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***UNIVERSITY OF PRISHTINA “HASAN PRISHTINA”
FACULTY OF PHILOLOGY***

PROGRAM: FRENCH LANGUAGE AND LITERATURE (MA)

TYPE OF EVALUATION: RE-ACCREDITATION

REPORT OF THE EXPERT TEAM

March - April 2022, Pristina (online evaluation)



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1. INTRODUCTION

1.1. Context

Date of site visit: The 10th of March, 2022 (Online site visit)

Expert Team (ET) members:

- Dr. Anida Kisi
- Lali Giorgidze (Student Expert)

Coordinators from Kosovo Accreditation Agency (KAA):

- Ilirjane Ademaj Ahmeti, KAA Officer
- Arianit Krasniqi, KAA Officer
- Flamur Abazaj KAA Officer

Sources of information for the Report:

- *KAA Accreditation Manual (2021)*
- *KAA Manual for external evaluation of higher education institutions (2021)*
- *KAA Manual Annex 4.4. Template of the External Review Report*
- *First Page-Application*
- *Self-Evaluation Report (SER) “French Language and Literature_MA” submitted by Faculty of Philology, University of Prishtina “Hasan Prishtina”*
- *Study Programme - French Language and Literature MA*
- *Course syllabi*
- *Plan for implementation of the recommendations from the previous external evaluation*
- *Staff CVs*
- *International cooperation and scientific projects of the Faculty of Philology*
- *Link with the video of the infrastructure: <https://youtu.be/NueAWtcR9oI>*
- *Information obtained during the site visit: meetings conducted with the management of the institution, teaching and administrative staff, external stakeholders and employers of graduates;*



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- *Relevant information from the official website of the Faculty of Philology:*
<https://filologjia.uni-pr.edu/>

Requested Documents

Academic staff evaluation reports, Statute, Changes in the study programme/syllabi (if any) during last 3 years, Code of Ethics, Strategy of Faculty of Philology, financial plan of the study programme, Information on the Centre for Teaching Excellence, Link to information on Training on peer evaluation, links to online study resources, MA thesis supervision guidelines, program external review report, Quality Assurance Guideline, Regulation on Disciplinary Measures and Procedures, Regulation on MA – Scientific Studies, Report from units on monitoring the effectiveness and relevance of infrastructure and satisfaction, Rule of procedures on Electronic Management System, Statistical Data on indicators, including grade distributions, progression and completion rates, Surveys and data collected from students, graduates and employers, Data on student employment in the last three years, Data on the number of students and professors who have benefited from international collaborations and Erasmus programs in the last three years

Received Documents

Code of Ethics, Strategy of Faculty of Philology, Regulation for MA Studies, Regulation on Quality Assurance and Evaluation, Regulation on Disciplinary Measures and Procedures, Regulation on Students Electronic Management System, List of Student and Staff Mobilities within Erasmus+, Statute of UP, Admission Test Sample for the MA programme, Information on the Centre for Teaching Excellence, Link to information on Training on peer evaluation, number of students enrolled in 2019 and in 2020, Number of graduates since 2019, Data on Graduates Employment since 2019, Final Report of Accreditation in 2019, Report on Graduates Survey.

Criteria used for program evaluation:

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



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1.2. Site visit schedule

Programme Re-accreditation Procedure at University of Prishtina, Faculty of Philology	
Programme:	French Language and Literature, MA, 60 ECTS
Online site visit on:	March 10, 2022
Expert Team:	Dr. Anida Kisi Lali Giorgidze, MA Student
Coordinators of the KAA:	Ilirjane Ademaj Ahmeti, KAA Officer Arianit Krsniqi, KAA Officer

Site Visit Programme

Time	Meeting	Participants
09:00 – 09:45	Meeting with the management of the faculty where the programme is integrated	Lindita Rugova-Dean Milote Sadiku-Vice dean Avdi Visoka – Vice Dean Isa Memishi – Vice dean
09:50 – 10:35	Meeting with quality assurance representatives and administrative staff	Besnik Loxha – Head of ADO Alban Zeneli-Development officer Emanuel Gjoleka -administration
10:40 – 11:40	Meeting with the heads of the study programme:	Teutë Blakqori
11:40 – 12:25	Lunch break (provided at the evaluation site)	
12:25 – 13:10	Meeting with teaching staff	Avdi Visoka, Bade Bajrami Lendita Gjokolli, Valbona Berisha Krenare Luma
13:15 – 14:00	Meeting with students	Else Hyseni, Shkurte Zogaj, Rina Hoda, Shqipe Mehmeti, Kurbin Shala
14:05 – 14:50	Meeting with graduates	Florentina Bekaj , Forije Bekaj Ylberina Susuri Laura Dobruna, Besiana Krasniqi

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14:55 – 15:40	Meeting with employers of graduates and external stakeholders	1. Aromë DEMIRI, Zyrtare e lartë e Këshillit të Evropës dhe përgjegjëse për frankofoninë, MPJ 2. Haxhi METAJ, drejtor gjimnazit shoqëro-gjuhësor, Ahmet Gashi, Prishtinë 4. Anne-Sophie VEYRIER, drejtoreshë e Aleancës franceze, Prishtinë 5. Ma Fitore SADIKU, drejtoreshë administrative e Shkollës Franceze Ndërkombëtare në Prishtinë 6. Zejnepe HYSENAJ , drejtoreshë e gjimnazit « Naim Frashëri », Lipjan
15:40 – 15:50	Internal meeting of KAA staff and experts	
15:50 – 16:00	Closing meeting with the management of the faculty and program	Lindita Rugova-Dean Milote Sadiku-Vice dean Avdi Visoka – Vice Dean Isa Memishi – Vice dean

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

The Faculty of Philology has applied for the re-accreditation of the one-year program in French Language and Literature MA level (60 ECTS).

The Faculty of Philology operates within the framework of the University of Prishtina as an academic unit which is focused on providing study programs in the field of philological sciences. The programmes range from the study of national sciences (of Albanian language, literature and culture), teaching and studying foreign languages, literature and cultures (English, German, French, Italian, Turkish, Arabic, Persian and Croatian) as well as journalism and communicative sciences.

According to the self-evaluation report, the management activity and strategic planning of the Faculty of Philology follow the main issues defined by the Strategic Plan of the University of Prishtina. The mission and objectives of the Faculty of Philology are in compliance with those which are determined by the UP and all the programs offered by the Faculty of Philology have been drafted based on UP leadership principles, important strategic documents and current regulations.

As can be learned from the SER, the objectives of the Faculty of Philology are: to enhance teaching quality at the level of higher education, to continuously improve scientific-research work in the field of philology, to prepare students for the labour market; to ensure an

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integrated development of students and staff of FP; to ensure the rational use of financial resources; to enhance cooperation with the economy and institutions relevant to the fields of study; to ensure cooperation with other higher education institutions at the national, regional and international level; to enhance project-based cooperation with local and international institutions; to increasingly utilise technology and innovation in teaching and scientific research; and to comply with European Higher Education Area standards.

According to the Self-Evaluation Report (SER), within the organisational structure of the Faculty of Philology there are 8 departments which offer 14 study programs at the Bachelor, Master and PhD levels. There are 8 BA programs: The Albanian Language, The Albanian Literature, The English Language and Literature, The German Language and Literature, The French Language and Literature, The Turkish Language and Literature, Orientalistics and Journalism. There are four MA programs in total: Albanian Language, Albanian Literature, English language and Literature and German Language and Literature. There are two study programs at the level of PhD which are organised in two main study fields: Linguistics and Literature.

The Department of French Language was created in 1971 (as Cathedra of French Language and Literature within the Faculty of Philosophy of Pristina) and prepares its students for various employment opportunities as teachers, translators, researchers, coordinators of francophone centres at a university level, etc. At present, within the organisational structure of the Faculty of Philology, at the University of Prishtina, the department of French Language and Literature offers Bachelor studies in French language and literature and Masters program on French Language and Literature MA. The BA program French Language and Literature lasts for 4 years (8 semesters) and has a total of 240 ECTS or 60 ECTS per year.

The Curricula, subject syllabi, academic staff and their CVs, administrative staff, lecture hours, exams and other information regarding studies at the Faculty of Philology can be found on the Faculty website: <https://filologjia.uni-pr.edu/>. Students Electronic Management System (SEMS) is the centralised virtual platform of institutional communication between students and the institution.



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Education Laws of the Republic of Kosovo require that teachers of senior high schools (gymnasiums and other schools of this educational level) are equipped with masters diplomas, therefore, this MA program containing courses that offer qualification in the field of methodology and didactics of French as foreign language provides the opportunity for employment at different educational institutions such as public or private schools, schools of foreign languages and universities. Students of this program can be also employed as translators, administrators, attachés, guides to public institutions, such as the Ministry of Foreign Affairs (MFA) and non-public institutions (Embassies, Alliances, and other NGOs). The program also enables students to continue their studies in the next cycle, namely in doctoral studies.

2. PROGRAM EVALUATION

2.1. Mission, objectives and administration

According to the SER, the Master's degree program of French Language and Literature is administered by the Department of French Language and Literature, under the supervision of the relevant bodies of the Faculty of Philology. This program is based on standards in line with formal policies provided by the Law on Higher Education, MEST Administrative Instructions, UP Statute, regulations concerning procedural matters such as studies at this level, election, re-election and promotion of academic staff, the UP Code of Ethics, syllabi, and other relevant documents that are public on the faculty and university website <https://filologjia.uni-pr.edu/> and <https://www.uni-pr.edu/>.

According to the SER, the French Language and Literature MA program aims to widen scientific, theoretical-methodological and practical knowledge, as well as proficiency in the constituent fields of this program which are teaching and translation. It offers an expanded qualification of basic bachelor studies through a specialised academic curriculum in the fields of language, literature, methodics, didactics, culture, translation, as well as other fields of study and research related to French language and Francophonie. In addition to expanding and deepening the knowledge of the students in the fields it covers, it also enables them to continue their studies in the next cycle (in doctoral studies) which means more opportunities for scientific research and the labour market. Students of this program can be employed as

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teachers of French, translators, administrators, attachés, guides to public institutions, such as the Ministry of Foreign Affairs (MFA) and non-public institutions (Embassies, Alliances, and other NGOs).

In the SER, it is considered the mission of this program is in full harmony with the mission of the University of Prishtina "Hasan Prishtina", stated in its highest legal act - the Statute. The proposed study programs are approved by the Studies Commission at the faculty level and the Council of Faculty of Philology. Afterwards, they are approved by the Studies Commission at the central level and the UP Senate before proceeding to AAK for accreditation. Moreover, many of the teaching staff of the Faculty of Philology participate in various commissions established by MEST. They are involved with the preparation of curricula at the pre-university level, which directly affects the development of BA and MA curricula, with special emphasis in the field of teaching. Naturally, all these procedures proceed to the Studies Commission of the Faculty of Philology, Studies Committee, through the Council of the Faculty of Philology, the Office of Academic Development of UP, the Studies' Commission and the Senate of UP. A fivefold filter is a good indicator of this whole process. In its teaching operations and other institutional obligations, the activity of the faculty is guided by the UP Statute, UP Regulations and Administrative Instructions issued by MEST.

The procedure for drafting and evaluating study programs at UP is defined by the Regulation on Processes and Procedures for Preparing for Institution and Study Program Reaccreditation at the University of Prishtina "Hasan Prishtina", dated 12 May 2020, accessible online. In the Regulation for Quality Assurance no. 4-132, of date 30.12.2016, (file:///C:/Users/HP%20Owner/Downloads/download%20(3).pdf) the institution has likewise appointed the Main Performance Indicators for the levels of study programs (Articles 10, 11).

On the official website of the university, (<https://www.uni-pr.edu/page.aspx?id=2,73#>) there are mentioned a number of quality improvement mechanisms confirmed during the online site visit:

- Data are collected from the faculties on student performance such as: percentage of passing exams, organisation of colloquia, duration of studies, etc.



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- the quality of research activities of the UP academic staff is measured through publications in international peer-reviewed scientific journals and participation in national and international scientific conferences.
- the academic staff is also promoted based on the number of papers in international peer-reviewed journals, etc.
- the accreditation of study programs by the UP Senate

Key Performance Indicators for MA Study Programs are measured through the modalities set out in the Regulation for MA Studies that the institution has defined.

In the SER, it is stated that this MA program belongs to level 7 of the National Qualifications Framework, which includes preparing students for such levels of education, in this case, specialised in the field of French Language and literature. The SER specifies that this field of study is also in accordance with Erasmus Subject Area Codes (ESAC) points;15,15.0,15.1, 15.2, 15.3, 15.9. After having checked in the Erasmus Subject Area Codes (ESAC) <http://www.aen-online.com/aen/file/complutense%20area%20codes.pdf>, but the ET noticed that there are inaccuracies concerning intended learning outcomes at the descriptive level and the field of study. This field of study may comply with the area code 05 - Education, teacher training and/or the area code 09 - Languages and philological sciences. This is the responsibility of the institution that proposes the program to determine the convenient field. Reporting on the completion of the course and the progress of the program is done by each teacher through the declaration of results in the Electronic Student Management System and relevant authorities within the hierarchy who have direct access to statistical data that provide synopsis and analyses of course results. In addition, self-assessment of the program overall and of specific courses is done continuously by the Department staff in regular monthly meetings, as well as at faculty level in the meetings of the Vice Dean for Teaching with the Heads of Departments. In annual meetings, recommendations issued by experts during the accreditation process are constantly compared against data obtained from annual course evaluations that teachers conduct with students.

During the meetings with professors and students, both parties confirmed to the ET that a good level of compliance with internal regulations relating to ethical conduct in research, teaching and assessments in most of the relevant areas has been achieved so far. The

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scientific activity of teachers and students, and teaching and learning, is based on existing legal regulations and such regulations will be applied in the daily activities of the Faculty of Philology. In addition to internal regulations at the UP level, there are other acts governing relations between staff and between staff and students, accessible to everyone on the UP website. Staff and student conduct is expected to be in full compliance with existing regulations. The Code of Ethics is available at the UP website and there is an Ethics Commission in place that has been established by the Senate which recommends to the Senate and the Rector necessary actions related to the academic integrity of teachers and scientific research, and separate Disciplinary Committees at faculty level. Recently, UP has made efforts to also provide a software for ethical oversight of research, given that so far we have relied mainly on some free and individual text editing platforms. Overall academic processes are built on a positive approach towards human rights compliance and academic transparency (Human Rights-based Approach), combined with market needs. The promotion of the concept of gender justice to specific social groups is part of the basic documents of the institution, i.e. of the program.

Regarding the didactic and research concept, the SER states that the program is devised in order to enhance students' knowledge in three main areas: Linguistic, Literature, Didactics. Teaching in this program is mainly conducted in French by adapting to the students language needs, as defined by the Statute of the University of Prishtina "Hasan Prishtina". The study program is modelled on the qualification objectives. These include aspects related to interdisciplinary subjects and the acquisition of appropriate, methodological and generic skills and competences. From a methodological point of view, students develop the appropriate skills in two of the basic subjects in this regard, qualitative methods of social science research and quantitative methods of social science research.

The student-teacher relationship is a partnership in which each takes the responsibility of achieving the learning outcomes. Learning outcomes are explained and discussed with students from the point of view of their importance in student development. Responsibility for learning outcomes is described in course syllabi and they are applied throughout the semester. The outcomes of the obligations of students and professors are continually discussed, thus fulfilling the ongoing assessment. At the beginning of each semester, professors distribute via SEMS (the UP e-platform) course syllabuses containing detailed

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explanations of assessment mechanisms and forms, and demonstrate examples of self-assessment and peer-assessment practices during classes.

The Statute of the University of Prishtina, Article 115, states that policies and procedures include actions to be taken to address situations where student achievement standards are insufficient or are assessed inconsistently. The preparation of the master's thesis is considered a very important component for the research activity of the student because the graduates develop critical thinking skills, communication skills and teamwork, as well as professional ethics. The experts team acknowledges that there have been cases of reviewing policies and regulations related to the delivery of the programme that is standard 1.6 requirement. However, the faculty could consider the following points when reviewing the policies within the next two years time:

Currently the regulation on MA studies sets out technical criteria for master's thesis. According to this regulation, all master's theses need to be printed out. The faculty could reflect on the usefulness of having printed copies of MA thesis over time and considering the environmental footprint of printing, the faculty could review the policy of obliging students to submit the thesis in printed form. The experts team also acknowledges that the format of MA thesis submission is regulated by the institutional-wide policies. However, the faculty could begin to reflect on the usefulness of this, discuss the matter with other departments and in two years time initiate the necessary amendments in institutional-wide policy, if it is deemed necessary. The ET is also aware of the concerns of the faculty about raising risks of contradiction with the current law if the faculty shifts to online submissions. But the faculty has not specified to which law such kind of change can be contradicting. Furthermore, in light of digitalization of higher education in the European Higher Education Area and for dissemination purposes collection of online versions of MA thesis rather than/or in parallel with hardcopies could be more useful for the department and for the institution in terms of dissemination of research outcomes, as well as ensuring adherence to academic integrity.

Another matter that can be considered in regulations relates to students' representation in the Senate and to the impact it may have on the management and delivery of the program. According to the UP statute, members of the Senate should be 7 members of the Students Parliament who shall have a minimum grade point of average 8. Focusing on grades as a

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requirement may be involving risks of excluding vulnerable students from decision-making in relation to programmes. This is because social and economic conditions may also be contributing to lower academic performance. Thus, the university could create a more inclusive environment considering students' motivation and skills for decision-making and representing students' voice rather than focusing on grades, as a criterion for becoming a member of the Senate.

The faculty could also consider reviewing the regulation about announcement of the MA thesis defence. Currently, the secretary of the faculty (department) in consultation with the evaluation commission, announces notification for the defence of the master's degree thesis at least 5 days before the day of defence. The rationale behind this is that the Senate of the university gives to students one more year to work on their MA thesis. The faculty could consider setting the defence dates in the beginning of the semester for those students who will not extending studies for one more year for working on MA thesis. Even though students have not expressed discontent in relation to the rule of announcing defence dates 5 days before the defence, best international academic practice involves informing students about the dates of exams, including defence in the beginning of the term. This on one hand can avoid their stress and help some of them to better manage work and studies at the same time, while it could be more useful for academic staff to plan their workload in advance.

<i>Standard</i>	<i>Compliance</i>	
	<i>Yes</i>	<i>No</i>
Standard 1.1. The study program mission is in compliance with the overall mission statement of the institution.	X	
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.		X
Standard 1.3. The study program has a well-defined overarching didactic and research concept.	X	

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

Compliance level: 83 % Substantially compliant

ET recommendations:

1. *Correct and / or update the intended learning outcomes at the descriptive levels to the National Qualifications Framework and Erasmus Subject Area Codes (ESAC)*
2. *Regarding the well-defined overarching didactic and research concept, ET has an empathic approach regarding the conditionality of the Department of French Language and Literature to propose two separate masters, one in the field of teaching and one in the field of linguistics / translation. Low student numbers or employment opportunities in the field of translation pose a crucial risk. Teaching remains the most stable field, but this should not exclude the possibility for those young people who intend to practise the French language for other professional purposes such as translation or applied language in areas such as international relations, media, institutional communication. Since the department of French language is the only one in Kosovo that can offer training in these areas, it is understood the dual didactic and linguistic orientation of the master. But this brings ambiguity in defining the scientific research concept of the master. For this reason ET recommends a more accurate, elaborate and comprehensive formulation of program objectives, where to avoid unnecessary repetitions. Second, to properly assess the weight of translation as a scientific research component in this master, the skills that students gain and the*

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indicators that come from the labour market. Based on the analysis, the curriculum can be improved by considering the EQF level 7 descriptors which would orient the student in a better way in his research project.

- 3. Both in the SER and during the online visit it is stated that the centralization of decision-making at the university level and bureaucratic procedures often become an obstacle to the development of initiatives that the department or faculty seeks to undertake. ET recommends and encourages the institution to create the facilities and conditions that favour and enhance individual or departmental initiatives for projects or collaborations that affect the quality of academic and student activities.*
- 4. ET finds that the institution has a good base of regulatory documents at the university, faculty and department level and is constantly making serious efforts to improve and update their content with European education policies. ET also notes that concrete efforts are being made to effectively implement in the field what is recommended in the framework documents. However, in its assessment ET encounters difficulties or has to search long through documents or official websites to find evidence proving compliance with standards or performance indicators. This difficulty can have two negative consequences: ET does not give a fair judgement as it fails to find significant evidence and the institution fails to record the fulfilment of the standards provided by the AAK in an irrefutable way. For this reason, ET recommends that in the SER, statements for compliance with the standard should be provided with accurate references of evidence (document name, page, article, valid links, etc.) and attached to the file submitted to ET. In this way the statements in the SER will not be in the eyes of ET merely normative but evidence based.*

2.2. Quality management

Quality management and quality assurance for the master program in French language and literature is performed according to “Regulation on quality assurance and evaluation at the University of Prishtina” No. 4/132. This regulation establishes mechanisms and procedures for quality assurance and evaluation at the University of Prishtina and defines the role and responsibility of the academic and organisational units at the University for the realisation of the quality assurance and evaluation activities.

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According to the SER and as it was mentioned during the online visit with quality assurance representatives and administrative staff, the Department of French Language and Literature operates in the development of quality in coordination with the academic unit within which it functions and the corresponding hierarchy up to the highest management of the University of Prishtina. The article 11 of the regulation No. 4/132 stipulates that the evaluation that is carried out for accreditation of the programs should include the following information on:

- Quality of teaching and learning.
- Quality of scientific activity.
- International cooperation.
- Graduates' perceptions of study quality.
- Employers' perceptions of the quality of graduates.
- Quality of student affairs services.
- Quality of organizational culture and management. Usage of the evaluation data

According to the same regulation (Article 13) the evaluation data is used a) for the preparation of self-evaluation reports in the context of the institutional and program accreditation process; b) for the University's annual and strategic planning and prioritisation of development activities; c) to identify interventions that must be made by the level of academic units or central management to address issues of concern; d) for the purpose of improving teaching performance and academic advancement of staff according to statutory requirements.

ET finds that the institution uses several quality assurance mechanisms and has several structures in charge of this issue. Regular monthly staff meetings to discuss work and academic activity related matters, to review problems related to the learning process progression and academic staff personal development plans and projects. Teachers report on data extracted from the self-assessment reports either for the course or for the teacher, through evaluations which are carried out by students. Teachers are in constant electronic contact with administrative staff and students. The evaluation of the teaching (courses) by the students is done at the end of each semester. Regulation on Students Electronic Management System (SEMS, article 39) stipulates that the system provides statistical data for teachers. The electronic system SEMS enables an evaluation, which can deliver the results promptly. The students have confirmed that consultations with them are also regularly held and they answer a questionnaire when they take their exam.

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Furthermore, following ET's request for additional information, the Faculty provided data related to student employment or graduation, according to which 99% of graduates are employed in teaching jobs. Also, during the conversation with the stakeholders of the program, the feedback on the quality of work and cooperation with the department was positive. Unfortunately, there are no reports on how the public or university members are informed about quality development in a public report. So, the mechanism exists, but it must be made efficient and better exploited in the service of quality growth. Although the institution has policies, mechanisms and data related to quality indicators, it should refine the methodology of data processing and their analysis. It would be in the interest of improving the quality in every aspect if the publication of data from various surveys would be done in a public and transparent manner (without violating the right to privacy and anonymity).

In the SER, it is stated that continuous practical and research work that teachers undertake with students leads to the constant updating of the program and syllabuses and the foreseen changes to be integrated to the extent allowed, up to 20%, according to relevant regulations. This is done in accordance with work experience, student needs and scientific developments in the field, as well as in the light of findings from evaluation processes. Updated syllabuses for each year are posted online on the Faculty website. With regards to quality, evaluations provide an overview of the program's quality-related issues and a wider picture of its various components. Evaluations take into consideration inputs, processes and outcomes, paying special attention to student learning outcomes. Evaluation of syllabuses, learning outcomes, literature and evaluation according to KAA indicators are some of the procedures that are constantly implemented. However, it is also necessary that the faculty evaluates and improves the quality assurance arrangements and ensures participation of students not only in implementation of quality assurance processes but also in the design of quality assurance arrangement. In fact, similar recommendations were given for the improvement of the programme in 2019, and the faculty planned to address these by using appropriate evaluation mechanisms of the programme as evidence of the appropriateness of the intended learning outcomes. But in conditions of absence of formalised procedures for collecting feedback from graduates and employers about the extent of achievement of learning outcomes by graduates, appropriateness of evaluation mechanisms for the programme come into question. Further, students are participating in the implementation of QA processes, but in the SER and during interviews the ET could not find the evidence of students participation in the design or improvement of QA arrangements that still needs to be improved.

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According to the SER (P.15), the Faculty does not own any specific office or a network for former students, but they rely on individual communication with them after their graduation. Unofficially, it is confirmed that graduates in the departments of the Faculty of Philology are employed in: in public and private educational institutions; In organisations dealing with projects in support of economic, political and cultural development (such as translators, project managers, advisers, etc.); Printed and online media; Officials in various ministries and directorates; In independent entrepreneurs (such as translators, writers, publicists, etc.). At the UP level, the association ALUMNI Office works closely with UP graduates in relation to their experiences in the labour market and networks and collaborates with them in various fields of professional, science and artistic creativity.

The Faculty of Philology has in place an Advisory Body that helps to streamline the study program with labour market needs. At least two meetings are organised with this Advisory Body per semester, either in full or partially, depending on the topic under discussion. Their input for labour market needs helps the faculty to examine the possibilities of opening new study programs, as well as to approximate learning outcomes with labour market demands. According to the SER, the latest findings suggest that all graduates of the Department of French Language and Literature at a master's level are currently employed in their profile in public or private institutions within the Republic of Kosovo.

Regarding the periodicity of quality evaluation, it is found that it is closely related to the program accreditation process and is performed at least once every five years (Article 12 of the regulation No. 4/132).

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

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Standard 2.3. Quality assurance processes deal with all aspects of program planning and delivery, including services and resources provided by other parts of the institution.	X	
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.	X	
Standard 2.5. Quality assurance processes ensure both that required standards are met and that there is continuing improvement in performance.	X	
Standard 2.6. Survey data is being collected from students, graduates and employers; the results of these evaluations are made publicly available.		X
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.	X	
Standard 2.8. The institution ensures that reports on the overall quality of the program are prepared periodically (eg. every three years) for consideration within the institution indicating its strengths and weaknesses.		X
Standard 2.9. The quality assurance arrangements for the program are themselves regularly evaluated and improved.		X

Compliance level: 67 % Substantially compliant

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ET recommendations:

5. *ET finds that quality management initiatives are organised at the central level and depend on decisions at the UP Senate level. This applies to harmonising and controlling forms of quality management and evaluation in all faculties. However, this creates difficulties in the processing and analysis of data specifically for each faculty and even more so for each department. The establishment of a committee or working group for quality assurance at the faculty level would assist the dean in processing data and compiling periodic reports related to various aspects of quality at the program or institution level.*
6. *Compile periodic quality assessment reports to include data from the labour market study and graduates.*
7. *In addition to the evaluation of the subject and the lecturer, evaluations can be performed in relation to infrastructure, academic support services, evaluation of the institution by the professors themselves, focus group surveys, etc. ET recommends multiplication and diversification of survey methods and approaches to the concept of quality.*
8. *Ensure students participation not only in implementation of quality assurance processes but also in the design and improvement of quality assurance arrangements. For this purpose building students' capacities in quality assurance could be helpful.*

2.3. Academic staff

According to the SER, the Department of French Language and Literature currently has 2 regular professors, 1 associate professor and 3 assistant professors. Complete and relevant information about the academic and scientific activity of the staff can be found online at <https://filologjia.uni-pr.edu/page.aspx?id=1,14>. Academic staff meet legal requirements for their teaching activity. In addition to teaching, each staff member is available for consultations with students at least three times a week according to a timetable announced at the beginning of each semester. Where needed, they are also available to students and fellow colleagues via email. They are also involved in providing extracurricular activities (meeting writers, workshops, film screenings, literary clubs, specialised group workshops, volunteer

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work during conferences planned by departments and other cultural activities) for department and faculty students.

According to the SER and as it was confirmed during the online visit, staff is also evaluated upon re-appointment, where their research activity, publications, teaching, mentoring of MA and PhD theses and involvement in administrative matters are evaluated. In addition to this evaluation, full-time teachers are also evaluated for their scientific and pedagogical activity when being considered for promotion to higher academic titles. Also, during the meeting with the academic staff as well as from the additional information sent at the request of ET, another evaluation procedure recently implemented by the faculty was ascertained, that of peer observation. This is considered by staff as a contribution to the overall transformation of the teaching and learning practices in the academic unit.

CV-s, SER and the online visit serve to have a comprehensive view of the academic staff qualifications and extensive experience in their professional field on the faculty level. Most of the academic staff have completed their postgraduate studies at well-known French universities. Staff receive continuous training in teaching skills both through training modules organised by the UP Centre for Excellence in Teaching (CET) and in various trainings organised by higher education institutions in the region and in other European centres. Specifically, professors and students of the department of French Language also benefit from the training organised with the support of the University Agency of the Francophonie and the International Organisation of the Francophonie.

ET finds that, over the years, the academic team of the department has developed projects and activities that are indicators of interest to improve the quality of teaching but also the extracurricular dimension. Kosovo's membership in the Francophonie expands the opportunities for a better future of French language in all areas of life (work, studies/research, translations, cultural activities, etc.). The relationship established with French institutions (FUA, CNRS, French Alliance, etc.) provides all the staff with useful opportunities. The Francophone University Centre as well as the organisation of training in the teaching process, in cooperation with the French Embassy and the Francophone University Agency gives an added value to the French Department. This centre is a premise equipped with educational resources and advanced technical equipment, modernising teaching, increasing the attractiveness of Francophone university offers, and increasing the visibility of local Francophone actions through specific proposed activities of French and plurilingualism.

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Cooperation with the CNRS scientific laboratory since February 2014 means that the Master's program in the French department has a direct connection to a French high quality scientific laboratory. From 2020, professors and students of the department will benefit from the exchanges with the University de Caen, Normandy, France within the Erasmus + program.

But, as it is mentioned in the SER, due to the lack of budget, the staff of the department does not participate in numerous conferences organised in France and Francophone countries; therefore, it is difficult to pursue advanced innovations in the field of research and advancement. There are difficulties in finding serious scientific support for membership and indexing on global science databases from a financial point of view.

According to the SER, every academic year the University of Pristina evaluates the staff through SEMS. But it is not clear if there are any other strategies, more specific to the Department of the French language, aiming to improve the quality of teaching and learning materials.

<i>Standard</i>	<i>Compliance</i>	
	<i>Yes</i>	<i>No</i>
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.	X	
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.	X	



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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 their activity.	X	
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.	X	
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.	X	
Standard 3.6. Opportunities are provided for additional professional development of teaching staff, with special assistance given to any who are facing difficulties. Standard	X	
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.	X	
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 each year. The results of the evaluation are made publicly available		X
Standard 3.9. Strategies for quality enhancement include improving the teaching strategies and quality of learning materials.	X	
Standard 3.10. Teachers retire at age limit or for other reasons lose the status of full-time teachers and are considered part-time teachers.	X	

Compliance level: 90% Substantially compliant



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ET recommendations:

9. *Establish a regular process of survey revision in order to ensure their reliability and so that they are fit for purpose and provide sufficient details to serve as basis for improvement. (This comment concerns the Standard 3.8: Although academic staff evaluation is conducted regularly, the results are not made publicly available (as already mentioned earlier in this report, in the chapter 2.2. Quality management), which should be changed on the level of the Faculty, i.e. the University.); After receiving the draft report the faculty specified that the surveys have been distributed to personnel emails through SEMS but it is also important to make general findings of these surveys data analysis publicly available, including for students.*
10. *From reviewing the list of projects in the annex, ET notes that international collaborations are mainly at the level of exchanges and there is no evidence of national or international research-focused projects. ET recommends and encourages the team of the French language department to be trained and to undertake initiatives for the development of research projects. This is related also to area 6: Research, but engaging in such projects directly affects and improves the professional skills of staff.*
11. *It would be with great interest if the activity of the academic staff was to be reflected also in the form of statistical or quantitative data (ex. number of conferences, projects, training, etc. for each academic year). This would enable not only the external evaluation team but also the institution itself or the program coordinators to have a comprehensive and dynamic overview of the work of the academic staff.*

2.4 Educational process content

The MA program “French Language and literature” is a one year (two semesters) program. The total number of credits (ECTS) accumulated is 60 ECTS - credits. 6 courses are compulsory (29 ECTS); Master thesis 15 ECTS; Of the 10 elective courses the student is required to choose 4 subjects, 16 ECTS. The first semester consists of 3 mandatory and 3 elective courses (the student chooses 3 out of 5 elective courses offered), while the second semester includes 2 mandatory courses, 2 elective courses (the student chooses 2 out of 5 elective courses offered), and the diploma thesis. All courses are planned to be delivered in French Language.

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According to the SER, “the content of the learning process that includes the subjects of the study area such as; French Linguistics and Literature, Methodology, French Civilization, Translation, etc., enables students to acquire the necessary knowledge and skills in the field of study. This program aims to prepare students in three main areas: linguistics, didactics and translation. Among these three directions, according to data reported by the department itself, most students are employed in the field of teaching. Moreover, the language and literary education of students is worthwhile to complete their philological profile as well as to equip them with analytical and critical skills related to phenomena belonging to the field of philology. During the online visit, the testimonies of the graduate students as well as the stakeholders of the program confirmed for ET that the graduates of this master are easily integrated in the labour market, cope with professional tasks without difficulty and establish correct relationships with collaborators.

This master program is offered following the bachelor program and its target is basically students who finish BA in French language and literature and who seek to deepen their studies and have a more specialised education in French language and literature. BA program and MA program have the same name. At the BA level, the group of subjects that aim to develop language skills and the group of subjects that develop literary formation dominate. In the third and fourth year BA students attend subjects in the field of didactics and teaching practice (5 ECTS), while among the 4 subjects belonging to the field of translation, only one is compulsory and three are optional. At the level of the master program ET finds that the content of the program exceeds the dimension of the use of the French language and deepens to the level of linguistic sciences (semantics, intertextuality, contrastive grammar, comparative phraseology, textual analysis), offers a subject in translation, a subject in scientific research methodology and some subjects in the field of literature (comparative literature, selected author 1 & 2, francophone literature, literature and cinematography). In this context, there is a continuation from the BA level to the MA, there is a deepening of knowledge, but not a real profiling in one of the directions. In this regard, ET is also expressed in recommendation 2, point 1.1. Mission, objectives and administration that understands the reasons for the impossibility of a proper profiling due to the insufficient number of students, but also “The lack of a specific staff to head the Master in a concrete way in the field of teaching (as it is stated in the SER, 2.2.4.3 SWOT analysis for the educational

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process content, point B. Weakness). This situation requires a reflection and a clearer definition of the specified qualification objectives in order to provide for adequate forms of teaching and learning. Regarding the fulfilment of standard 4.2 and the compliance of the program with the National Qualifications Framework and Subject Area Codes (ESAC), ET is expressed in point 2.1 Mission, objectives and administration.

In the SER, it is stated that this MA program belongs to level 7 of the National Qualifications Framework, which includes preparing students for such levels of education, in this case, specialised in the field of French Language and literature. The SER specifies that this field of study is also in accordance with Erasmus Subject Area Codes (ESAC) points;15,15.0,15.1, 15.2, 15.3, 15.9. After having checked in the Erasmus Subject Area Codes (ESAC) <http://www.aen-online.com/aen/file/complutense%20area%20codes.pdf>, the ET noticed that there are inaccuracies concerning intended learning outcomes at the descriptive level and the field of study. This field of study may comply with the area code 05 - Education, teacher training and/or the area code 09 - Languages and philological sciences. This is the responsibility of the institution that proposes the program to determine the relevant field.

Some of the learning outcomes in the SER p. 32-33 should be reformulated in the way that they clearly show what graduates will be able to do (attention should be paid to the use of the right verbs: the use of the verbs such as learn, understand, own, adopt, be aware of etc. and structures such as the student is informed / introduced / acquainted (teacher's perspective) is not recommendable when formulating learning outcomes; instead, active verbs and formulations such as the student will be able to explain / describe / translate / analyse / demonstrate, etc. should be used.). Precise formulation of learning outcomes is necessary to make qualifications comparable across sectors and countries and to make students' knowledge and skills more transparent to the employers in the sense of what they could expect from their potential employees. However, ET found that these learning outcomes are properly expressed in the syllabi presented. Each syllabi provides : basic course information, course aims, expected learning outcomes, student workload (lectures, tutorials, consultations, test, seminar, paper, self-study, final exam preparation, assessment test, projects, etc), teaching methods, assessments methods, literature, content (15 weeks), academic policies and code of conduct.

According to the SER, the programme also prepares the students for teaching careers at schools. Considering the graduates' employment data of this programme for 2018-2021, 99%

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of graduates pursue teaching careers at schools. But it has been observed that only three courses in the programme are dedicated to or involve elements of teaching French as a foreign language. These are Psycholinguistics and methods of foreign language teaching (5 ECTS), Teaching French Literature (3 ECTS) and Glottodidactics (5 ECTS). None of these courses provide opportunities for students to practise teaching in a real environment, and assessment methods employed in them lack focus on the assessment of practical teaching skills. It may be the case that some students who study this programme have passed teaching practice-related courses at BA level of study and have developed respective skills. But if the MA programme in French Language is built on the assumption that students already possess these skills and there is no need of having real teaching practice component within the programme, then this is essential that having specific number of ECTS in teaching practice courses is named as one of the preconditions for admission, at least for those students who wish to pursue teaching career after graduation.

In the online conversation with professors and students, both parties expressed that at the beginning of the semester learning outcomes are explained and discussed with students. Student-professor communication and relationship is quite good and creates opportunities that the outcomes of the obligations of students and professors are continually discussed, thus fulfilling the ongoing assessment.

It has been observed that if the student gets a minimum passing score from the mid-term exam, he or she is not required afterwards to undertake the final exam. This may mean that course learning outcomes can be achieved by some students by the middle of the semester; in cases like these it is necessary for the department to have the plan for modifying the teaching strategy till the end of the semester for students who have achieved learning outcomes by the middle of the semester. Secondly, in conditions of having this rule in place, it is essential to ensure that all assignments from the start of the course till the mid-term exam/assignment assess achievement of all learning outcomes envisaged by the course; if this is not ensured there will be the cases when achievement of some learning outcomes are not assessed at all.

Information on forms of assessment and their percentage in grading is provided in the syllabi. Most frequently mentioned forms of assessment include attendance, individual home assignments, mid-term exam and final exam. But the syllabi do not explain what each kind of assessment implies, which may be having implications for fairness of assessments. The types of assessments/assignments given in the syllabus do not explain either for students which

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learning outcome is being assessed by specific assignment. Even though this is not the requirement of the external QA standards, providing clear links between assignments and learning outcomes in syllabi would make feedback to students more structured and meaningful and enhance fairness and objectivity of different forms of assessments.

It has been observed that the program majorly relies on the assessment of students by professors and the component of self-assessment by students or peer-assessment is missing. As the faculty aims to develop student-centred teaching and learning, introducing these types of assessments for evaluating student achievements would be more appropriate as they can lead to the enhancement of dimension of student-centeredness in students' assessments. Self-assessment can provide deeper insights into a student's true comprehension and identify gaps in student's knowledge. On the other hand, encouraging students to examine their own learning and make peer assessments influences students to become independent learners and take greater responsibility for their studies which is one of the attributes of student-centred learning.

Standards 4.11 and 4.12 are not applicable to this program, as the programme does not contain or provide credits for internship. In the SER, the fulfilment of these two standards is argued, but ET deems that the presented arguments may be valid in general and in principle for the institution, but are not significant for the master program in French Language and Literature as it does not provide professional practice.

<i>Standard</i>	<i>Compliance</i>	
	<i>Yes</i>	<i>No</i>
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. The aspects refer especially to academic or artistic competencies, to the capability of taking up adequate employment, contributing to the civil society and of developing the students' personality.	X	

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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.		X
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.	X	
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.	X	
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.	X	
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.	X	



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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.		X
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.	X	
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.	X	
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.	X	
Standard 4.11. If the study program includes practice stages, the intended student learning outcomes are clearly specified and effective processes are followed to ensure that those learning outcomes and the strategies to develop that learning are understood by students. The practice stages are allocated ECTS credits and the work of the students at the practical training organisations is monitored through activity reports; students during practice stages have assigned tutors among the academic staff in the study program.	Not applicable	



Standard 4.12. In order to facilitate the practice stages, the higher education institution signs cooperation agreements, contracts or other documents with institutions/organisations/practical training units.	Not applicable	
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Compliance level: 80% Substantially compliant

ET recommendations:

1. *Correct and / or update the intended learning outcomes at the descriptive levels to the National Qualifications Framework and Erasmus Subject Area Codes (ESAC)*
2. *To be expressed clearly and accurately at least 7 learning outcomes for the study program under evaluation (Std. 4.3 KAA Manual).*
3. *To pay more attention to the place and the role of digital skills in the education process. The ET notes that teachers and students in the department have a good command of the use of technologies for research and communication purposes. The evolution of ICT makes essential the mastery of knowledge and skills relating to distance education, digital books, teaching platforms, etc. In this context, we recommend that serious consideration be given to inclusion of digital competence in the preparation of young professionals.*
4. *The existing program has been proposed since 2016 and has not undergone any change in content. Et recommends continuous and periodic changes in the content of the program in function of the profile of competencies that young people should have in accordance with the needs of the labour market.*
5. *Ensure modifying teaching strategies for the rest of the semester for students who demonstrate in mid-term exams that they have achieved all learning outcomes envisaged by the course;*
6. *For ensuring fairness of assessments it is recommended to ensure detailed description of each form of assessment and of what is expected from students, along with indicating which learning outcome is assessed by each assessment.*



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7. *To ensure student-centeredness in methods of assessments, it would be appropriate to consider introduction of self-assessment and peer-assessments in courses. This would enable the programme to have better balance between teacher-centred and student-centred assessments.*

2.5 Students

Conditions for students' admissions to the programme are defined in the Regulation on Masters Studies and their effective implementation is not disputed by the students and staff of UP. All students enrolled in the study program should possess a BA degree diploma in French and pass the French placement test. Based on the scores received by candidates in this test, the faculty makes a decision on admission. So, currently the admission process is solely based on candidates scores in the test and does not consider any other selection criteria. Even though there is a formally adopted admission procedure to the programme at institutional level, these regulations need to be made publicly available and clear. This could be achieved by building a dedicated web-page for admissions that would ensure transparency of the admissions procedure for prospective students. Clarity of the admission procedure and of the overall recruitment could be ensured by making it possible for prospective students to access information on programmes, possible career paths, selection criteria as well as information on appeals procedure in relation to admissions that is not fully ensured with the current web-page of the university. The need for this is acknowledged by the academic units as they plan to introduce the position of public relations officer within their structure. According to the faculty strategic development plan this change may have an impact on the enrichment of the webpage along with increasing the public transparency, including accessibility to information on admissions. It has been expressed by the faculty that departments and faculties are not budget units and do not have an approved or appointed personnel for promoting the MA programmes through PR policy. But since study programmes are at the core of the higher education institutions' teaching mission it is essential to have information on all programmes available for public.

To ensure fairness of the admission procedure it would be advisable to define conditions for exemption from taking this test for candidates who demonstrate appropriate language competence in French. The faculty could also consider looking beyond scores in the process of selection, as focusing solely on test scores does not necessarily guarantee, nor is the

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predictor of future students successful life on campus. The ET is aware that currently the criteria for admissions to programme such as the average grade test or written test are set for the institutional level and faculty assumes that they cannot be changed for only one programme. But the ET would like to highlight that while it is important to respect institution-wide regulations, it is also essential to consider that admission procedure needs to be fit-for-purpose (which is also envisaged by ESG-2015, Standard 1.4). Considering best international practice ensuring fitness-for-purpose of admissions among others includes pre-defining of students' profile to be admitted to the programme, defining fitness of their motivation to the study programme outcomes, applicants' academic merits and possible extracurricular activities that can be contributing to successful completion of the programme. Considering that faculties or programme staff can be more competent in ensuring fitness-for-purpose of admissions, since they are more specialised in the study programme, it would be advisable to engage with them more widely in setting specific selection criteria and admission requirements for the programme of study. Further, the program could go a step further and reflect whether the admissions process reflects on and considers inequalities in the society at large that impede some candidates access to higher education studies.

Another improvement in the overall admissions procedure could be involving alumni of the programme in the process of recruitment. Engaging graduates in the recruitment process could add unique perspectives to the process thus encouraging diversity of perspectives in decision-making. Further, the faculty could engage with international alumni as their brand ambassadors in countries outside Kosovo to attract international students through alumni talks, blog posts, interviews about PU etc.

According to the admission requirements to the programme students enrolled in the study program should possess a high school graduation diploma or other equivalent document of study and BA degree. According to the UP Statute, the recognition procedure of the degree acquired abroad is administered by a professional official of the University Central Administration in coordination with respective European databases and with the National Council for Recognition, responsible for implementation of Lisbon Recognition Convention. Further, according to UP Statute, the Rector shall be authorised by the Senate to issue the recognition in all unambiguous cases. It is recommended that information on this is published on the university web-site for future students and for clarity reasons it would be



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recommended to explain what is meant by unambiguous cases and based on what principles decisions related to these cases are made.

One of the ways for enhancing student-centeredness in the admission process would be reflection by the faculty on ways of recognition of prior learning of candidates, e.g. of the ones who have already completed another MA programme and are willing to start studies at MA programme of French Language and Literature. In this case recognition of prior learning is about assessing what the candidate already knows and checking if it matches the qualification he or she wants to obtain. The experts panel understands that recognition of prior education is not yet required by the law in Kosovo, but introducing rules for recognizing prior learning (including foreign qualifications and qualifications obtained outside higher education would enhance fairness of the admission process. Firstly, by this the faculty and the institution can align the selection process to requirements of the Lisbon Recognition Convention. Secondly, since one of the objectives of the faculty is to comply with European Higher Education Area (EHEA) standards, it would be advisable to reflect on the need of introducing this practice in admissions even more because nowadays institutions in the EHEA are encouraged to take into consideration formal as well as non-formal and informal education of applicants and the process of recognition of prior learning has long been put on the agenda of the EU, as a support for social inclusion, lifelong learning upskilling and reskilling. Finally, to ensure consistent and fair implementation of the placement test it would be advisable to safeguard secure keeping and confidentiality of the placement test until the day the placement test is scheduled. Further, it is necessary to have systems in place to ensure that the integrity of the placement test results is not endangered through any conflict of interest between the examiners and candidates. This is particularly important as currently the placement test results is the main selection criteria for the admission to the programme.

According to the Masters Studies Regulation, candidates who are not admitted to the master level studies can file a written complaint at the administrative office of the faculty. And the faculty is required to respond to the complaint within a two days period. But it is suggested that information of appeals policy and the process is made available online too, along with enabling candidates to submit appeals in an online form.



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According to the previous accreditation report of 2019, the department of the French language and literature planned to enrol no more than 25 students to the programme under review. This limit has been consistently considered by the department since then. In the academic year of 2020 - 2021, 21 students were admitted to the programme while in 2019 – 2020 the number of admitted students was 11. However, besides the number of students in a group, the faculty is commended for effective and interactive teaching and learning and for taking into account improvement of the environment for interactive language teaching strategies.

During interviews it was confirmed that students receive summative feedback on their performance and results of their assessments in time and in some cases formative assessments too are provided. Additional guidance is available for students who receive lower grades. However, it was observed that confidentiality of students' grades is not safeguarded by the department, as everyone is able to see the grades received by the peers. Communicating about grades with students in this way does not allow the opportunity of providing formative assessments and developmental feedback to students. Furthermore, even though seeing the grades of others may be resulting in valuing the culture of academic performance, the department still needs to reflect on negative outcomes of this examples of which are lowering of self-esteem and feeling of shame by low-performing students; these may be involving risks of demotivating students to learn and affect their overall well-being in a negative way. Currently, at the faculty there are no mechanisms in place to assist students in this situation. To avoid these risks, the department could consider ways of safeguarding confidentiality of students' grades e.g. through exploring opportunities of digitalization in this.

According to the self-evaluation report the results obtained by the students throughout the study are certified by the academic record. The format of the online interviews did not allow ET to see academic records, but students of the programme and graduates of the faculty have not disputed this. If the department wishes to enhance practice in this direction, it would be suggested to develop the system of digital portfolios for students and graduates, which will be reflecting scholarly and professional growth of students while at PU. Digital portfolios like these can involve extracurricular accomplishments of students that can be later on interesting to different audiences, starting from peers and colleagues, and including family members and



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employers, thus enhancing employability of students and graduates, along with providing opportunities for considering student/graduate work in a broader ecosystem.

According to the previous accreditation report and the interview, UP allows three examination terms to students, which provides great flexibility for students in terms of deadlines for examinations. Another mechanism for flexibility in relation to deadlines is that after the completion of the last regular semester of MA studies students are granted a period of 12 months for completing examinations. Students may make a request once to the Dean of an academic unit for extension of the graduating period for another 12 months period.

The department maintains the records of student completion rates for all courses and uses this data for assessing students overall progress in the programme.

According to the regulation on MA studies, the candidate can be challenged to get a master's degree if it is found that the MA thesis violates the principles of academic integrity and contains plagiarism, fabrication or forgery. According to the same regulation, suspicion of plagiarism and of other unethical practices in MA thesis masters can be raised by any person inside the University and outside. However, it is essential that the university itself has effective procedures in place to ensure that the work submitted by the student is original. But in order to achieve it firstly it is important that the principles of academic research and integrity is fostered by the institutional policy or code of ethics. At PU the code of ethics refers to academic personnel only. It would be advisable that code of ethics and academic integrity policies in general are extended and available to current and prospective students even before students finally agree to accept the offer of place in admission. It has been observed that the issue of plagiarism comes into play only at the stage of MA thesis defence since there are no measures taken to assess originality of students' work in courses that they study before starting to work on MA thesis. By this the faculty misses the opportunity of embedding the principle of academic integrity throughout a student's journey and detection of plagiarism becomes something that is followed by the punitive action. Instead, originality of students' work could be more effectively supported if the values of academic integrity are lived every day and brought to students throughout the whole period of their studies. Further, the faculty could take advantage of documenting the cases of academic misconduct or breaches of academic integrity that can serve as the basis for analysis of recurring issues. It has also been observed that currently there are no measures in the programme to avoid cases



of students submitting work that has been completed for them by a third party. So, the faculty implementing the programme could consider the measures for decreasing risks of contract cheating that overall will be enhancing effectiveness of procedures ensuring originality of work submitted by students.

Students have the right to appeal against the decision related to their admission, as well as grades that they receive during their studies.

According to the Article 10 of Regulation on MA studies, the change of the study program or students transfer from any faculty to another faculty within UP or to another university is regulated by the Statute of the University of Prishtina. The UP statute provides a detailed description of this procedure for students.

The syllabi of the programme involve contact information for students which students can use for consultation and advice.

<i>Standard</i>	<i>Compliance</i>	
	<i>Yes</i>	<i>No</i>
5.1 There is a clear and formally adopted admission procedure at institutional level that the study program respects when organising students' recruitment. Admission requirements are consistently and fairly applied for all students.		X
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	X	
Standard 5.3. The study groups are dimensioned so as to ensure an effective and interactive teaching and learning process	X	
Standard 5.4. Feedback to students on their performance and results of assessments is given promptly and accompanied by mechanisms for assistance if needed.		X



Standard 5.5. The results obtained by the students throughout the study cycles are certified by the academic record.	X	
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.	X	
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.	X	
Standard 5.8. Effective procedures are being used to ensure that work submitted by students is original.		X
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.	X	
Standard 5.10. The students' transfer between higher education institutions, faculties and study programs are clearly regulated in formal internal documents.	X	
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	X	

Compliance level: 73% Substantially compliant

ET recommendations:

- To ensure clarity of admissions process to the programme, it is recommended to provide a dedicated web-page for admissions that would make it possible for prospective students to access information on programmes, possible career paths, selection criteria, statistical information on number of applications and number of*



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admitted students to the programme, as well as information on appeals procedure in relation to admissions and procedure for recognizing foreign qualifications.

- 2. For ensuring consistent and fair implementation of admissions it is necessary to safeguard secure keeping and confidentiality of the placement test until the day the placement test is scheduled; it is also necessary to have systems in place to ensure that the integrity of the placement test results is not endangered through any conflict of interest between the examiners and candidates.*
- 3. Consider introducing assistance mechanisms in place for students who may be mentally affected negatively by their low grades being public. Alternatively, the faculty can consider ways of safeguarding confidentiality of students' grades e.g. through exploring opportunities of digitalization.*
- 4. Ensure systematic provision of formative assessments and feedback to students along with summative ones.*
- 5. Consider the ways for ensuring that procedures guarantee originality of work submitted by students. This can involve but not limited to promoting values of academic integrity among students from the very start of their studies and throughout all courses, considering measures for decreasing risks of contract cheating by students;*

2.6 Research

Scientific research ranks second in Key areas and main strategic objectives of the Faculty of Philology for the period 2020-2024. The strategy of the Faculty of Philology 2020-2024 defines scientific research as a "key part of a higher institution's development" (p.9). In the fourth point of this strategy, the faculty has set 10 objectives to increase the level of scientific research, such as: Provide better opportunities for our teaching personnel to publish scientific work in journals of international review, particularly in the prestigious journals linked to the study fields offered by the faculty; Encourage academic personnel to publish monographs, university texts, articles from scientific conferences, authorised lectures, manuals and catalogues; Provide technical and financial support for research activities and publications of academic personnel (depending on the budget allocated by UP); Strive to increase the quality of scientific journals published by our faculty, Seminar Journal and Filologjia, by registering them with international ISSN and by indexing them in the Web of Science and SCOPUS platforms, since they are already indexed in EBSCO and CEEOL; Provide support for the

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personnel to become part of international research projects and publish in journals and publishing houses of international credibility; Establish international institutional cooperation in the field of scientific research; Provide opportunities for teachers and students to have better access in electronic journals (SCOPUS, Web of Science, EBSCO, etc.) with the aim of being up to date with the new developments; Establish the Institute for Philological Studies; Establish the Unit for Projects (working group that will support the faculty with drafting and implementing international projects); Establish and publish the philological scientific journal in English language, in partnership with a prestigious publishing house.

The above objectives are a positive indicator, but ET notes that the self-evaluation report does not contain information on the research development plan of the Faculty of Philology nor does it give information on the research plan of the study program regarding the reflection of scientific / applied research objectives. Moreover, in connection with this matter, in the SER it is made known that for 2021/22, it is planned to organise several international scientific conferences which are unfortunately conditioned by institutional financial support and in this way the departments find other sources of funding, such as the embassies of the countries: France and Switzerland.

The University of Prishtina in recent years has provided its staff with access to various scientific platforms that can serve to expand and deepen the latest knowledge and research in the relevant fields. The platforms that UP staff have access to are: ScienceDirect, Web of Science, etc. To promote staff participation in research and conference participation, UP has also made available a separate office, the UP Sponsored Research and Project Office.

But, as it is mentioned in the SER there is a lack of serious scientific support for membership and indexing on world-wide scientific platforms from a financial point of view. It is necessary to underline also the evaluation of local and regional quality publications in the selection of academic staff and creation of separate lists for publication by MEST and Rectorate. Many weaknesses observed are an obstacle for a better performance in activity research of the academic staff, such as the insufficient financial support for research and projects, the poor infrastructural conditions to carry out researches, the lack of access to electronic publications for teachers and students, lack of culture and habits for research work in joint scientific group projects with experimental verification.

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Teaching staff involvement in research and scholarly activities is formally foreseen and regulated. Regulation No. 2/747, dated 01.10.2019, of the University of Prishtina "Hasan Prishtina" provides clear policies defining what is recognized as research and the recognition of international platforms and peer-reviewed journals. According to the SER, the academic staff of the Department of French Language and Literature is an active participant in individual and team scientific projects in the field of linguistics, literature and didactics. In the academic year 2020/21, teachers have published 9 scientific papers in internationally recognized journals. CV and Annex 05: "Scientific work and projects" have enabled the experts to gather information about the scientific and research activity of the team of the department of French language and literature. The publication of research results is made in journals relevant to language, literature and didactics by making these results known to the professional community. The data for the Department's staff activities are published in staff CVs which are available online <https://filologjia.uni-pr.edu/page.aspx?id=1,14>.

With regard to projects and mobility, the French department is already part of an Erasmus + project with the University of Caen Normandie, France. The opening of the Francophone University Center in the French department of the Faculty of Philology is another opportunity to have good, direct relationships with professional researchers from around the world.

The Department in which this program is offered, periodically organises scientific symposiums and conferences. At least once a year, staff members of the Department organise and present in the International Seminar on French Language, Literature and Culture. Moreover, they present in the sessions of culture, organised at the Faculty of Philology Prishtina, where issues from our field of studies are explored as well as in the Faculty of Foreign Languages in Tirana.

Second cycle studies rely much more heavily upon the student undertaking individual research than do first cycle studies, and the team is concerned that the resources available for effective second cycle research may not be available to students of the French Language and Literature program. Although this raises extremely difficult questions of funding, external assistance (donations), and other resource acquisition and allocation questions, the team would like to express their solidarity with the staff members who expressed some concern

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that there were inadequate resources for conducting research that can be appropriate for the second cycle. Access to research databases in particular is to be encouraged, if funding or resource assistance can be located.

Standard	Compliance	
	Yes	No
Standard 6.1. The study program has defined scientific/applied research objectives (on its own or as part of a research centre or interdisciplinary program), which are also reflected in the research development plan of the institution; sufficient financial, logistic and human resources are allocated for achieving the proposed research objectives.		X
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.	X	
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.	X	
Standard 6.4. The academic staff has a proven track record of research results on the same topics as their teaching activity.	X	



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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.	X	
Standard 6.6. Research is validated through: scientific and applied research publications, artistic products, technological transfer through consultancy centres, scientific parks and other structures for validation.	X	
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.	X	
Standard 6.8. Academic and research staff publish under the name of the institution in Kosovo they are affiliated to as full time staff.	X	
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.		X
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.	X	
Standard 6.11. Students are engaged in research projects and other activities.		X

Compliance level: 72% Substantially compliant



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ET recommendations:

1. *The study program needs to add the scientific/applied research objectives based on the priority areas of research*
2. *Establish effective cooperation with local actors and with other research agencies involving joint research projects, shared use of equipment, and cooperative strategies for development.*
3. *Continue working towards the organisation of scientific sessions, symposiums, conferences, round tables, with the involvement of teaching staff, researchers, students and graduates, while proceedings are published in ISBN, ISSN scientific reports or in magazines dedicated to that particular activity.*
4. *Ensure assistance and support to teaching staff to develop collaborative research arrangements with colleagues in other institutions and in the international community*
5. *Develop and implement measures for better involvement of students in research activities*

2.7 Infrastructure and resources

The long-term implementation of the study program in terms of premises, human resources and equipment is ensured by the department and the university at large. According to the faculty development strategy, till the end of 2022 the faculty of Philology aims to renew the technological infrastructure to enhance didactic means in classrooms thus contributing to better achievement of the objectives of study programs.

The experts team requested to be provided with the financial plan at the level of the study programme to assess the sustainability of the study programme for the next minimum three years. But it was not possible to access this plan. The experts team understands that the reason for this may be the highly centralised financial management system of the university which makes it almost impossible for the faculties to be widely engaged in planning of the programme budget. But SER of the programme as well as representatives of the faculty expressed readiness and full support of decentralisation that has to be commended. The SER of the programme mentions that the basic infrastructural and operational expenses for the

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program are included in the budget of the University of Prishtina and that the budget is determined by the Assembly of Kosovo considering the income that the institution generates. According to the Statute of the UP, the Steering Council of UP is responsible for monitoring effective and productive use of the resources, liquidity and security of University assets on behalf of the public. The Steering Council also reviews and approves the annual budget plan prepared by the Rector and submits it for approval to respective state authorities. The ET recognises that besides the Steering Council the Ministry of Education of Kosovo may be guaranteeing the sustainability of the programme for the next minimum three years. But the ET also noted that according to the UP Statute (Article 24) the Steering Council of the university shall publicise the annual report on the accomplishments of the work of the university in accordance with the Ministry and KAA requirements. The report should also include the budget of the institution indicating public and private funds. Since the programme evaluation needs to be evidence-based and because the ET was not able to see at least an approximate share of the programme or faculty in the institution's budget, this made it hard to find other evidence guaranteeing financial sustainability of the programme. In fact, this finding is in line with the observation of the faculty too expressed in the strategic development plan of the faculty. This document states that due to the lack of funds from the central level, the faculty plans to search for opportunities of funding, possibly through international projects too. But this did not give enough evidence to ET to deem that the financial plan or existing financial resources necessarily ensure sustainability of the study programme for the next minimum 3 years.

According to the UP Statute, the University is granted by the Ministry of Education, Science and Technology the right of use of public and socially owned land, buildings and equipment if the university fulfils the requirements of the Kosovo Law on Higher Education and meets KAA requirements, which involves both - quantitative and qualitative aspects into account. According to the video, university premises provided by the Faculty of Philology provide classrooms equipped with basic technology and Wi-Fi coverage. There is reading and group work space at the library for students. The experts team was not able to randomly double-check whether books indicated as study resources were available at the library since there is no online catalogue of library book stock available. But it was noted by the representatives of the institution that not all study literature provided in syllabi is accessible free of charge for students and staff.

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It has also been observed that the programme offers to students the course in Scientific Research Methodology, but there is no adequate software available that could enable students to develop quantitative or qualitative data analysis skills. Ensuring this may be important as according to the syllabus, the course in Scientific Research provides students with the scientific research skill set that can be used not only in the field of philology, but across multiple disciplines. Access to data analysis software could be important for students for developing data analysis skills notwithstanding they continue studies at PhD level or pursue teaching career (action research skills could be particularly important for graduates in teaching jobs).

The number of seats in the lecture rooms and seminar rooms are sufficient considering the number of students in the programme.

The number of seats at the institution's libraries and in work rooms correspond to at least 10% of the total number of students in the study program. But there are no mechanisms in place to guarantee that these seats at the library and in work rooms are not be used by the students from other programmes or the levels of study.

It has been observed that the vast majority of study literature (about 88%) lack study resources published recently, during the last 10 years. About 57% of required literature indicated in syllabi descriptions were published during 2000-2011, i.e. 11-20 years ago and about 31 % of study resources 30 or more years earlier. Only 12% of required study literature contains sources published in the last 10 years. According to the SWOT analysis made for defining strategic development of the faculty, lack of free online professional literature for students and teachers is one of the weaknesses for the programme. These conditions may be limiting academic staff and students to teach and learn in line with the relevant academic research standards. It has to be noted that limited accessibility to books, including modern resources for teaching and learning was also a concern for experts' team working on the previous accreditation report of the programme.

According to the faculty development strategy document premises are shared jointly by the Faculty of Philology and the Faculty of Natural Sciences. Activity 7.1 of the faculty development strategy involves taking measures for the renovation and improvement of the actual facility infrastructure conditions. The key infrastructure priorities of the faculty are



heating, electricity and water, followed by the renovation of the classrooms and the teachers' work space.

After receiving the draft report of the programme the faculty confirmed that as part of infrastructure development works at the Faculty of Philology in 2021, the building has been adapted to the needs of students with special needs. But the ET cannot confirm this since there have been no evidences provided confirming accomplishment of this.

<i>Standard</i>	<i>Compliance</i>	
	<i>Yes</i>	<i>No</i>
Standard 7.1. The adequate long-term implementation of the study program is ensured in quantitative terms as regards premises, human resources and equipment. At the same time, it is guaranteed that qualitative aspects are also taken into account.	X	
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.		X
Standard 7.3. The higher education institution must demonstrate with adequate documents (property deeds, lease contracts, inventories, invoices etc.) that, for the study program submitted for evaluation it possesses the following, for the next at least three years: a) owned or rented spaces adequate for the educational process; b) owned or rented laboratories, with the adequate equipment for all the compulsory disciplines within the curriculum, wherever the analytical syllabus includes such activities; c) adequate software for the disciplines of study included in the		X



<p>curriculum, with utilization license;</p> <p>d) library equipped with reading rooms, group work rooms and its own book stock according to the disciplines included in the curricula.</p>		
<p>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 specialty disciplines included in the curricula are carried out in laboratories equipped with IT equipment</p>	X	
<p>Standard 7.5. The education institution's libraries must ensure, for each of the study programs:</p> <p>a) a number of seats in the reading rooms corresponding to at least 10% of the total number of students in the study program;</p> <p>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;</p> <p>c) their own book stock from Albanian and foreign specialty literature, enough to cover the disciplines within the curricula, out of which at least 50% should represent book titles or specialty courses of recognized publishers, from the last 10 years;</p> <p>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;</p> <p>e) a sufficient number of subscriptions to Albanian and foreign publications and periodicals, according to the stated mission.</p>		X



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Standard 7.6. The infrastructure and facilities dedicated to the implementation of the program is adapted to students with special needs.		X
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Compliance level: 43% Partially compliant

ET recommendations:

- 1. It is recommended to the faculty to start reflection on bottom-up approaches/initiatives and on solutions for increasing financial independence of the faculty, along with widening participation of the faculty in working on the budget;*
- 2. Ensure availability of software that could enable students to develop quantitative and/or qualitative data analysis skills through Scientific Research course and for working on MA thesis*
- 3. Ensure that all study literature provided in syllabi is accessible free of charge for students and staff;*
- 4. Ensure that at least 50% of core study resources of the programme are works published within the last 10 years.*
- 5. Ensure adaptation of the building to the needs of students with special needs.*

3. OVERALL EVALUATION AND RECOMMENDATION OF THE ET

The overall accreditation process of the Master program “French Language and Literature” was very well organised. The Expert Team conducted an online visit during which they had the opportunity to meet with the management of the faculty, the heads of the study program, the quality assurance representatives, teaching and administrative staff of the programme, and other different external stakeholders. ET notes how the Faculty and the Agency have tried their best for a good organisation of the meeting. However, ET estimates that the online visit conditions the experts in giving the right assessment in some directions, such as that of infrastructure or the local socio-economic context where the study program under evaluation takes place. Also, the quality of communication and interaction remains limited at a distance, especially when there is translation. Due to the pandemic situation created by COVID-19, the

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online development of the visit was almost mandatory in this case, but does not represent the most efficient way to perform the assessment for the program that requires accreditation.

Through this report, the Expert Team would like to express its gratitude publically and formally to all the KAA representatives, who provided all the requested information and procedures regarding the accreditation procedures. The Expert Team would also like to thank the faculty management, academic staff members, and all other parties involved who provided all possible documentation and information and clarified the numerous questions posed by the team.

The Self-evaluation report is structured in line with the KAA Accreditation Manual. The institution has provided sufficient explanatory information for each individual standard, as requested by the KAA SER template. The SWOT analysis requested and provided for each general area, provides a self-critical analysis of that general area specifically. For the most part, the institution demonstrated a good level of self-critical capacity, both in the submitted documentation, as well as in the meetings conducted during the site visit. We believe that this is a clear indicator that shows the objective and positive attitude of this institution. This also shows the good level of this institution's self-awareness regarding its current and upcoming challenges, its ability to identify risks, and its honesty and willingness to address these risks accordingly. We found that all the main actors of the educational program we met during the site visit, were open and honest when referring to its weaknesses, shortcomings, and areas in need of development.

However, ET believes that improvements can also be made in the way the self-assessment report is drafted and recommends the improvement of the following aspects:

- Presentation of arguments coherent with the criteria and performance indicators in accordance with the KAA manual
- Any argument to be based on evidence, which is easily traceable and verifiable by ET
- The SWOT analysis should be a genuine analysis of how the factors taken into account affect the fulfilment of the standard, criterion or performance indicator and not just a ranking of them.



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The faculty could seek for more synergies between the programme and the society for enhancing the third mission of the PU, which represents the economic and social mission of the university and its contribution to communities. The faculty could involve itself in a continuous process of entrepreneurial exploration of market opportunities that foster collaboration between university, businesses and government. In this way the faculty could enhance its contribution in better addressing needs of scientific, professional, cultural and economic development of Kosovo, which is also outlined in article 2 of the UP Regulation for Master Studies.

Despite the centralization of decision-making by the Rectorate, the Expert Team is very optimistic regarding the existence of several progressive elements. The Expert Team views very positively the opening and the internationalisation of the exchanges of the faculty, such as the increasing number of Erasmus + agreements, cooperation with foreign educational agencies, embassies, research activities, etc.

With regard to the Master's program “French Language and Literature”, the Expert Team believes that the French Department has sufficient qualified staff bearing appropriate scientific and academic degrees, expertise, infrastructure and sufficient equipment for both academic staff and students.

The Expert Team found that the compulsory courses are carefully and appropriately chosen. The compulsory courses appear to provide information that undergraduate students will not previously have encountered in a serious form. Similarly, the electives offer a good variety of choices, when taking into account the inevitable restrictions imposed by staff time, academic resources, and student numbers.

The Master in French Language and Literature is the only master offered in French in the Republic of Kosovo. For reasons that are addressed in both SER and point 4 of this report, it aims to prepare future professionals in both the didactic and linguistic fields. Increasing the quality of this program seeks to clearly define the intended learning outcomes at the descriptive levels of the European Qualification Framework. Also the study program should better develop the concept of student centred teaching and learning. The integration of modern teaching practices as well as the concrete strengthening of the connection between teaching and research are specially recommended by ET.

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The ET understands that some students studying on this programme may have acquired practical teaching skills at BA level, but the graduates of the programme could benefit greatly if the programme offers the opportunity of real-life teaching experience, particularly to those students who wish to pursue teaching career at schools. The faculty could make sure that the students who enrol to the programme have passed real-life teaching practice as part of their BA degree or have professional teaching experience. For those students who have not done this, the faculty could start building collaboration with schools and different organisations to ensure offering real-life teaching practice opportunities for students in the programme who choose pursuing teaching careers after graduation.

Overall compliance:

Standard	Compliance level
1. Mission, objectives and administration	Substantially compliant (83%)
2. Quality management	Substantially compliant (67%)
3. Academic staff	Substantially compliant (90%)
4 Educational process content	Substantially compliant (80%)
5. Students	Substantially compliant (73%)
6. Research	Substantially compliant (72%)
7. Infrastructure and resources	Partially compliant (43%)
Overall compliance	Substantially compliant (75%)



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In conclusion, the Expert Team considers that the study program Master in “French Language and Literature” offered by the Faculty of Philology at the University of Prishtina “Hasan 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 **3 years** with a number of **20 students** to be enrolled in the program.

Expert Team

Chair

Anida Kisi

06/04/2022

(Signature)

(Print Name)

(Date)

Member

Lali Giorgidze

06/04/2022

(Signature)

(Print Name)

(Date)
