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Republika Kosova - Republic of Kosovo



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

**UNIVERSITY OF PRISHTINA
“HASAN PRISHTINA”
FACULTY OF PHILOLOGY
TURKISH LANGUAGE AND LITERATURE (MA)**

RE-ACCREDITATION

REPORT OF THE EXPERT TEAM

27 May 2022, Zagreb / Bucharest



TABLE OF CONTENTS

Contents

TABLE OF CONTENTS.....	2
1. INTRODUCTION	3
1.1. Context.....	3
1.2. Site visit schedule (as provided by KAA).....	4
1.3. A brief overview of the institution and program under evaluation.....	5
2. PROGRAM EVALUATION	6
2.1. Mission, objectives and administration.....	6
Table 1. Compliance with the standards required by the KAA Accreditation manual in the area Mission, objectives and administration.....	8
2.2. Quality management	10
Table 2. Compliance with the standards required by the KAA Accreditation manual in the area Quality management	11
2.3. Academic staff	14
2.4. Educational process content.....	17
2.5. Students.....	24
2.6. Research.....	26
2.7. Infrastructure and resources	29
3. OVERALL EVALUATION AND RECOMMENDATION OF THE ET	31



1. INTRODUCTION

1.1. Context

Date of site visit: 21 April 2022

Expert Team (ET) members:

- Assoc. Prof. Dr. Barbara Kerovec, University of Zagreb
- Horia-Şerban Oniţa, University of Bucharest, student expert

Coordinators from Kosovo Accreditation Agency (KAA):

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

Sources of information for the Report:

- Self-Evaluation Report (hereinafter: SER) from April 2021, submitted by the Faculty of Philology (University of Prishtina „Hasan Prishtina”, hereinafter: UP), which includes:
 - overview of the Faculty of Philology (pp. 4-14);
 - self-evaluation of the MA program Turkish Language and Literature (pp. 15-74);
- 15 syllabi – Turkish Language and Literature (MA);
- 7 curricula vitae (Ergin Jable, Nebahat Sulçevsi, Nuran Malta Muhaxheri, Esin Hydaverdi, Irfan Morina, Suzana Canhasi, Salih Okumuş);
- Annexes:
 - Study Programme – Turkish language and literature;
 - Plan for implementation of recommendation;
 - Scientific works and projects;
- The Faculty’s webpage (<https://filologjia.uni-pr.edu/page.aspx?id=1,14>)
- Self-Evaluation Report from January 2021, submitted by the Faculty of Philology (University of Prishtina „Hasan Prishtina”), which includes self-evaluation of the BA program Turkish Language and Literature;



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Agencija Kosova za Akreditaciju
Kosovo Accreditation Agency

● Information collected during the site visit on the 21st of April 2022. During the site visit meetings were held with:

- representatives of the management of the Faculty;
 - quality assurance representatives and administrative staff;
 - head of the Department of Turkish Language and Literature;
 - teaching staff of the Department of Turkish Language and Literature;
 - students;
 - graduates;
 - employers of graduates
- (detailed lists of participants are given below).

Criteria used for program evaluation:

- KAA Accreditation Manual (2021)
- KAA Manual Annex 4.3. Template of the External Review Report for Program Accreditation
- KAA Manual for external reviewers
- Final evaluation report sample (provided by KAA)

1.2. Site visit schedule (as provided by KAA)

09:00 – 09:45 Meeting with the management of the faculty where the program is integrated

Prof. Dr. Lindita Rugova, dean

Prof. Dr. Avdi Visoka, vice dean for teaching and students

Assoc. Prof. Dr. Isa Memishi, vice dean for infrastructure

Assoc. Prof. Dr. Milote Sadiku, vice dean for quality assurance and international relations

09:50 – 10:35 Meeting with quality assurance representatives and administrative staff

Mr. Besnik Loxha, Head of the Academic Development Office

Dr. Alban Zeneli, academic development officer

Mr. Emanuel Gjoleka, administration for MA programs



Republika e Kosovës
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Agjencia e Kosovës për Akreditim
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10:40 – 11:40 Meeting with the head of the study programme

Assoc. Prof. Dr. Ergin Jable

10:40 – 12:25 Lunch break

12:25 – 13:10 Meeting with teaching staff

Assoc. Prof. Dr. Nuran Malta Muhaxher, Asst. Prof. Dr. Nebahat Sylçevsi,
Asst. Prof. Dr. Esin Hydaverdi

13:15 – 14:00 Meeting with students

Ebru Süleyman, Arianit Mustafa, Bahar Grozda

14:05 – 14:50 Meeting with graduates

Caner Çüse, Murat Baca

14:55 – 15:40 Meeting with employers of graduates and external stakeholders

Agnesa R. Globoder

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

Prof. Dr. Lindita Rugova, dean

Prof. Dr. Avdi Visoka, vice dean for teaching and students

Assoc. Prof. Dr. Isa Memishi, vice dean for infrastructure

Assoc. Prof. Dr. Milote Sadiku, vice dean for quality assurance and
international relations

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

The Faculty of Philology (hereinafter: Faculty) started to function as an independent, separate institution in 1989 (based on the Law for the establishment of the Faculty of Philology in Prishtina no. 011-83/88), although it has much longer tradition which goes back to the year of 1960 when the Cathedra of Albanian Language and Literature and the Cathedra of Serbo-Croatian Language and Yugoslav Literature were established within what was then Faculty of Philosophy. Today the Faculty operates within the UP and has 8 departments: Department of Albanian Language, Department of Albanian Literature, Department of English Language and

5



Republika e Kosovës
Republika Kosova - Republic of Kosovo



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

Literature, Department of French Language and Literature, Department of Orientalistics, Department of Turkish Language and Literature, Department of German Language and Literature, and Department of Journalism. Apart from the total of twelve BA and MA programs, it offers two PhD programs: Linguistics and Literature. The Faculty thus provides study programs in the field of philological sciences, teaching and studying foreign languages, literatures and cultures, and journalism.

As stated in the SER, the mission and objectives of the Faculty “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” (<https://www.uni-pr.edu/inc/doc/PLANI-STRATEGJIK1.pdf>).

The basic principles of the Faculty are mainly defined according to the aim of focusing on the development of young people in the field of humanities and communication sciences (journalism), as well as on the development of professionals such as lecturers of Albanian and foreign languages, translators / interpreters and philologists in various scientific disciplines for the needs of society and its institutions.

The Department of Turkish Language and Literature (hereinafter: Department) was established in 1989 (the same year as the Faculty). It offers BA program of Turkish language and literature designed in order to meet the needs of the Turkish-speaking national community in Kosovo and of the labour market which offers employment opportunities in the fields of education, translation and public administration. The Department had an MA program in a short period between 2005 and 2008 but it was not reaccredited. The current MA program was accredited in 2019. Between the periods 2005-2008 and 2019-2021 the Department has enrolled five generations in the MA studies. Unlike the BA, the MA program is research oriented. All courses of the BA and MA programs are delivered in Turkish, and the great majority of students have Turkish as their first language. Before its establishment, the Department was a part of the Department of Orientalistics, which today exist as a separate unit, and also delivers courses of Turkish language, but from a zero-level. So, programs of the two departments do not overlap, nor do they share the same body of interested candidates.

2. PROGRAM EVALUATION

2.1. Mission, objectives and administration

One-year program in Turkish Language and Literature MA level (60 ECTS) is designed to be of scientific profile, thus research oriented. By aiming to focus on research in the field of Turkish language and literature, this program differs from the BA Program which ensures basic qualification in Turkish language and literature, supplemented with courses of methodology

6



and didactics of Turkish. As a research-oriented program, the MA of Turkish Language and Literature is conceived to educate future researchers and scientists in the field of Turkish language and literature. During the site visit, the representative of external stakeholders, coming from educational sector (Teacher Training College), stated that graduates with advanced knowledge and more developed research skills in the field of Turkish language and literature respond labour market requirements better than graduates from the BA program. She also added that, due to some changes in legal regulations, many educational institutions (such as the Teacher Training College) have changed conditions for employment of new teaching cadres, having a MA degree as a mandatory criterion for employment.

The continuity of scientific research in Turkish studies is important because Kosovo, together with North Macedonia and Albania, is in this respect still lagging behind the countries in the Western Balkans in spite of the fact that Turkish studies are of great importance for this part of the Balkans regarding historical, cultural and socio-economic background as well as contemporary circumstances. However, the ET would highlight two main issues on this area and provide recommendations accordingly, in order to structure the mission and objectives more adequately. Firstly, regarding the mission, the SER states that „The mission of the program is to ensure the academic continuity of the department as well as to create scientific tradition of the studies in the field of turkology” (p. 16). In this way, the mission is looking rather inwards, towards the department, than outwards, in a manner pursuant to the 4 core missions of HE recognized at European level (and first stated by the Council of Europe). Therefore, the ET suggests dropping the „ensuring academic continuity of the department” from the mission and developing the part regarding the turkology studies. Secondly, the objectives of the program according to the SER are as follows (p. 16):

- Developing skills for scientific research,
- Acquisition of advanced knowledge of modern Turkish language and literature,
- Advancing the knowledge of literary analysis,
- Acquisition of methods for the collection of study materials for linguistics and folklore
- Confirmation of the impact of language contacts on the formation of Turkish dialects in the Balkans
- Documentation of folklore materials for the Balkan turkology studies
- Comparison of synthetic structure of morphosynthesis of standard Turkish language with analytical structures of Turkish local dialects in Kosovo.

Based on the differentiation between BA and MA studies, the objectives should focus less on knowledge (objective 2, 3), expand the research-related objectives (such as objective 1, which is to general), and add transversal/interdisciplinary objectives.

The MA program of Turkish language and Literature is administrated by the Department and under the supervision of relevant Faculty bodies. Relevant academic and professional advice is considered when defining the intended learning outcomes. For example, in October of 2015, an Advisory Body of the Faculty of Philology has been established, consisting of 9 members,



6 of whom came directly from the labor market. Apart of the advisory body, the department consults with various stakeholders. However, learning outcomes defined by the Department in the SER are not fully consistent with the National Qualifications Framework and the Framework for Qualifications of the European Higher Education Area. They should be defined more consistently with qualifications of the level 7, focusing less on knowledge and more on skills, autonomy & responsibility, and research. This should be done by changing the verbs in the learning outcomes as well.

Formal policies, guidelines, regulations related to procedural issues, regulations on staff election, reelection and advancement, ethical code, syllabi, and other relevant documents are made public in the Faculty's and University's webpages. The ET concludes that internal regulations and other acts regulating staff rapports and staff-student rapports are available to the public too.

Policies that include regulations and other sub-legal acts related to this and other educational programs are monitored by adequate mechanisms of the Faculty and the University, such as: Quality Assurance Coordinator at the Faculty level, Vice-Dean for Studies, Vice-Rector for Studies, Faculty Council, Senate. There is a well-established framework of competencies regarding the delivery of the programme.

The SER mentions the Regulation no. 4-132, of date 30.12.2016 by which the institution has appointed the Main Performance Indicators for the levels of study programs. However, the ET considers the indicators way too broad, therefore not ensuring they are fit for purpose for the program individually. Therefore, the ET recommends that the Department creates a special list of key performance indicators by detailing the broader ones approved by the UP Senate.

Table 1. Compliance with the standards required by the KAA Accreditation manual in the area **Mission, objectives and administration**

<i>Standard</i>	Compliance	
	Yes	No
<i>Standard 1.1.</i> The study program mission is in compliance with the overall mission statement of the institution.	X	
<i>Standard 1.2.</i> Relevant academic and professional advice is considered when defining the intended learning outcomes which are consistent with the National Qualifications Framework and the Framework for Qualifications of the European Higher Education Area.		X



<i>Standard 1.3.</i> The study program has a well-defined overarching didactic and research concept.	X	
<i>Standard 1.4.</i> There are formal policies, guidelines and regulations dealing with recurring procedural or academic issues. These are made publicly available to all staff and students.	X	
<i>Standard 1.5.</i> All staff and students comply with the internal regulations relating to ethical conduct in research, teaching, assessment in all academic and administrative activities.	X	
<i>Standard 1.6.</i> All policies, regulations, terms of reference and statements of responsibility relating to the management and delivery of the program are reviewed at least once every two years and amended as required in the light of changing circumstances.	X	

Compliance level: 85% - substantially compliant

ET comment concerning the Standard 1.2.:

In the SER it is stated that “the program belongs to level 7 which includes preparing students for such levels of education, in this case, specialized in the field of *media and communication*.” (p. 16-17, italic by the ET). Also, in the continuation of the text, Erasmus Subject Area Codes for *communication and information sciences* are mentioned, not for *languages and philological sciences*. The ET can suppose that the wrong area is mentioned by a mistake of taking the program of journalism as an example in creating the self-evaluation, but such a mistake gives an impression that the relevant academic and professional advices were not consulted. This is not the only mistake of that kind in the SER. The ET has indicated some of them to the responsible of the program and to the teaching staff members during the meetings, and got the answer that possibly some parts of the SER belonged to the old version of self-evaluation. Unfortunately, the same problems with respect to the errors in the SER and the ET not having the alleged “last version” happened during the last external quality assurance evaluation as well.

ET recommendations:

1. Regarding the mission of the Program, the ET suggests dropping the „ensuring academic continuity of the department” from the mission, and developing a part regarding the focus on Turkish studies and research for the needs of society in general.



2. Based on the differentiation between BA and MA studies, the objectives of the MA should focus less on knowledge (objective 2, 3), expand the research-related objectives (such as objective 1, which is to general) and add transversal/interdisciplinary objectives.
3. Learning outcomes should be more consistent with the level 7 qualification, focusing less on knowledge and more on skills, autonomy & responsibility, and research. Accordingly, the verbs used in defining learning outcomes should be changed too.
4. The ET recommends that the Department creates a special list of key performance indicators at the level of the study program by detailing the broader ones approved by the UP Senate.

2.2. Quality management

As stated in the SER and at the meetings during the site visit, in the process of quality assurance and management the Department operates in coordination with the management of the Faculty and the UP. An overarching framework for the quality assurance processes is established, that is in line with the general procedures of the University, determined especially by the Statute, the Quality Assurance Guideline, and the Strategic Development Plans (of the UP and the Faculty).

According to the SER, on the level of the Faculty and the UP the reviews and approvals of curricula are done in accordance to the standards appointed by the Office for academic development and by the Office for quality assurance in the central level of the UP, to market requirements, graduates' comments, and experts' recommendations from accreditation procedures. However, the ET has noticed that very few of the recommendations given in the Report of the expert team for accreditation in 2019 have been taken into consideration.

Survey data is being regularly collected from students, graduates and employers. Compared to previous procedures regarding the results of students' questionnaires, there has been a positive improvement in that the results are now being sent not only to the Dean, but to the teachers as well. Yet, they are not made publicly available. There has also been an improvement regarding the process of alumni tracking: as reported at the meeting with quality assurance representatives and administrative staff, a year ago the Faculty has started the survey of alumni by organizing online questionnaires on graduates' competences and needs of the labour market, and the results have been sent to the departments. The Faculty intend to continue this kind of alumni tracking on annual basis. At the meeting with the management of the Faculty, similar information was given, but on alumni tracking at the University level: questionnaires are sent to graduates once a year, but the results are not forwarded to faculties except in cases a faculty request it. Since the employability of graduates is one of the key factors when assessing the



quality of a program, the ET strongly supports that the Faculty and the University continue and develop their alumni tracking mechanisms. As for employers, the representative of employers at the meeting during the site visit reported that today stakeholders are being consulted for feedback even more often than they used to be before.

On the level of the Faculty and the UP, methodology courses and trainings on writing syllabi are being regularly held (once or twice a year in organization of the Centre for teaching Excellence at the UP). Additionally, the teaching staff of the Department participates in teacher training courses for enhancement of teaching methodology organized by different Turkish educational institutions (eg. Yunus Emre Institute). On the level of the Department, topics and issues relevant for the improvement of academic and administrative work are discussed on department meetings held on regular basis, and students take part in these meetings as well. Consultations with students are also regularly held, which was confirmed by the students during the site visit.

Assessments take into account inputs, processes and outcomes, with special attention being paid to learning outcomes. Some of the procedures that are applied continuously are evaluation of syllabi, evaluation of learning outcomes, evaluation of literature, evaluation according to the indicators of KAA. The results of quality assurance processes are discussed with the management of the faculty. A chart of consequences for different kinds of results in the assessment process, and the actions which should be taken by the management should be considered.

The weak point is that the Faculty is not financially independent in any way from the UP; it does not have its own bank account and cannot dispose with any financial means independently, which makes ensuring funds for research, scientific activities, and administrative activities more difficult (in spite of a good cooperation between the Faculty and the UP in this respect). The Department is being regularly financially and logistically supported by different (academic and non-academic) Turkish institutions such as TİKA (Turkish Cooperation and Coordination Agency), Yunus Emre Institute, Turkish Embassy in Prishtina, and Turkish Language Institute.

Table 2. Compliance with the standards required by the KAA Accreditation manual in the area **Quality management**

<i>Standard</i>	Compliance	
	Yes	No
<i>Standard 2.1.</i> All staff participate in self-evaluations and cooperate with reporting and improvement processes in their sphere of activity.	X	



<i>Standard 2.2.</i> Evaluation processes and planning for improvement are integrated into normal planning processes.	X	
<i>Standard 2.3.</i> Quality assurance processes deal with all aspects of program planning and delivery, including services and resources provided by other parts of the institution.	X	
<i>Standard 2.4.</i> Quality evaluations provide an overview of quality issues for the overall program as well as of different components within it; the evaluations consider inputs, processes and outputs, with particular attention given to learning outcomes for students.	X	
<i>Standard 2.5.</i> Quality assurance processes ensure both that required standards are met and that there is continuing improvement in performance.	X	
<i>Standard 2.6.</i> Survey data is being collected from students, graduates and employers; the results of these evaluations are made publicly available.	X	
<i>Standard 2.7.</i> Results of the internal quality assurance system are taken into account for further development of the study program. This includes evaluation results, investigation of the student workload, academic success and employment of graduates.		X
<i>Standard 2.8.</i> The institution ensures that reports on the overall quality of the program are prepared periodically (eg. every three years) for consideration within the institution indicating its strengths and weaknesses.	X	
<i>Standard 2.9.</i> The quality assurance arrangements for the program are themselves regularly evaluated and improved.	X	

Compliance level: 89 % - substantially compliant

ET comment concerning the standard 2.5. and 2.7.:

In the SER it is stated for the standard 2.5. that “The Department of Turkish language and literature has reached its objective in every accreditation process and has considered suggestions by national and international experts of quality assessment.” (p. 19). Similar statements are made for the standard 2.7. Unfortunately, the ET has noticed that very few of the recommendations made in the Report of the expert team for accreditation in 2019 have been taken into consideration.

12



ET comment concerning the standard 2.9.:

On the page 20 of the SER, for the Standard 2.9. it is stated as follows: “Considering the developing nature of the field of *media and communications sciences*, the Department of Turkish language and literature continually adapts recent publications or innovations of the field (...)” (italic is marked by the ET). The similar mistake occurred in the SER concerning the Standard 1.2., which indicates that some parts of the self-evaluation report were not carefully prepared, and suggests that some of the standards were not carefully considered upon.

ET recommendations:

1. Although survey data is being regularly collected from students, graduates and employers, the results of evaluations are not made publicly available. This issue is beyond the competence of the Department, so the UP and the Faculty should reconsider this system. Making the results of evaluations publicly available could contribute to the improvement of programs and staff quality, make them aware of their weaknesses and strengths, and encourage students, graduates and employers to participate in surveys more and in higher numbers.
2. The ET encourages further developing of tools (active ad hoc focus groups, debates, benchmarking) within the quality assurance system, together with a scoreboard of indicators to be monitored. The standing and developments in the scoreboard should be made public.
3. The ET suggests a more realistic approach regarding strengths and weaknesses, since the SWOT within the self-evaluation report appears rather optimistic in comparison with the aspects raised in the online discussions. Furthermore, the ET recommends that the Department pays more attention to recommendations made in evaluation processes, and that it compiles its self-evaluation report more carefully in order to avoid mistakes or outdated information.
4. A chart of consequences for different kinds of results in the assessment and the actions which should be taken by the management should be considered.
5. Raise the autonomy of the faculties in the decision-making processes related to financial matters.
6. The Faculty and the Department have their websites, but the departments do not have access to their webpages to regularly update information on their own. For communication with students the Department’s members use social media (besides e-mail and notice boards). Since this issue is beyond the competence of the Department,



the Faculty should consider introducing official web-pages for departments which would be controllable and updatable by the departments themselves.

2.3. Academic staff

The table provided in the SER (p. 21) shows that seven full-time staff members are engaged in the teaching process in the MA Program of Turkish Language and Literature. The table also shows their academic titles and courses they deliver in the MA Program of TLL, except for one member of the Department to whom none of the courses is assigned. Taking into account the information found on the Faculty's webpage (<https://filologjia.uni-pr.edu/page.aspx?id=1,14>), two of the staff members from the table have been retired so they cannot be treated as full-time staff. Accordingly, the ET concludes that the Department has four full time teaching members engaged in the MA program of Turkish Language and Literature. Two of them are associate professors, one is assistant professor, and one PhD assistant. All of them are full time employees and have their primary working position at the UP. Two retired full professors, ex-members of the Department, are being engaged in the teaching process.

The same table in the SER (p. 21) does not give any information about the staff's duration of official (valid) contract, workload for teaching, exams, consulting, administrative activities, research, etc., as it is envisaged by the standard 3.1. of the KAA Accreditation Manual. According to the information given at the meeting with quality assurance representatives and administrative staff of the Faculty, the Steering Committee of the UP approved the regulation of 40 working hours per week, which include teaching, research and administration. Out of 40 hours, the norm for contact-teaching is 6 hours + 5 hours additionally being allowed. If the maximum of contact-teaching hours per week is 11, two members of full-time staff of the Department have a teaching overload, one of them having an average of 23 contact-teaching hours per week, without including preparations for classes, reading homeworks or seminars, consultations, exams, etc.¹ Such a teaching overload endangers time for research, and is thus unsustainable in long-term perspective.

Almost all teaching staff members have their MA or PhD degrees from recognized Turkish universities (Gazi University, Trakya University, Sakarya University). They all regularly attend different teaching trainings organized by the UP (Centre for Teaching Excellence) and by Turkish institutions (Ankara University – TÖMER, Yunus Emre Institute), and the majority of the staff participated in Turkish mobility program Mevlana. As claimed in the SER, due to their experience gained in various institutions and trainings provided by the UP, the members of academic staff possess good mentoring skills, the fact that was confirmed by students at the

¹ The number of 23 is calculated by the ET according to the program tables of BA and MA levels of TLL.



meeting during the site-visit. The students also expressed their satisfaction with the members of the Department concerning not only their mentoring, but also teaching skills, their openness for consultation and cooperation, readiness to help students to be included into academic community, and to deal with different kinds of challenges they encounter during the study and research processes.

The responsibilities of all teaching staff members, especially full-time ones, include engagement in academic community, availability for consultations with students and community service. All teachers have two consultations timeframes each week.

The Department's staff members have created good relations with different academic and cultural institutions in Kosovo, Turkey, and the region, promoting this way the importance of education and scientific research in the field of Turkish language and culture. They are also very active in organizing international conferences (at least once a year, as reported in the SER and at the meetings during the site-visit), and publishing their scientific work in journals with international reviews. These activities can certainly be considered as strengths, but they also have their weak side in that they are mostly limited to Kosovo, Turkey and a few countries of the (near) region (some exceptions excluded). Limitedness of scientific activities of staff members to this particular geographic area is natural concerning the field of their studies, but can also be a consequence publishing mostly in Turkish or Albanian language (very few of their works are published in other, world languages), and certainly of a restricted freedom of movement due to economic (lack of funds) and political circumstances.

Regarding the Standard 3.9., during the site visit and the discussion on periodical review of the syllabi, the ET mentioned the lack of more recent literature in the courses' bibliographies. The Department reported that the review is done regularly, and the most recent or additional literature is communicated to students via social network groups with teachers.

Table 3. Compliance with the standards required by the KAA Accreditation manual in the area **Academic staff**

<i>Standard</i>	Compliance	
	Yes	No
<i>Standard 3.1.</i> Candidates for employment are provided with full position descriptions and conditions of employment. To be presented in tabular form data about full time (FT) and part time (PT) academic/ artistic staff, such as: name, qualification, academic title, duration of official (valid) contract, workload for teaching, exams, consulting, administrative activities, research, etc. for the study program under evaluation.		X



<i>Standard 3.2.</i> The teaching staff must comply with the legal requirements concerning the occupation of teaching positions included in the Administrative instruction on Accreditation.	X	
<i>Standard 3.3.</i> Academic staff do not cover, within an academic year, more than two teaching positions (one full-time, one part-time), regardless of the educational institution where they carry out their activity.	X	
<i>Standard 3.4.</i> At least 50% of the academic staff in the study program are full time employees, and account for at least 50% of the classes of the study program.	X	
<i>Standard 3.5.</i> For each student group (defined by the statute of the institution) and for every 60 ECTS credits in the study program, the institution has employed at least one full time staff with PhD title or equivalent title in the case of artistic/applied science institutions.	X	
<i>Standard 3.6.</i> Opportunities are provided for additional professional development of teaching staff, with special assistance given to any who are facing difficulties.	X	
<i>Standard 3.7.</i> The responsibilities of all teaching staff, especially full-time, include the engagement in the academic community, availability for consultations with students and community service.	X	
<i>Standard 3.8.</i> Academic staff evaluation is conducted regularly at least through self-evaluation, students, peer and superiors' evaluations, and occur on a formal basis at least once each year. The results of the evaluation are made publicly available.		X
<i>Standard 3.9.</i> Strategies for quality enhancement include improving the teaching strategies and quality of learning materials.	X	
<i>Standard 3.10.</i> Teachers retired at age limit or for other reasons lose the status of full-time teachers and are considered part-time teachers.	X	

Compliance level: 80% - Substantially compliant

ET recommendations:



1. Comment for the Standard 3.1.: Information on each academic member's workload for teaching, exams, consulting, administrative activities, research, etc. for the study program has not been presented in tabular form in the SER. From the *Table of program* for MA (SER from April 2021, pp. 27-28), and the *Program table* for BA (SER from January 2021, pp. 23-26) it can be calculated that 50% of full-staff teaching members of the Department has a teaching overload, which could in long-term perspective negatively affect the quality of teaching and research processes. Thus, it is strongly recommended that the Department and the Faculty find a way to address this issue (e.g. by employing more staff or by reconsidering the students' work-load at home).
2. Comment for the Standard 3.8.: Although academic staff evaluation is conducted regularly, the results are not made publicly available. The ET recommends that the Faculty and the University consider an ethically appropriate solution to remedy this shortcoming.
3. The majority of the staff members regularly attends international conferences and publishes in internationally reviewed publications, but these conferences and publications are limited to Kosovo, Turkey and few countries of the (near) region. This is natural concerning the field of their studies, and is understandable because of the restricted freedom of movement due to economic (lack of real funds for conferences) and political circumstances. Nevertheless, the ET suggests that the Department's staff members make effort in attending conferences and publishing in other (Western) countries and publications as well, in order to to make accessible their scientific work to a broader academic community.
4. Thoroughly and regularly (each year) assess the literature included in the syllabi, ensuring the most recent scientific developments are included as compulsory or additional literature.

2.4. Educational process content

The MA program of Turkish Language and Literature (hereinafter: Program) is a 60¹ ECTS credit, one year (two semesters) program. 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 a diploma thesis. The disciplines of the curricula contain analytical syllabi which include: objectives of the discipline, basic thematic content, learning

¹ There is a mistake in the SER, p. 23, where it is written that the program has 120 ECTS credits (the same mistake occurred in the self-evaluation report for the accreditation process in 2019).



outcomes, classes, papers and application activities, system of student evaluation, basic literature, etc. However, the continuous and final evaluation criteria are very general, providing little information to students about their actual structure and the link between teaching & learning and evaluation.

All courses are delivered in Turkish. The Program is modelled in a way to enhance students' disciplinary, methodological and generic skills by offering a range of different courses related to the field of turkology as well as to research methodologies. In the discussions during the site visit it was confirmed that the MA program, unlike the BA, focuses much more on enhancing students' research skills and competences. Students also confirmed that learning outcomes and the system of examination are explained to and discussed with students from the point of view of their importance for students' development. As for generic courses, some of the students at the meeting expressed their wish for a course of English language to be introduced in the MA program which would enhance students' competences and make them be better prepared for doing research on the international level.

According to the information given during the site-visit and in the SER, the courses are delivered using different methods of teaching which help students to achieve both, theoretical knowledge and practical skills, the fact which was also confirmed by students. In spite of these positive, strong sides of the Program, there are some inconsistencies in the SER which have to be removed and some aspects which have to be reconsidered on the general level of the Program, as well as on the level of specific courses:

1) Although the courses focus on different subject matters and different aspects of knowledge and skills to be achieved by students, from the tables where their weekly workload is systematized (pp. 27-28 of the SER) the courses seem to have identical methodology, with no courses having exercises, practice or seminars, only lectures (in addition, all courses have the same quantity of lecture hours). The same can be concluded from the tables for each specific course (entitled *Student workload*, pp. 104-126 of the SER) in which seminars are included, but exercises and practice are not (some courses do not even include homework). All these tables of student workload look very similar to each other, in spite of different content, objectives and methodologies of the courses. This also seems to be the case with the ratio between theoretical and practical activities: there are no guidelines explaining how this ratio was determined, and it looks inconsistent with the described activities. Furthermore, the descriptions given below the tables are not consistent with the information given in the tables since according to these descriptions a lot of exercise, homework, practical work, etc. is envisaged. Additionally, some details related to the study program and given in the SER are not consistent with those given in the syllabi and at the Department's webpage (e.g. the number of ECTS credits for some courses and the diploma paper);

2) Several courses have the same descriptions and outcomes as some BA courses (e.g. *Contemporary Turkish Language* (MA) vs. *Turkish Phonetics* (BA), *Techniques of Collection and Folklore Research* (MA) vs. *Folkloristics* (BA)). At the meetings held during the site-visit



the Head of the Department and the staff members explained these inconsistencies as a technical mistake made during the process of compiling the self-evaluation report. This could be true, but it suggests that the objectives and outcomes of these MA courses are not definitely set, carefully considered upon, and that they were written in a rush.

3) Some courses are inconsistent in themselves in the way that their titles do not correspond to their description, (or) objectives and learning outcomes, or to the literature offered as basic. A flagrant example is the course *Contemporary Turkish Language*, which is inconsistent in all the mentioned aspects. Another example is the course *Morpho-phonetics of Balkan Turkish*, which does not offer literature for Balkan Turkish.

4) Lists of basic literature for some courses lack recent literature (e.g. *Contemporary Turkish Language*, for which the most recent literature given as basic dates from 1977), and do not include relevant Western authors, who should be included too.

5) Some of the learning outcomes on both, program level (pp. 24-25) and course level are not well defined. By using verbs such as *learn, understand, own, adopt, be aware of* etc. they do not clearly determine what graduates will be able to do after finishing the MA program. Additionally, by using structures such as *the student is informed / introduced / acquainted*, they are formulated rather from the teacher's than from the student's perspective. Furthermore, on the level of the study program only 5 learning outcomes are defined (not 7, as required by the standard 4.3. of the KAA Accreditation Manual).

All these inconsistencies and issues were pointed out in the report of the expert team for accreditation in 2019, but none of them was taken into consideration by the Department in the self-evaluation report for the re-accreditation process in 2022.

The SER mentions that the learning outcomes lead to academic or artistic competences, and the skills of getting an adequate employment, thus contributing to civil society and development of students' personalities. However, neither in the description of courses, nor in the general objectives transversal/interdisciplinary or societal competencies are described. One of the possible explanations could be, as previously stated, that learning outcomes are not defined according to European Standards since the verbs and complements which are used focus on knowledge in a manner that would be more suitable for the BA level.

The evaluation system is defined through article 109 of the Statute of the University of Prishtina "Hasan Prishtina" and is offered in this form: 10 and 9 (outstanding); 8 (very good); 7 (good); 6 (sufficient); 5 (insufficient). Students have the right to sit for the exam again. According to the Statute, students are allowed to sit for an exam maximum three times. After this, the procedure requires that the student file a formal complaint to the dean, providing a significant reason, which then allows him/her to sit for an exam for a fourth time. The exam can then be held in front of a committee of three members, appointed by the dean of the academic unit. Even though during the site visit it was discussed that there are adaptations for students who



miss the deadlines, this looks like an ad-hoc, rather than systematic procedure, and does not focus on preventive remedial measures.

The fact that the program enrolls only 15 students implies that there is room for a student-centred learning and personalising the learning process, as well as ensuring communication between students and teachers. In this aspect, apart from consultations, teachers create groups on social media as a tool for continuous communication, for sharing various notifications and literature or other electronic material.

Regarding the practice stages or internships, there is no formal requirement in the curriculum to take part in such activities during the MA; however it is encouraged, and the Department cooperates with employers on the matter.

Table 4. Compliance with the standards required by the KAA Accreditation manual in the area **Educational process content**

<i>Standard</i>	Compliance	
	Yes	No
<i>Standard 4.1.</i> The study program is modelled on qualification objectives. These include subject-related and interdisciplinary aspects as well as the acquisition of disciplinary, methodological and generic skills and competencies. The aspects refer especially to academic or artistic competencies, to the capability of taking up adequate employment, contributing to the civil society and of developing the students' personality.	X	
<i>Standard 4.2.</i> The study program complies with the National Qualifications Framework and the Framework for Qualifications of the European Higher Education Area. The individual components of the program are combined in a way to best achieve the specified qualification objectives and provide for adequate forms of teaching and learning.	X	
<i>Standard 4.3.</i> The disciplines within the curriculum are provided in a logical flow and meet the definition and precise determination of the general and specific competencies, as well as the compatibility with the study programs and curricula delivered in the EHEA. To be listed at least 7 learning outcomes for the study program under evaluation.		X



<p><i>Standard 4.4.</i> The disciplines within the curriculum have analytical syllabuses which comprise at least the following: the discipline's objectives, the basic thematic content, learning outcomes, the distribution of classes, seminars and applicative activities, students' assessment system, the minimal bibliography, etc. The full course description/ syllabuses of each subject/ module should be attached only in electronic form to the self-assessment report for the study program under evaluation.</p>		X
<p><i>Standard 4.5.</i> If the language of instruction is other than Albanian, actions are taken to ensure that language skills of both students and academic staff are adequate for instruction in that language when students begin their studies. This may be done through language training prior to the commencement of the program.</p>	X	
<p><i>Standard 4.6.</i> The student-teacher relationship is a partnership in which each assumes the responsibility of reaching the learning outcomes. Learning outcomes are explained and discussed with students from the perspective of their relevance to the students' development.</p>	X	
<p><i>Standard 4.7.</i> Teaching strategies are fit for the different types of learning outcomes programs are intended to develop. Strategies of teaching and assessment set out in program and course specifications are followed with flexibility to meet the needs of different groups of students.</p>	X	
<p><i>Standard 4.8.</i> Student assessment mechanisms are conducted fairly and objectively, are appropriate for the different forms of learning sought and are clearly communicated to students at the beginning of courses.</p>	X	
<p><i>Standard 4.9.</i> Appropriate, valid and reliable mechanisms are used for verifying standards of student achievement. The standard of work required for different grades is consistent over time, comparable in courses offered within a program, and in comparison with other study programs at highly regarded institutions.</p>	X	
<p><i>Standard 4.10.</i> Policies and procedures include actions to be taken in to dealing with situations where standards of student achievement are inadequate or inconsistently assessed.</p>	X	



<p><i>Standard 4.11.</i> If the study program includes practice stages, the intended student learning outcomes are clearly specified and effective processes are followed to ensure that those learning outcomes and the strategies to develop that learning are understood by students. The practice stages are allocated ETCS credits and the work of the students at the practical training organisations is monitored through activity reports; students during practice stages have assigned tutors among the academic staff in the study program.</p>	<p>Not applicable</p>	
<p><i>Standard 4.12.</i> In order to facilitate the practice stages, the higher education institution signs cooperation agreements, contracts or other documents with institutions/organisations/practical training units.</p>	<p>X</p>	

Compliance level: 82 % - Substantially compliant

ET recommendations:

1. The types of course delivery (lectures, exercise, seminars) in the program should be reconsidered to better correspond to the courses' objectives and methodologies and to better account for, otherwise, considerably high number of ECTS credits (4-6 for 2 hours of lectures).
2. There should not be overlapping between the MA courses and the BA courses in respect to their objectives, learning outcomes and specific subject matters.
3. Some of the learning outcomes on both, program level and course level, 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.
4. It is recommended that the title of the course *Contemporary Turkish literature* changes into *Modern Turkish literature* due to the fact that besides contemporary Turkish literature, it also deals with older Turkish literature starting from tanzimat, i.e. the



literature from the second half of the 19th and the first half of the 20th century (according to the description in the SER) – periods that cannot be considered as *contemporary*.

5. It is recommended that the title of the course *Morpho-phonetics of Balkan Turkish* changes into *Phonetics and morphonology of Balkan Turkish*; otherwise the title gives impression that phonology is missing. Additionally, the list of basic literature for this course should be reconsidered since currently it does not include any title/study on Balkan Turkish.
6. The title of the course *Lexicography* should be changed into *Lexicography and Lexicology* since these are two different disciplines which the course deals with. Additionally, the list of basic literature for this course should include theoretical literature on lexicology and lexicography as well.
7. The course entitled *Contemporary Turkish Language* should be reconsidered in the way that its title, description, objectives, learning outcomes, and literature correspond to each other. Additionally, more recent literature should be added to the list of basic literature because it currently does not include any title/study more recent than 1977.
8. “Limited number of candidates that determines the organization of elective courses according to the will of the majority.” is mentioned as a threat in the SWOT Analysis (p. 58 of the SER). Ensuring flexible learning paths requires adaptability regarding organising electives. Thus, the ET recommends organising more than one elective per semester (the one chosen by the majority of students). Taking into consideration the dimension of the study group, two electives organised per semester would be optimal.
9. Detail effectively the criteria and ratio for continuous and final evaluation for each course in its description.
10. Clarify in the course description the methodology for determining the theoretical/practical ratio and what each part entails, with more focus on practical activities.
11. Even though during the site visit it was discussed that there are adaptations for students who miss the deadlines, this looks like an ad-hoc, rather than systematic procedure, and does not focus on preventive remedial measures. The ET recommends a systemic approach, including remedial activities.
12. Reconsider including practical stages in curricula (with ECTS assigned), ensuring further cooperation with public and private sector for internships, and increasing the role of the Career Office in making the arrangements for practice stages.
13. The ET recommends creating an overarching framework to deal with teaching and learning strategy, taking into consideration both, the estimation of human resources needs and the proliferation of emerging teaching innovations at European level.



14. It is suggested that the Department introduces a course of English language as an elective course (similarly as on the BA level). A course of English language could enhance students' generic competences and make students be better prepared for doing research on the international level.

2.5. Students

15 students enrol every year in the Master Program of Turkish Language and Literature. Considering the needs of the labour market, this number is well defined.

According to the information given in the SER, students who can enrol in the Master of Turkish language and literature must complete BA studies (240 ECTS) in Turkish language and literature or orientalistics, while potential candidates outside the field of turkology and orientalistics (coming from other disciplines of linguistics, humanities and social sciences), must provide at least 20 ECTS credits at the BA level in the field of Turkish language and literature in order to create a minimum base for following this program. This condition of 20 ECTS credits is disputable because the number of credits cannot guarantee the kind of knowledge a student must have, so this criterion should be reconsidered.

As stated in the SER (p. 58), upon completing the MA of Turkish language and literature students “will be able to trace sources of information for study purposes of Turkish language, literature and folklore, to compile textbooks on relevant topics of turkology, to draw conclusions from traces and studies, to demonstrate methodological skills in the field of turkology, and to demonstrate skills and tendencies for independent scientific studies”.

Even though there is a software available, antiplagiarism mechanisms are not widely used for research work done by students, and students do not have access to the software. The ET recommends mainstreaming the use of antiplagiarism software for all papers, and providing free access to it for students as well.

Student rights are well established within the institution, and the representation of students in decision-making processes is consistent. On this matter, however, the ET recommends creating a Student Rights and Obligations Charter, ensuring that the main rights and responsibilities of students are in one document instead of being scattered through many regulations.

The UP has different scholarships and fee exemptions as well, promoting both performance and equity. On the other hand, more information provided to students about these opportunities is suggested.

Table 5. Compliance with the standards required by the KAA Accreditation manual in the area **Students**

24



<i>Standard</i>	Compliance	
	Yes	No
<i>Standard 5.1.</i> There is a clear and formally adopted admission procedure at institutional level that the study program respects when organising students' recruitment. Admission requirements are consistently and fairly applied for all students.	X	
<i>Standard 5.2.</i> All students enrolled in the study program possess a high school graduation diploma or other equivalent document of study, according to MEST requirements.	X	
<i>Standard 5.3.</i> The study groups are dimensioned so as to ensure an effective and interactive teaching and learning process.	X	
<i>Standard 5.4.</i> Feedback to students on their performance and results of assessments is given promptly and accompanied by mechanisms for assistance if needed.	X	
<i>Standard 5.5.</i> The results obtained by the students throughout the study cycles are certified by the academic record.	X	
<i>Standard 5.6.</i> Flexible treatment of students in special situations is ensured with respect to deadlines and formal requirements in the program and to all examinations.	X	
<i>Standard 5.7.</i> Records of student completion rates are kept for all courses and for the program as a whole and included among quality indicators.	X	
<i>Standard 5.8.</i> Effective procedures are being used to ensure that work submitted by students is original.		X
<i>Standard 5.9.</i> Students' rights and obligations are made publicly available, promoted to all those concerned and enforced equitably; these will include the right to academic appeals.	X	
<i>Standard 5.10.</i> The students' transfer between higher education institutions, faculties and study programs is clearly regulated in formal internal documents.	X	



<i>Standard 5.11.</i> Academic staff is available at sufficient scheduled times for consultation and advice to students. Adequate tutorial assistance is provided to ensure understanding and ability to apply learning.	X	
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Compliance level: 91% - Fully compliant

ET recommendations:

1. The condition of 20 ECTS credits for students coming from disciplines other than turkology and orientalistcs in order to enrol the program should be reconsidered in a way to define not the number of credits, but the courses on specific fields that should be completed in order to be able to follow the program (especially given the fact that the courses of the program are delivered completely in Turkish).
2. The ET recommends mainstreaming the use of antiplagiarism software for all papers, and providing free access to it for students as well.
3. The ET recommends creating a Student Rights and Obligations Charter, ensuring that the main rights and responsibilities of students are in one document.
4. Maintain focus on developing the capacity to provide international mobilities.
5. Provide psychological counselling to students as well.

2.6. Research

The members of the academic staff of the Department conduct their research in various fields of Turkish studies, mainly in linguistics (Turkish dialects in Kosovo, teaching Turkish as foreign language), literature, and folklore. They disseminate the results of their research by presenting them on scientific conferences in the country and abroad, or by publishing them in local or international scientific journals. They are also very active in organizing scientific conferences. As stated in the SER, although the policies of promoting scientific research within the University are included into different strategic plans (e.g. the Strategic Education Plan in Kosovo, the National Science Program of the Republic of Kosovo, the Strategy for Scientific-Artistic Research and Development), the aspect of research of the Department is deficient in terms of financial and logistical support. However, the Department is regularly financially or logistically supported by different Turkish institutions such as partner universities, Turkish Cooperation and Coordination Agency (TİKA), Yunus Emre Institute and Turkish Embassy in Prishtina.



As stated in the SER, the Department is engaged in publishing two journals indexed in international platforms (CEEOL and EBSCO) and with international reviews.

CVs of the majority of the Department’s members show a remarkable number of publications and conference attendances. Nevertheless, according to the data which can be found in the CV’s of the Department’s academic staff, not all of the staff members have “produced at least an average of one scientific/applied research publication (...) per year for the past three years” (standard 6.7. of the KAA Accreditation Manual). The weak side is also the fact that the majority of the journals where the Department’s members publish their scientific work and conferences they attend are of a regional character in the sense that, although international, they are published or organized mostly in Kosovo, Turkey, and countries from the neighbouring region (as already described in the section 2.3 of this report). Additionally, very small number of their publications is written in English or in some other world language which makes the results of their research less visible on the wider international scientific scene.

Although the academic staff stated at the meetings during the site visit that information about their research relevant to courses they teach is included in their teaching, for several members of the academic staff of the Department there is no proven track record of research results on the same topics as their teaching activities (standard 6.4. of the KAA Accreditation Manual).

Table 6. Compliance with the standards required by the KAA Accreditation manual in the area **Research**

<i>Standard</i>	Compliance	
	Yes	No
<i>Standard 6.1.</i> The study program has defined scientific/applied research objectives (on its own or as part of a research centre or interdisciplinary program), which are also reflected in the research development plan of the institution; sufficient financial, logistic and human resources are allocated for achieving the proposed research objectives.		X
<i>Standard 6.2.</i> Expectations for teaching staff involvement in research and scholarly activities are clearly specified, and performance in relation to these expectations is considered in staff evaluation and promotion criteria.	X	
<i>Standard 6.3.</i> Clear policies are established for defining what is recognized as research, consistent with international standards and established norms in the field of study of the program.	X	



<i>Standard 6.4.</i> The academic staff has a proven track record of research results on the same topics as their teaching activity.		X
<i>Standard 6.5.</i> The academic and research staff publish their work in speciality magazines or publishing houses, scientific/applied/artistic products are presented at conferences, sessions, symposiums, seminars etc. and contracts, expertise, consultancy, conventions, etc. are provided to partners inside the country and/or abroad.	X	
<i>Standard 6.6.</i> Research is validated through: scientific and applied research publications, artistic products, technological transfer through consultancy centres, scientific parks and other structures for validation.	X	
<i>Standard 6.7.</i> Each academic staff member and researcher has produced at least an average of one scientific/applied research publication or artistic outcome/product per year for the past three years.		X
<i>Standard 6.8.</i> Academic and research staff publish under the name of the institution in Kosovo they are affiliated to as full time staff.	X	
<i>Standard 6.8.</i> Academic staff are encouraged to include in their teaching information about their research and scholarly activities that are relevant to courses they teach, together with other significant research developments in the field.	X	
<i>Standard 6.9.</i> Policies are established for ownership of intellectual property and clear procedures set out for commercialization of ideas developed by staff and students.	X	
<i>Standard 6.10.</i> Students are engaged in research projects and other activities.	X	

Compliance level: 70 % - Substantially compliant

ET recommendations:

1. As it has already been mentioned in the ET recommendations of the section 2.3. of this report, the members of the Department should make effort to make their research visible for a wider international community by publishing more in English or in some other world language, and by presenting their research more in journals and conferences other than regional or Turkish. They should also profit better from some opportunities offered



in a few recent years by the UP, such as a special office that the UP has made available which encourages staff participation in research and conferences (the Research Office and Sponsored Projects) or from consulting more the authors coming from scientific communities other than those of Kosovo and Turkey (they can use access to various scientific platforms such as ScienceDirect, Web of Science, etc. which has also been made available in the recent years by the UP).

2. Provide support for students to take part in international conferences.
3. Diversify funding for research from international and national sources, and provide access to more digital platforms, journals etc.

2.7. Infrastructure and resources

Within the University of Prishtina, supervision of infrastructure is a competence of the Faculty leaders, and its modifications are made on annual bases, depending on the needs addressed by the staff and students. Nevertheless, the Faculty, as mentioned earlier in this report, is not financially independent from the UP, so activities related to infrastructure depend also on the amount of the financial investment of the Rectorate. Many infrastructural aspects are improved in the recent years, but there are still many which need to be addressed, such as adaptation of the facilities to students with special needs, ensuring webpages on departmental level for free communication between staff and students, ensuring a budget to follow new technological trends in teaching and science, etc. In spite of these weak sides, the basic infrastructure and the operating expenses for the program are guaranteed since they are “included within the Prishtina University budget, which is allocated by the Assembly of Kosovo as per the Budget Law and with revenues generated by the institution”, as stated in the SER (p. 66). The Department has satisfactory conditions for work partly due to many investments made in equipment from external stakeholders (mainly Turkish institutions already mentioned in this report). It has two available classrooms with an average of 40 seats for students, rooms are equipped with internet access and projectors, and the Department’s library is well equipped with literature covering the field of turkology. The Faculty’s library, which has reading corners, is also used by students of the Department. However, the library does not have an electronic book fund and does not provide access to a diversity of electronic journals and other materials, which should be improved as soon as possible.

As stated in the SER, the infrastructure for disabled students needs improvement (p. 67), but this aspect is in the competence of the Faculty and the University.



Table 7. Compliance with the standards required by the KAA Accreditation manual in the area **Infrastructure and resources**

<i>Standard</i>	Compliance	
	Yes	No
<i>Standard 7.1.</i> The adequate long-term implementation of the study program is ensured in quantitative terms as regards premises, human resources and equipment. At the same time, it is guaranteed that qualitative aspects are also taken into account.	X	
<i>Standard 7.2.</i> There is a financial plan at the level of the study program that would demonstrate the sustainability of the study program for the next minimum three years	X	
<i>Standard 7.3.</i> The higher education institution must demonstrate with adequate documents (property deeds, lease contracts, inventories, invoices etc.) that, for the study program submitted for evaluation it possesses the following, for the next at least three years: a) owned or rented spaces adequate for the educational process; b) owned or rented laboratories, with the adequate equipment for all the compulsory disciplines within the curriculum, wherever the analytical syllabus includes such activities; c) adequate software for the disciplines of study included in the curriculum, with utilisation licence; d) library equipped with reading rooms, group work rooms and its own book stock according to the disciplines included in the curricula.	X	
<i>Standard 7.4.</i> The number of seats in the lecture rooms, seminar rooms and laboratories must be related to the study groups' size (series, groups, subgroups); the applicative activities for the speciality disciplines included in the curricula are carried out in laboratories equipped with IT equipment.	X	
<i>Standard 7.5.</i> The education institution's libraries must ensure, for each of the study programs: a) a number of seats in the reading rooms corresponding to at least 10% of the total number of students in the study program; b) a number of seats in the group work rooms corresponding to at least 10% of the total number of students in the study program; c) their own book stock from Albanian and foreign speciality literature, enough to cover the disciplines within the curricula, out of which at least 50%	X	



<p>should represent book titles or speciality courses of recognised 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>		
<p><i>Standard 7.6.</i> The infrastructure and facilities dedicated to the implementation of the program is adapted to students with special needs.</p>		X

Compliance level: 83 % - substantially compliant

Reccomendations:

1. Scale the interventions in infrastructure through a formal plan to be approved by the Senate, after thorough consultation with stakeholders.
2. Provide a formal strategy for inclusion of students with disabilities, including a partial fee waiver and physical accessibility.
3. The library should broaden access to literature in electronic format, as well as provide access to international academic journals.

3. OVERALL EVALUATION AND RECOMMENDATION OF THE ET

Regarding historical, civilizational, cultural and socio-economic background as well as contemporary circumstances, Kosovo and the neighboring region can be regarded as a rich and challenging source of different study material, and as a fertile ground for different kinds of Turkish studies (historical, (socio)linguistic, cultural, folkloristic, etc.). Requirements of the labour market searching for employees with wider knowledge and more developed research skills in the field of turkology cannot be neglected, neither can be neglected the students' need to respond better to these requirements and to invest into the self-development as well as into the development of the society. As stated in the SER, “linguistic, archivistic, library, cultural and folklore institutions show interest in comparative studies, where Turkish language, literature, culture and folklore occupy a considerable place” (p. 61).

Having considered the relevant documentation and all the information provided by the Faculty and the Department in written form and at the meetings held during the site-visit, the ET



concludes that the MA Program in Turkish Language and Literature responds well to these needs – the needs of a challenging research area, of the labor market, and of the interested body of students. With its solid proportion of theoretical and practical courses dealing with different topics of the field of turkology, and with a good balance of disciplinary, methodological, and generic courses, the Program provides students with relevant content and enhance their knowledge and research skills in the field of Turkish studies. This research-oriented MA program with advanced level of studying Turkish language and literature is needed not only for the society of Kosovo, but for the broader region as well.

Besides its strengths, the Program also shows some weak sides and challenges which need to be addressed. Thus, the ET calls on the Department and the Faculty to consider the following recommendations (which are further elaborated in the respective sections of this report):

- 1) Learning outcomes on both, the program and the course level should be clearly defined by using active verbs and by relying on the descriptive levels of the European Framework of Qualification.
- 2) The University, the Faculty, and the Department are encouraged to continue and improve formal alumni tracking in order to enable official collection and storage of information regarding the employment of graduates. They are also encouraged to make the results of self-evaluations and evaluations made by students, graduates and employers publicly available, and to formalize an action plan of what, how and on which level could and should be improved by considering the results of different kinds of evaluations.
- 3) The Faculty should establish the departments' official webpages in a way that they become controllable and updatable by the departments themselves.
- 4) It is recommended that the Department and the Faculty find a way to address the issue of teaching overload of the Department's academic staff members (e.g. by employing more staff or by reconsidering the students' work-load at home). Teaching overload could in long-term perspective negatively affect the quality of teaching and research processes.
- 5) It is suggested that the Department uses software for plagiarism detection to ensure the originality of work submitted by students.
- 6) The members of the Department should make effort to make their research more visible and more accessible to a wider international scientific community by publishing more in English or other world languages, and by presenting their research work in journals and conferences other than regional or Turkish.
- 7) Although the SER of the Department is generally structured in line with the KAA Accreditation Manual and provides a great deal of relevant information, the ET has noticed that it also contains many inconsistencies, redundancies, mistakes, and



translation or spelling errors. The majority of these inconsistencies and mistakes were pointed out in the report of expert team from the previous accreditation process (2019), but they have not been taken into consideration. Additionally, for some of the standards the information is not precisely articulated. In other words, and more generally speaking, the SER should be compiled more carefully, and it should articulate information precisely in order to show more clearly compliance or noncompliance with a respective standard.

Taking into account all the strengths, opportunities, weaknesses and challenges of the Program, the Expert Team evaluates the Program's compliance to the standards required by the KAA Accreditation Manual as follows:

Standard	Compliance Level
1. Mission, objectives and administration	85% - substantially compliant
2. Quality management	89% - substantially compliant
3. Academic Staff	80% - substantially compliant
4. Educational Process Content	82% - substantially compliant
5. Students	91% - Fully compliant
6. Research	70% - substantially compliant
7. Infrastructure and resources	83% - substantially compliant
Overall Compliance	84% - Substantially compliant

In conclusion, the Expert Team considers that the study program **TURKISH LANGUAGE AND LITERATURE (MA)** offered by the Department of Turkish Language and Literature, Faculty of Philology (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 **15 students** to be enrolled in the program.



Republika e Kosovës
Republika Kosova - Republic of Kosovo



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

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May 27, 2022

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