: Yes.

Standard 2.2: Evaluation processes and planning for improvement are integrated into normal planning processes.

2.2: Yes.

Standard 2.3: Quality assurance processes deal with all aspects of program planning and delivery, including services and resources and resources provided by other parts of the institution.

2.3: Yes.

Standard 2.4: 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.

2.4: Yes, although it is unclear whether or not learning outcomes are the foremost priority of the quality evaluations, signifying ‘particular attention.’

Standard 2.5: Quality assurance processes ensure both that required standards are met and that there is continuing improvement in performance.

2.5: Yes, although as mentioned above, it is unclear what formal processes are instituted in instances of obvious under-performance.

Standard 2.6: Survey data is being collected from students, graduates and employers; the results of these Evaluations are made publicly available.

2.6: No. It does not appear that the data collected are ‘made publicly available,’ and much of the alumni engagement with the program is, by their testimony, largely informal.

Standard 2.7: 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.

2.7: Yes.

Standard 2.8: The institution ensures that reports on the overall quality of the program are prepared periodically (e.g. every three years) for consideration within the institution indicating its strengths and weaknesses.

2.8: Yes, in part to meet re-accreditation requirements.

Standard 2.9: The quality assurance arrangements for the program are themselves regularly evaluated and improved.

2.9: Yes.



Compliance Level: Substantially compliant.

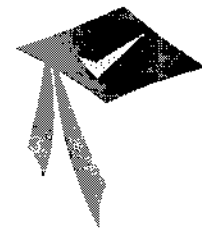
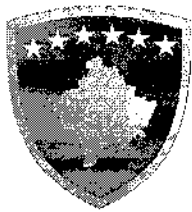
ET recommendations:

1. *Make the student evaluations mandatory, but provide in-class paper options for those who prefer paper surveys or distrust online questionnaires.*
2. *Generalize or anonymize performance results (student survey results, teacher-teacher observation results) and make these data available to teaching staff and program managers.*
3. *Continue peer-to-peer observation processes, to include unannounced observations as well.*
4. *Consider contracting an external program review outside of the reaccreditation procedures.*
5. *Establish a more formal advisory board of alumni to comment on program delivery, skills evolution, and market requirements*

2.3. Academic staff

The hiring of academic staff is a process controlled centrally by the University of Prishtina, and centrally regulated. As a general process, once a Faculty has identified a needed position, this is approved by the Senate, and the position is advertised in multiple media. The eventually successful applicant is given appropriate contractual details, job descriptions, and other relevant documentation. The teaching staff, once hired, are held to general performance requirements, including teaching responsibilities, availability for student consultation, participation in academic functions (councils, commissions, etc.), maintenance of a research and publication profile, and other institutional or program functions that may require broad academic participation.

For the English Language and Literature B.A. program, the main teaching body consists of thirteen contracted individuals. (It should be noted here that one of the senior staff members of this program passed away between the submission of the reaccreditation materials and the performance of this evaluation; the data presented here do not replace the deceased, as the decedent's replacement has not yet been identified). Eight of the thirteen teachers hold doctoral degrees; the other eight hold M.A. degrees. In terms of academic title, three are Full Professors; two are Associate Professors; one is an Assistant Professor; five are Lectors; and the remaining two are assistants. All are presently contracted, although the SER reporting of the contractual data (SER, pp.22-23) is somewhat unclear, with some contracts being reported by their end date, and others by their beginning date. The staffing for this program nonetheless appears to meet all applicable KAA standards and requirements, as multiply affirmed in the program SER: 'the University of Prishtina is the primary employer for all academic staff active in this program,' (SER, p. 24); 'the Department of English Language and Literature currently has 8 doctors of science, which means that Standard 3.5 is fully met' (SER, p. 24).



The teaching staff have, in addition to teaching responsibilities, requirements to be regularly available for student consultation; faculty responsibilities (councils, commissions, etc.); participation in quality assurance mechanisms; enforcement and upholding of University of Prishtina guidelines for academic and ethical conduct, etc. Such extra-curricular responsibilities are comparable with those imposed as employment conditions at comparable higher education institutions throughout Europe and North America. These do not seem excessive or onerous and, by staff testimony, are followed and are understood.

Research may be under-supported area for the instructors. All academic staff are expected to maintain a publishing research profile as a condition of regular performance evaluation and promotion in academic title. It was unclear to the expert team how much practical assistance—indeed, including simple funding—is available to teaching staff. The instructors mentioned that there is a centralized budget to assist research efforts, but that this is controlled centrally, and is not under the authority of the Faculty or the Department. It was the impression of the expert team that conference attendance and research publication is largely dependent upon individual instructor initiative. The staff mentioned their satisfaction with the provision of the EBSCO database to assist them. It does not appear that there is a departmental research coordinator. Thus, although the teaching staff appear to be maintaining discipline-appropriate research profiles, it seems that research is an area of instructor support that could be improved: indeed, the program identifies this twice in the SER: ‘lack of team applications in search of support for scientific projects within the framework of scientific research of academic staff’ (SER, p.26); ‘financial support for academic staff participation in scientific conferences abroad is maintained only annually by the SC of the UP granting only the payment of the conference fee.’ (SER, p. 26)

Both the SER and the program collocutors emphasized the strong engagement and support this specific program has received through external contacts, most specifically the Embassy of the United States of America in Prishtina. This is admirable, and a good connection to maintain. It is unclear whether or not this has resulted in mobility opportunities for the staff to the U.S.A. (which programs are, admittedly, highly competitive). It is the impression of the expert team that staff mobility is circumscribed by the same factors that limit student mobility—visa regulation and financial exposure. Yet this connection with the U.S. Embassy may permit the accommodation of incoming mobility from the U.S.A., perhaps through the Fulbright Program. It is a notable feature of this program that no native-speakers of English are full-time staff members. Such employment may be difficult to achieve: there may be troublesome residency bureaucracy, and the available salary may not attract a professional from the United Kingdom or the Republic of Ireland. Yet it may be possible to supplement the full-time teaching staff with a series of Fulbright visitors, whose paperwork and financial compensation would be arranged by the U.S. Embassy. This may be a connection that will enable the English Department to offer the undergraduates to have regular exposure to native-speaking instructors, without having to try to attract another full-time employee.



One final subjective impression may be permissible as an observation: the teaching staff seem genuinely convinced of the quality and effectiveness of this program. While there are the perhaps inevitable concerns inherent in any academic milieu, the academic staff impressed the expert team as being committed to the program they deliver.

Thus, relating this section to the required KAA Standards, this report finds:

Standard 3.1: 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.

3.1: Yes, although as mentioned some of the contractual information is confusingly reported in the SER.

Standard 3.2: The teaching staff must comply with the legal requirements concerning the occupation of teaching positions included in the Administrative instruction on Accreditation.

3.2: Yes. The SER affirms that 'by fulfilling all legal requirements, all academic staff, full-time and part-time, have completed the Accreditation Agency's online forms, their evidence, both legal and professional' (SER, p. 24), and the expert team has identified no violations herein.

Standard 3.3: 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 this activity.

3.3: Yes. Staff affirm that the University of Prishtina is their primary employer.

Standard 3.4: 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.

3.4: Yes.

Standard 3.5: 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.

3.5: Yes.

Standard 3.6: Opportunities are provided for additional professional development of teaching staff, with special assistance given to any who are facing difficulties.

3.6: Yes, although the expert team is slightly concerned that staff performance reviews seem to be somewhat informal, by report.

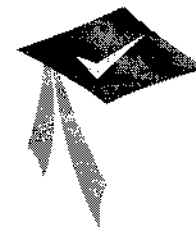
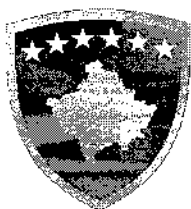
Standard 3.7: The responsibilities of all teaching staff, especially full-time, include the engagement in the academic community, availability for consultations with students and community service.

3.7: Yes.

Standard 3.8: 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 a year, The results of the evaluation are made publicly available.

3.8: No. The expert team is not convinced that the results of these evaluations are publicly available.

Standard 3.9: Strategies for quality enhancement include improving the teaching strategies and quality of learning materials.



3.9: Yes, although staff did note the desirability of more database access, for themselves and for students.

Standard 3.10: Teachers retired at age limit or for other reasons lose the status of full-time teachers and are considered part-time teachers.

3.10: Yes, as affirmed in the SER, 'retirement of loss of full-time status teacher is subject to applicable laws.

Compliance level: Substantially compliant

ET recommendations:

1. *Examine the possibility of obtaining Faculty or Departmental control over a research budget.*
2. *Identify and appoint someone on existing staff to serve as a departmental research coordinator, to promote joint or collaborative research activities or applications.*
3. *Maintain good cooperation with the various Anglophone embassies or consulates, perhaps including the hosting of sponsored visiting lecturers from the USA, UK, Ireland, Canada, etc.*
4. *Ensure that all performance evaluations are conducted in a regular, formal structure.*

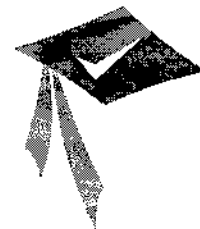
2.4. Educational process content

The English Language and Literature B.A. program is a well-designed, thoughtful academic offering aimed primarily at students who wish to utilize English in their professional careers, with particular emphasis on the fields of education (teacher training) and translation. It is a 240 ECTS credit program intended, for full-time students, to occupy four years in eight semesters. Student applicants are pre-tested for English language ability, and are expected to meet or exceed the level B2 of the European Framework of Reference for Languages. Although the primary student recruitment anticipates students enrolling after completing high school, there is no formal impediment to older or non-traditional students participating, if they meet the other enrolment requirements. Program credits tend to vary from 4-7 for mandatory courses; electives are all 3 credits; while the final 'diploma/project' is an 8 credit obligation.

The curriculum has all obligatory courses in the first year. When asked about this during the site-visit discussions, the program collocutors noted that this was done to ensure that all students have the basic minimum of skills and learning strategies to make effective use of their later elective opportunities. This seems reasonable, given that the last three years of the program feature multiple elective options, and the first-year mandatory classes are consistent with comparable programs' initial curriculum offerings. In this program, the mandatory first-year courses (amounting collectively to 60 credits) are: English Language I & II; English Grammar I & II; Introduction to Literary Theory; English Phonetics; Albanian Language I & II; Foreign Language I & II; English Phonology; and Medieval and



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Renaissance Literature. These thus accommodate early skills-building for students interested in linguistics, literature, and basic English language improvement.

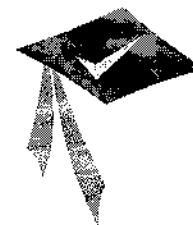
It should be noted here that the Albanian Language requirements (primarily morphology and syntax) are designed to improve native-language understanding for the students. This presumes that the students will be native speakers of Albanian, and there does not appear to be a plan to accommodate native speakers of Serbian, Bosnian, Turkish, or other potential regional languages. In the panel discussions, the program representatives emphasized that the overwhelming majority of students are native speakers of Albanian, and that if a student needed a comparable option for (say) Serbian or Turkish, she or he would be accommodated on a case-by-case basis. It is also worth noting, along these lines of non-English instruction, that the foreign language offerings, continue after year one as electives. This is good, student-focused curriculum design; the foreign language requirement is concluded after one year for those who do not wish to continue, but another two semesters are available for those who seek to improve their knowledge of French, German, Italian, etc.

The second year features two semesters of 27 mandatory credits each, with one elective per semester covering the remaining 3 credits. The mandatory courses are again consistent with comparable programs of high quality, and offer no thematically dubious subjects: English Language III & IV; English Morphology I & II; English Literature-Romanticism; English Idiomatics; Introduction to Teaching and Learning; Interpretation of Literary Works; Victorian Literature; and New Trends in Teaching English as a Foreign Language. Only two comments are necessary here—1) it is here that the pedagogical and methodological teacher-training begins, and 2) it is slightly unclear why ‘Interpretation of Literary Works’ comes after students have already taken ‘Introduction to Literary Theory,’ ‘Medieval and Renaissance Literature,’ and ‘English Literature-Romanticism,’ which all presumably have introduced students to the main principles of literary interpretation.

The elective offerings in the second year are laudable as giving students a real diversity of choice, and they seem designed more for their practical utility to students rather than being tailored to instructor enthusiasm or specialization. The electives offered in the second year are: English in the World; Teaching Creative Writing; English for Specific Purposes (Business and Economy); English for Specific Purposes (Law/Medicine/Technology/Engineering); Foreign Language 3; Foreign Language 4; Literature and Film; Text Analysis; and Lesson Planning. Again, it is here notable that there are implied paths—a student intending to become a teacher would likely take, for example, Teaching Creative Writing and Lesson Planning—but diversity and curiosity are also encouraged, as nothing prevents a teaching-inclined student from taking, say, ‘Literature and Film.’

The third year reduces the mandatory courses to 24 credits per semester, allowing for the choice of two electives per semester. The mandatory courses are again solid, traditional skills-building and cultural offerings, consisting of: English for Academic Purposes I & II; English Syntax I & II;

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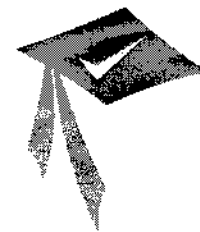


Modern English Poetry; Modern English Prose; Shakespeare; and Review of American Literature till 1900. There is nothing wrong with this assortment of classes, all of which need no justification as individual courses; yet it may be noted that there is an unexpectedly heavy emphasis in this program on literature, given that many programs have reduced the literature component in recognition of the fact that most English graduates do not become editors, critics, or reviewers. This is by no means intended as criticism of this specific program—it is, after all, entitled ‘English Language and Literature’—yet it may be worth departmental discussion of whether four of the eight mandatory courses in year three should be literature courses.

The third-year electives are again notable for the breadth of choice available, and the potential professional profile they permit the student to build. The electives are all 3 credits, and two per semester are selected. The choices in year three are: Translation Theory and Practice; Legal Translation; English Drama; Language and Culture; Translation (English-Albanian); Methodology of Foreign Language Teaching; Non-Literary Translation; Consecutive and Simultaneous Translation; Stream of Consciousness Novel; Linguistics in Literature Studies; Practical English; Introduction to Semantics; and Teaching English to Young Learners.

The final year is consistent with year three, in that it contains 24 mandatory credits per term, and 6 credits per term accumulated through elective options. The fourth-year mandatory courses are: English for Employability; Methodology of Teaching English as a Foreign Language; Stylistics; Modern American Literature; Intercultural Business Communication; Lexicology; Contemporary American Literature; and Diploma/Project. These again all seem reasonable, although there may be slight thematic overlapping for students who chose ‘Methodology of Foreign Language Teaching’ and then are required to take ‘Methodology of Teaching English as a Foreign Language.’ Additionally, the ‘Diploma/Project’ requirement has already been mentioned in this report but, again, the expert team believes that it would be acceptable and desirable to permit the student herself or himself to choose the structure of her/his final project or thesis.

The final year’s elective offerings are also commendably diverse: American Short Story; Professional Translation Practice I & II; Professional Teaching Practice I & II; Introduction to Scientific Research in Linguistics; Testing and Evaluation; Technology in Teaching English; Feminist Literary Criticism; American Drama; and Teaching English to Students with Special Needs. In this year, at least one elective per semester must be a ‘professional practice’ course (here underlined). This professional practice requirement is intended to build real-world praxis into the curriculum, and is appropriate. During the site-visit discussions it was noted that no formal requirement exists to compel students to select items ‘I’ and ‘II’ from the same subject; thus, a student might theoretically select ‘Professional Translation Practice I’ and follow it with ‘Professional Teaching Practice II.’ This is theoretically possible, although the program representatives suggested that most students would choose the more



logical succession of course continuity, following one professional course with its analogous course in semester eight, where available.

The curriculum is evidently a well-considered, appropriately-balanced program. It has multiple courses for improving practical English; incorporates teaching and translation courses as being the most likely professional aspirations for graduates; includes numerous elective opportunities to develop personal interests or deepen employment skills; and features a strong literary component. The development of subject complexity, and increasing student autonomy, are apparent in the structure and distribution of the courses. Certain elements of the program could perhaps be questioned, such as the heavy emphasis on mandatory literature components; the dearth of historical or cultural survey courses for major Anglophone countries; the almost complete absence of analysis of non-transatlantic English usage (Australian, Indian, South African, Caribbean, etc.); the lack of any consideration of Anglo-Saxon (Old English) language and literature; etc. Yet it must be acknowledged that these are very minor qualifications when considered against the substantial depth and breadth of subject matter covered by the curriculum proposed.

Thus, relating this section to the required KAA Standards, this report finds:

Standard 4.1: 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, to the capability of taking up adequate employment, contributing to the civil society and of developing the students' personality.

4.1: Yes.

Standard 4.2: 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.

4.2: Yes. The structure of the program is particularly to be commended.

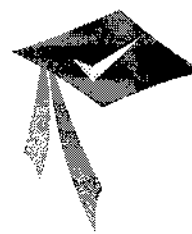
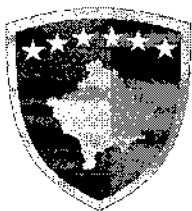
Standard 4.3: The disciplines within the curriculum are provided in a logical flow and meet the definition and precise determination of the general and specific competencies, as well as the compatibility with the study programs and curricula delivered in the EHEA. To be listed at least 7 learning outcomes for the study program under evaluation.

4.3: Yes.

Standard 4.4: 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.

4.4: Yes.

Standard 4.5: 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 studies. This may be done through language training prior to the commencement of the program.

4.5: Yes. As noted above, students are pre-tested before being offered a study position, and are expected to meet or surpass B2 level in the European Framework of Reference for Languages.

Standard 4.6: 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.

4.6: Yes, as verified by both instructors and students.

Standard 4.7: 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.

4.7: Yes, again, as verified by students.

Standard 4.8: 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.

4.8: Yes.

Standard 4.9: 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.

4.9: Yes.

Standard 4.10: Policies and procedures include actions to be taken in to dealing with situations where standards of student achievement are inadequate or inconsistently assessed.

4.10: Yes. The students affirmed that instructors are receptive to altering assignments or assessment mechanisms when requested to do so by students.

Standard 4.11: If the study program includes practise stages, the intended student learning outcomes are clearly specified and effective processes are followed to endure that those learning outcomes and the strategies to develop that learning are understood by students. The practice stages are allocated ECTS credits and the work of students at the practical training organizations is monitored through activity reports; students during practice stages have assigned tutors among the academic staff in the study program.

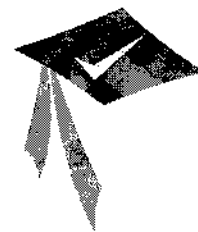
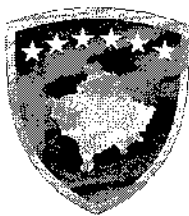
4.11: Yes.

Standard 4.12: In order to facilitate the practice stages, the higher education institution signs cooperation agreements, contracts, or other documents with institutions/organizations/ practical training units.

4.12: Yes.

Compliance Level: Fully compliant.

ET recommendations:



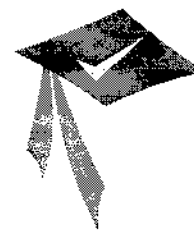
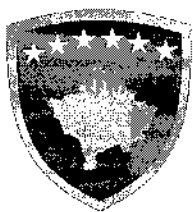
1. *Consider whether there is provable benefit in having 63 credits of the program given to mandatory literature courses; whilst there is nothing wrong with any of these courses, this may be too extensive coverage of an area of English unlikely to have significant employment applications for the graduates. It may be possible to provide a solid cultural survey of Anglophone literatures in approximately 40-45 mandatory credits, with additional courses being elective specialist courses.*
2. *Consider—before it happens in practice—how to accommodate non-Albanian native speakers who are required to take Albanian Language I and Albanian Language II.*
3. *Consider offering an elective or series of electives covering non-transatlantic Anglophone cultures and literatures.*
4. *Maintain strict language competence requirements for enrolment, as the program is clearly structured towards students who enter with significant English capability already attained.*

2.5. Students

In order to enrol into the BA studies of the Department of English Language and Literature, potential candidates are subjected to a rather strict, but equal and fair selection process. Considering the attractiveness of the studies, the number of candidates, the quota and finally the great number of benefits (gained knowledge, professional development, and employability) after the graduation, such strict selection process is absolutely justified. By selecting appropriate candidates, the Department increases the quality of its studies and creates a network of extraordinary young professionals who will only give back more to their *alma mater* in the future. An enrolment quota of 120 students seems adequate.

Communication between students and professors, and vice versa, is effective and prompt, be it in regard to the test results, homework and seminar feedback, students' practice, master's thesis mentorship, additional inquiries about the course materials and matters or even extracurricular activities. Students seem to be very pleased with the ways they can communicate with their professors and with their availability. All of the students' basic rights seem to be met. Since the student results and grades are stored in digital form, they provide a great database for further statistical analysis.

In order to finish their studies and obtain bachelors title, students must pass all of their exams and write an original thesis ("Diploma/Project" in syllabus). While that is normal and common practice within philological studies, there are also some examples where the thesis can be replaced by enrolling into additional courses and taking the final exam. Example where a department allows such practice is at the Faculty of Humanities and Social Sciences in Zagreb, where at great majority of the departments, diploma/practice policy is not in practice. Instead of writing a bachelor thesis, students enrol into additional courses and take the final exam in order to make up for ECTS points otherwise earned by writing classical thesis. Since passing of the Diploma/Project is awarded with 8 ECTS, and since all of the elective courses have up to 3 ECTS, it would mean that a student should enrol into two



to three additional courses besides taking the final exam. From a student perspective that is a fair practice as long as students have both options available and are informed ahead of time about those options and the responsibilities which each of them carries. However, that kind of practice should only be allowed for graduation from BA studies. For graduating MA studies, masters' thesis is an strongly advised.

According to the Head of the Department and the teaching staff, plagiarism detection software (Google Originality Reports, EBSCO antiplagiarism) is at the disposal of the Department which is a sign of true care for the academic integrity. Using the plagiarism detection software warns both students and professors about accidental (or non-accidental) plagiarism, which ultimately increases relevance, originality and credibility of the Department and its students and professors.

Students and graduates that the expert team met seem to be well informed, communicative, open minded and true critical thinkers. Current students expressed some concerns and obstacles in their adaptation to their new, student lifestyle. However, those concerns and obstacles (adaptation to courses in exclusively foreign language, to student lifestyle in general, three language courses in the first semester and so on) are rather general and experienced by students everywhere, and it is only a matter of a degree to which they are experienced. In order to mitigate those stressors, the expert team suggests an event organisation for freshmen, for example "Orientation week" which would start a week or a few days before the official lectures and where the department staff/quality assurance coordinators/other students would welcome freshmen into the faculty and the departments and explain to them through several workshops what is an ECTS, course, midterm, exam, enrolment procedure, SEMS, student evaluations, student representative body, ERASMUS and student exchange options, practical work, etc. During that period the physical orientation can also be addressed – where are the classrooms, library, faculty management, student and other offices.

On the other hand, students were very vocal with evidenced praise towards the Department, more precisely the staff. They feel welcomed, included and appreciated by the professors. They are also grateful for many training and volunteering opportunities they have and they are aware that the Department is a common denominator for all their opportunities.

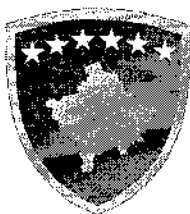
From the students' perspective, the expert team considers that the Department is doing a great job in fulfilling its role as *alma mater* towards students. All of the standards from the Accreditation manual seem to be met and therefore the expert team is fully compliant with standard 5.

Thus, relating this section to the required KAA Standards, this report finds:

Standard 5.1: There is a clear and formally adopted admission procedure at institutional level that the study program respects when organizing students' recruitment. Admission requirements are consistently and fairly applied for all students.

5.1: Yes.

Standard 5.2: All students enrolled in the study program possess a high school graduation diploma or other



equivalent document of study, according to MEST requirements.

5.2: Yes.

Standard 5.3: The study groups are dimensioned so as to ensure an effective and interactive teaching and learning process.

5.3: Yes.

Standard 5.4: Feedback to students on their performance and results of assessments is given promptly and accompanied by mechanisms for assistance if needed.

5.4: Yes.

Standard 5.5: The results obtained by the students through the study cycles are certified by the academic record.

5.5: Yes.

Standard 5.6: Flexible treatment of students in special situations is ensured with respect to deadlines and formal requirements in the program and to all examinations.

5.6: Yes.

Standard 5.7: Records of student completion rates are kept for all courses and for the program as a whole and included among quality indicators.

5.7: Yes.

Standard 5.8: Effective procedures are being used to ensure that work submitted by students is original.

5.8: Yes..

Standard 5.9: Students' rights and obligations are made publicly available, promoted to all those concerned and enforced equitably; these will include the right to academic appeals.

5.9: Yes.

Standard 5.10: The students' transfer between higher education institutions, faculties, and study programs is clearly regulated in formal internal documents.

5.10: Yes.

Standard 5.11: 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.

5.11: Yes.

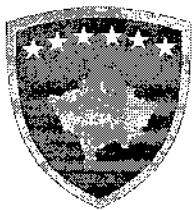
Compliance Level: Fully compliant.

ET recommendations:

1. *Allow students to decide on how they want to graduate: either by choosing the current "Diploma/Project" option or by enrolling into additional elective courses and taking the final exam.*
2. *Consider the introduction of "Orientation week" in order to mitigate unnecessary stressors for students and to prepare them better for their studies.*

2.6. Research

The academic staff of the English Language and Literature B.A. program are expected to conduct scholarly research and to publish their work regularly. This requirement is subject to Regulation 465 (2018) of the University, and to the MEST Administrative Instruction 1/2018 (SER, p. 191)



Promotional considerations incorporate evaluation of academic publication, with particular weight given to essays published in the Web of Science or other journals/databases identified by MEST. Financial awards are available for instructors who publish in the highest-value publications. Staff are also, by their own affirmation, interested in participating in national, regional, and international scientific conferences and congresses.

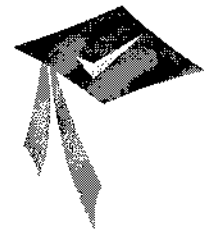
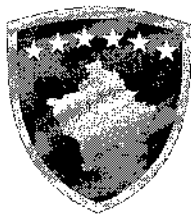
One of the main scholarly gatherings discipline-specific to this program—and one that is popular with both the teaching staff and the students—is the annual KETNET (Kosovo English Teachers' Network) conference. This is held at the University of Prishtina, and the English Department has long-standing good relations with KETNET, and extensive participation in the conferences themselves; the department staff includes the current, and a former, President of KETNET. (SER, p. 24)

It should be noted, however, that this strong commitment to research appears to be under-supported institutionally. The SER repeatedly questions the institutional support provided to the teaching staff: 'scientific activity in the English language department is ongoing and minimally supported by the University' (SER, p. 191); 'lack of electronic resources accessible through the web related to English and other disciplines' (SER, p. 194); 'lack of culture and habits for research work in joint venture projects' (SER, p. 194); 'lack of serious scientific support for membership and indexation on world scientific platforms from a financial point of view by the side of central management with permanent access' (SER, p. 194); 'devaluation of local and regional quality publications in the selection of academic staff and creation of special lists for this by the MEST and the Rectorate.' (SER, p. 194)

While the staff were perfectly aware that financial resources are limited, and repeatedly expressed their understanding that the University's executive management cannot accommodate all requests, it remains true that there appears to be a significant impression that research is required, but under-supported. It is the impression of the expert team that most of the research conducted by the English department staff is undertaken by personal initiative, and that support when received is appreciated, but is by no means presumed nor guaranteed. This report cannot possibly compel an alteration in the research funding of the University of Prishtina, yet the report again suggests identifying and appointing a staff member to serve as a departmental research coordinator. It may be possible for the departmental staff to apply collaboratively for research projects, or perhaps to apply as an institutional partner in projects led by other departments or universities in Europe. The staff seem ready and capable of meeting high research productivity targets and, if institutional support is not to be presumed, it may require the department itself to apply for partnerships or projects.

According to the program collocutors, student research capability is considered an important element to develop during the student lifecycle. As may be expected, little research autonomy is expected in the first year, but greater research requirements are built into the program as the subject complexity

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develops. As noted previously in this report, the curriculum requires a significant research project or thesis in the final semester, which is also the single highest individual allocation of program credits in the curriculum. This development of research ability is appropriate for undergraduates, and would provide a solid research base for those students who pursue the more rigorous research work expected in an M.A. program. Yet, as the SER notes, significant research autonomy is not expected at the undergraduate level: 'at this level of study, the practical aspect mainly involves student work in the fields of study which are also carried out through various research projects either within the university or other relevant organizations.' (SER, p. 192)

It should be recorded that the alumni and the employers who participated in the site-visit discussions emphasized that the basic research skills developed in the program are applicable in their employments. These elements were identified as being careful reading, critical thinking, formal academic writing, and appropriate utilization of sources and references.

It is the general impression of the expert team that the English Department has a real commitment to research productivity, and frequently initiates research opportunities by its own endeavours, such as the organization of local or regional seminars or colloquia. Yet it appears that the academic staff know themselves to be working at multiple disadvantages—lack of access to physical and electronic scholarly sources; lack of funding support for conference participation outside of the immediate Balkan region; lack of opportunities to conduct research mobility visits to other European universities or research institutes; MEST valuation of journals and databases that may not be appropriate venues for the publication of English Department research; etc. These disadvantages seem unlikely to be amendable in the near future, yet they may perhaps be ameliorated by partnerships or collaborations with other departments or programs in international partner institutions.

Thus, relating this section to the required KAA Standards, this report finds:

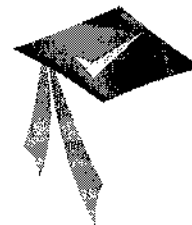
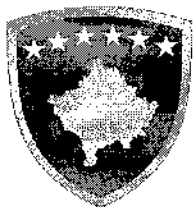
Standard 6.1: The study program has defined scientific/applied research objectives (on its own or as part of a Research center or interdisciplinary program), which are also reflected in the research development plan of the institution; sufficient financial, logistic and human resources are allocated for achieving the research objectives.

6.1: No. While the department staff make innovative efforts—individually and collectively—to produce scholarly research, there is little belief in the department that 'sufficient financial, logistic and human resources are allocated for achieving the research objectives.' As the SER notes in regard to precisely this Standard, the department's research activity is 'minimally supported by the University.' (SER, p. 191)

Standard 6.2: 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.

6.2: Yes.

Standard 6.3: 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.

6.3: Yes. As noted above, both institutional Regulation and MEST Administrative Instruction apply.

Standard 6.4: The academic staff has a proven track record of research results on the same topics as their teaching activity.

6.4: Yes.

Standard 6.5: 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.

6.5: Yes. As noted above, many of these opportunities seem self-generated, and it is unclear how much practical support is provided for external symposia and conferences.

Standard 6.6: Research is validated through scientific and applied research publications, artistic products, technological transfer through consultancy centers, scientific parks, and other structures for validation.

6.6: Yes.

Standard 6.7: 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.

6.7: Yes.

Standard 6.8: Academic and research staff publish under the name of the institution in Kosovo they are affiliated to as full-time staff.

6.8: Yes.

Standard 6.9: 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.

6.9: Yes, in so far as is realizable within an undergraduate program.

Standard 6.10: Policies are established for ownership of intellectual property and clear procedures set out for commercialization of ideas developed by staff and students.

6.10: No.

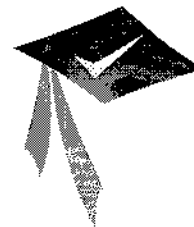
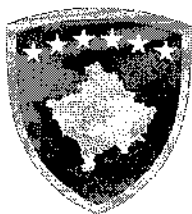
Standard 6.11: Students are engaged in research projects and other activities.

6.11: Yes. Students are engaged in their own research projects, and participate when possible in such gatherings as the KETNET conferences.

Compliance Level: Partially compliant.

ET recommendations:

1. *If institutional research support is inadequate, apply for projects (or participation in projects) that will bring outside funding or provide conference opportunities.*
2. *Staff are encouraged to identify one database that would be particularly beneficial to the program's staff and students, and request institutional support for subscription to this database.*
3. *Continue to maintain and support the close relationship between the English department and KETNET.*
4. *Seek to include students in instructors' research projects, wherever appropriate.*



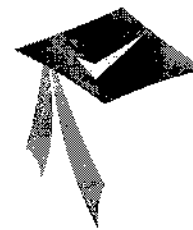
5. *Appoint one staff member to serve as a departmental research coordinator.*
6. *Continue to seek mobility opportunities that may also accommodate research study in the host institution or other nearby research institutions.*

2.7. Infrastructure and resources

The general infrastructure of both the faculty and the Department seems to be somewhat satisfactory with a lot of space for improvement. The expert team is aware of the fact that such improvements are above and beyond the Department's jurisdiction and responsibility, yet still the obligation for addressing those potential improvements and downsides exists. The faculty, department, management, classrooms, professor offices, and library all seem to be located in the same physical building, along with other departments and even other faculties (FMNS). Three classrooms with 50 to 60 seating places seem to be adequate for the current number of students and current number of courses. Additional classroom would be a great improvement in regards to professors and students schedule, but the expert team has no insight whether that is achievable.

According to the SER (SER, p.12), the library has a fund of 15.000 titles and 300 master/PhD theses and working area with 80 seating places and additional 20 in the computer room. In regards to the number of enrolled students (in both the Faculty and the Department), the ratio with working area seating places is not satisfactory and the expert team cannot give compliance for that standard. The library has a rather small book fund with little to no access to international databases, journals and other relevant periodicals neither for students nor the professors. The expert team, again, is aware that the majority of funds is allocated centrally by the University of Prishtina and that neither the Department nor the Faculty can afford to singlehandedly acquire such access. It is advised that the management of the Faculty firmly requests a solution to this problem from the University management. In order to produce relevant and professional graduates and also to provide resources for research, the Faculty needs to enable access to contemporary scientific works, be it physical and/or digital. While foreign literature donations are welcomed, the library cannot entirely depend on them. Effort needs to be put into actively procuring relevant literature because most of the syllabi for BA courses call upon foreign literature. Furthermore, not providing access to databases and relevant literature may result with copyright infringement which is something no higher education institution should practice nor tolerate and it can also be a burden for professors who need to go above and beyond to provide relevant literature for their courses.

Additionally, since a fair portion of students decides to pursue translator and linguistic careers, it is advised that the Department enables such students to have access to the usual translating and language analysis tools, as mentioned in Standard 4 (Education content).



Infrastructure is barely adapted to the students with special needs, and it seems not all of their needs are properly addressed. The needs of the students with visual or hearing impairments are not addressed as well as needs of the students with extremity impairment. One of the solutions that arises, as seen in practice at the Faculty of Humanities and Social Sciences in Zagreb, is to provide personal assistants to students with special needs. The assistant is usually another student of the same faculty who helps and guides or navigates a student with special needs around the faculty premises. The assistant engages in that kind of activity as a way of working out (instead of paying) some or all of his or her scholarship fee, and as well as out of empathic and altruistic reasons. The benefits of implementing this or similar kind of assistance are enormous for all parties included - the Faculty, the person with special needs and the student assistant.

From the SWOT analysis in the SER (SER, pp.199-200) it is commendable that certain steps have been taken towards fixing infrastructural flaws of the building and the expert team suggest that certain steps are taken as soon as possible in regard to the flooding basement which is both a health hazard and building stability hazard.

Despite the compliance with 4 out of 6 standards (66%), the expert team's final decision is substantial compliance because a great majority of the standards go beyond the Department's jurisdiction and monetary power.

Thus, relating this section to the required KAA Standards, this report finds:

Standard 7.1: The adequate long-term implementation of the study program is ensured in qualitative terms as regards premises, human resources, and equipment. At the same time, it is guaranteed that qualitative aspects are also taken into account.

7.1: Yes.

Standard 7.2: 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.

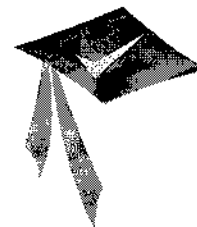
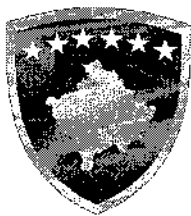
7.2: Yes.

Standard 7.3: The higher education institution must demonstrate with adequate documents 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.

7.3: Yes.

Standard 7.4: 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.

7.4: Yes.

Standard 7.5: 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 recognized publishers, from the last ten 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, according to the stated mission.

7.5: No, for the same reasons elaborated above.

Standard 7.6: The infrastructure and facilities dedicated to the implementation of the program is adapted to students with special needs.

7.6: No, for the reasons elaborated above.

Compliance Level: Substantially compliant.

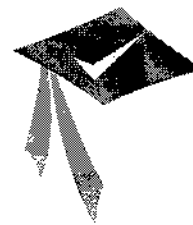
ET recommendations:

1. *Enrich the book fund of the library through active acquisition of new titles.*
2. *Enable access to international databases, journals, and other periodicals.*
3. *Address the needs of all students with special needs.*

3. OVERALL EVALUATION AND RECOMMENDATION OF THE ET

The B.A. program in English Language and Literature is an exemplary curriculum, well-structured to the needs of the students and accommodating of the skills needed by the labor market. It has an extensive history of program delivery, and retains admirable traditional curricular elements, while remaining vigorous and lithe in incorporating new technologies and developments. It is a highly encouraging sign when a program generates genuine enthusiasm in the academic staff, the students, the alumni, and employers/social partners. All the evidence seen by the expert team suggests that this is a program designed and run by capable and committed professionals for highly motivated students.

The obvious strengths of the program, however, should not obscure the areas of difficulty or poor management that need to be addressed. It is patently clear that the staff feel seriously under-supported in their research efforts, and have come to rely on personal initiative and self-financing of conferences. Students and staff both lose out on mobility opportunities that should be utilized. The library and database resources for students and staff are less than are required. There is a general perception of students and staff that university policies and procedures are too centralized, and any



request or suggestion vanishes into an unknowable bureaucracy. These and similar concerns have been raised throughout this report, and the Department, Faculty, and University are encouraged to address these problems in a spirit of collaborative good faith.

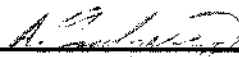

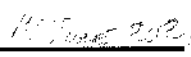
Yet, at the end, it is obvious that there is so much being done well by this program that it must surely be considered an illustrative curriculum in the Republic of Kosovo and the broader region.

In conclusion, the Expert Team considers that the study program B. A. In English Language and Literature offered by the Faculty of Philology of the University 'Hasan Prishtina' in Prishtina is substantially compliant with the standards included in the *KAA Accreditation manual* and, therefore, recommends to accredit the study program for a duration of 5 years with a number of 120 students to be enrolled in the program.

4. APPENDICES (if available)

Expert Team

Chair

		
(Signature)	Andrew Goodspeed	(Date)

Member

_____	Juraj Bogat	_____
(Signature)		(Date)