Republika e Kosovës
Republika Kosova - Republic of Kosovo
Agjencia e Kosovës për Akreditim
Agencija Kosova za Akreditaciju
Kosovo Accreditation Agency

PUBLIC UNIVERSITY "FEHMI AGANI"
GJAKOVA
FACULTY OF PHILOLOGY

MA - ALBANIAN LANGUAGE

ACCREDITATION

REPORT OF THE EXPERT TEAM

Prishtina, May 2024

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1   INTRODUCTION

1.1   Context

Date of site visit: 22.05.2024

Expert Team (ET) members:

- Dr. Dhurata Shehri
- Dr. Beatriz Lopez Medina
- Matej Drobnic, Student Expert

Coordinators from Kosovo Accreditation Agency (KAA):

- Ilirjana Ademaj Ahmeti, KAA

Sources of information for the Report:

- *KAA Accreditation Manual (2021)*
- *KAA Manual for external evaluation of higher education institutions (2021)*
- *KAA Manual Annex 4.4. Template of the External Review Report*
- *self-evaluation report "Albanian language master" provided by public University "Fehmi Agani" Gjakovë, Faculty of Philology*
- *Study Program*
- *Course syllabi*
- *CVs of the Academic Staff*
- *additional materials provided on request of the expert team*

Criteria used for institutional and program evaluations

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

1.2 Site visit schedule

Programme Accreditation Procedure at University of Gjakova "Fehmi Agani"	
Programmes:	**Albanian Language, MA 120 ECTS (Accreditation)** **English Language- Translation and Interpretation, BA, 180 ECTS (Re-accreditation)**
Site visit on (hybrid):	**22 May 2024**
Expert Team:	Dr. Dhurata Shehri Dr. Beatriz Lopez Medina Matej Drobnic, Student Expert
Coordinators of the KAA:	Ilirjane Ademaj, KAA

Site Visit Program

Time	Meeting	Participants
09:00 – 09:45	Meeting with the management of the faculty where the program is integrated	**Sindorela Doli-Kryeziu -** Acting Dean at the Faculty of Philology **Petrit Duraj -** Head of the study programme Master in Albanian Linguistics **Elsa Vula -** Senator
09:45 – 10:25	Meeting with quality assurance representatives and administrative staff	**Daut Islami -** Head of office for Quality Assurance, **Arbër Krypa –** Head of IT and international project supporter, **Qendresa Bardhoshi -** Salaries and honorarium officer, Donika Xharra – Diploma officer **Mentore Zejnullahu -** Student Services Officer, Member of Quality Assurance in the Faculty of Philology, **Arianit Kupa -** Legal Representative.
10:30 – 11:30	Meeting with the heads of the study program **Albanian Language, Ma 120 ECTS** (room 1) Dr.Dhurata Shehri	**Fridrik Dulaj** **Petrit Duraj**
10:30 – 11:30	Meeting with the heads of the study program **English Language – Translation and Interpretation, BA, 180 ECTS** (room 2) Dr. Beatriz Lopez Medina Matej Drobnic, Student Expert	**Elsa Vula** **Mejreme Ymeri** **Nazli Tyfekqi**
11:30 – 12:20	Lunch break	
12:20 – 12:50	Visiting Facilities	
12:50 – 13:35	Meeting with teaching staff	**Gentiana Muhaxhiri – Professor,** **Sazan Kryeziu – Professor,** **Besim Muhadri – Professor,** **Senad Neziri – Professor,** **Pranvera Osmani –** teaching assistant, **Yllka Imeri-** teaching assistant **Hana Qurdina–** teaching assistant, **Muhamet Lajqi–** teaching assistant, **Hana Radoniqi-** teaching assistant, **Leonita Parallangaj–** teaching assistant
13:35 – 14:20	Meeting with students	**Elvira Pepaj,**

		Agnesa Babuni, **Elvir Sutaj,** **Ernesa Bytyqi,** **Ardiana Dinaj,** **Erleta Tahirsylaj,** **Blearta Halilaj,** **Elvira Vula**
14:25 – 15:10	Meeting with external stakeholders	**Aida Binishi** – Foreign language school for English, German and Italian. **Miranda Macula Shllaku** – Director of Primary school *"Fehmi Agani"* Gjakova, **Valentin Tanushi** – ABC Center of Training **Egzon Haxhosaj -** ALFA Projects; **Hysen Brahimaj** – Senior officer in the Education Department of Municipality of Gjakova, **Engjëll Berisha** –Director of Central Library, **Eldita Mullahasani-** Responsible editor in the local medium *"TV Syri Vision"*, **Lena Bokshi Kryeziu-** Director of the theater *"Hadi Shehu"* in Gjakova.
15:10 – 15:15	Internal meeting of KAA staff and experts	
15:15 – 15:20	Closing meeting with the management of the faculty and program	

1.3 A brief overview of the institution under evaluation

"Fehmi Agani" University started work on 1 October 2013, with the Faculty of Education, with the Preschool and Primary programs, the Faculty of Medicine with the Nursing and Midwifery programs, and the Faculty of Philology with the Albanian Language programs and English Language and Literature. But there is a long tradition of education in Gjakova. In the 1967/1968 school year, the Pedagogical High School was opened in Gjakovë, which then became the Pedagogical Academy in 1967. Initially, the Academy operated with three teaching programs: Albanian Language and Literature, Mathematics, and History-Geography, to be expanded with other programs in 1977. In 2001, the Senate of the University of Pristina approved the teaching plans supported in the Declaration of Bologna for the Bachelor's level, in Gjakova. The Faculty of Education started working in the academic year 2002/2003. On 07. 05. 2003, MESTI approved the decision that the Faculty of Education, with regional centers in Prishtina, Gjakovë, Prizren, and Gjilan, from the academic year 2003/2004, start with the teaching programs for the preparation of subject teachers. In September 2004, the University of Pristina started work on the branch in Gjakovë, with the Faculty of Philology, Albanian Language and English Language and Literature programs in the academic year 2010/2011, the Faculty of Medicine with the Nursing and Midwifery programs in the academic year 2011/2012 and the Faculty of Mathematical and Natural Sciences with the Educational Chemistry program, also in the academic year 2011/2012. The diplomas in are: the English Language - Translation and Interpretation program (BA, 180 ECTS) and the Albanian Language and Literature program (BA, 240 ECTS), UFAGJ also offers

the faculties with the corresponding programs: Faculty of Education : Preschool (BA, 240 ECTS); Primary (BA, 240 ECTS). Faculty of Medicine : Nursing (BSc, 180 ECTS), Public Health (BSc, 180 ECTS), Physiotherapy (BA, 180 ECTS), Health Management (MA, 120 ECTS). Faculty of Social Sciences : Social Care and Welfare (BA, 180 ECTS).
University in Gjakovë (UFAGJ) today develops its activity following the processes of Bologna, the labor market, and the European area of higher education.

2 PROGRAM EVALUATION

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

2.1 Mission, Objectives and Administration

The goals and mission of the study program are in line with the orientation of the university. The professional prospects of graduates of the program are defined, namely in the area of teaching in Albanian in the professional field. The team of experts was able to convince itself in all interviews that this orientation corresponds to the facts. Standard 1.1 is therefore fulfilled.

The SER convincingly demonstrates that relevant support was obtained for the analysis and further development of the learning outcomes, but also for the design of the study program as a whole. The specific learning outcomes are presented and explained in the SER. Both the documents submitted and the results of the discussions that the team of experts was able to conduct during the evaluation clearly show that there is consistency between the national qualifications framework and the EHEA qualifications framework. The implementation of standard 1.2 was demonstrated.

The didactic concept of the study program was demonstrated. It is not good enough. The students cannot choose elective subjects. A clear need for improvement in the conceptual consideration of research is needed. The research component is not sufficiently developed; there is no clear concept in this area, only a few approaches and plans, but nothing consistent. In this respect, standard 1.3 is not sufficiently fulfilled.

All relevant guidelines, as well as important information and organizational matters, particularly about students, are publicly accessible. The existing electronic system also offers important information options. Standard 1.4 is therefore fulfilled.

There are regulations for ethical issues. The handling of plagiarism is also regulated. During the discussions, the team of experts was able to ascertain that these regulations are generally known and understood. Their validity for staff and students is generally recognized. Standard 1.5 is therefore fulfilled.

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The regulations regarding management are clearly defined. A regular evaluation is carried out that meets the requirements set out in standard 1.6.

Although almost all standards of this criterion have been met at the formal level, the team of experts also sees some weaknesses in the program's objectives and administration. In particular, the underutilized opportunities for the administrative promotion of international cooperation should be mentioned. From the perspective of the expert team, there is no good effort in this area.

Standard	Compliance	
	Yes	No
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
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: Substantially compliant

ET recommendations:
1. *The study program must consider the possibility of the student choosing between different elective subjects.*
2. *The research must be better integrated into the study program.*
3. *The efforts to strengthen international cooperation should be intensified. The number of ERASMUS+-opportunities has to be increased.*

2.2 Quality Management

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At the university, the Office of Quality Assurance functions for the purpose of ensuring quality, excellence, equality, transparency and efficiency. Quality management is regulated by the Regulation of Quality Assurance and Evaluation (2021). The Office cooperates with the Central Commission for Quality Assurance in UFAG that is responsible for the field of the quality assurance at university level. At the faculty level, the Committee for Quality Assurance and Evaluation aims to determine the procedures and mechanisms of quality. Students and professors fill questionaries for academic staff and for students. An example of the teaching staff questionnaire and student questionnaire were presented to the ET. Despite the fact that all stakeholders indirectly participate in the self-evaluation process through surveys, it would make sense to participate directly in these processes as well (e.g. students write a chapter about students, academic staff could be more involved in the preparation of the SER).

There is an assessment procedure on course level based on electronic and hard-copy questionnaires that are mandatory for students. Teaching staff has access to the results, gives feedback to the students and improves the courses accordingly. The Office for Quality Assurance, in cooperation with the commissions, prepares a self-evaluation report that contains all relevant information. Quality assurance covers all areas from planning, implementation and evaluation.

In quality assurance, all stakeholders are indirectly involved in the process, including students, teaching staff, non-academic staff and employer representatives. The SER states that quality assurance is subject to internal and external evaluation as well as the accreditation process. The management of the faculty is in contact with the Advisory Board for Entrepreneurs, to better understand the interests of society and the community. During the interviews, the representatives of the employers e.g. confirmed that on the labor market there is a need for the graduates from this study program.

As this is the first accreditation of the study program, quality evaluations for have not been performed yet. However, the faculty collects feedback from all stakeholders for other study programs and the analysis of these questionnaires provides assessments achieved on the subject they elaborate on, so that in the next semesters, improvements can be continuously made as far as the working conditions allow. The summary report for each semester is published and accessible to all on the faculty webpage.

Survey data from students and teaching staff members are systematically collected by questionnaires (Standards 2.1, 2.2, 2.3). Feedback of employers is collected in meetings with the Advisory Board. Results are publicly available; however, the ET would suggest that the faculty includes also graduates in the report.

Quality Assurance activities plan 2023-2024 was presented to the ET where all activities for the whole study year are listed. There is well defined time for the implementation and also responsible person. However, this action plan covers general quality assurance activities and does not address all the opportunities listed in the SER.

In the Regulation of Quality Assurance and Evaluation in the University ''Fehmi Agani'' in Gjakova, Article 18 it is defined that the institution ensures that reports on the overall quality of the program are prepared periodically.

The quality assurance processes are regularly evaluated by the KAA and updated according to KAA requirements. The University regularly updates the regulations (the current regulations are from 2023). In accordance with these regulations, the faculty also adequately monitors the implementation and updating of study programs.

	Compliance	
Standard	**Yes**	**No**
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**	
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.	**N.A.**	**N.A.**
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 considered for further development of the study program. This includes evaluation results, investigation of the student workload, academic success and employment of graduates.	**N.A.**	**N.A.**
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: Substantially compliant

ET recommendations:
- *More (pro)active participation of all teaching staff and students in the quality assurance processes*

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- *The faculty should include in the report also feedback from graduates*

2.3 Academic Staff

The qualification background of the professors can be seen as having quite a positive impact on the quality of teaching The team of experts gained quite a good impression of the expertise, qualifications, and commitment of the teaching staff during the discussions with the academic staff.

The expert team realized that sufficient job descriptions were available for the full-time positions. The number of teaching hours was also considered in detail, but some members of the staff were involved in teaching different subjects, some of whom were very different. In this respect, standard 3.1 is substantially fulfilled.

The conditions for standard 3.2 are met. Sufficient evidence of this was presented to the expert team.

The standards 3.3 and 3.4 are also met. The SER and the CVs of the academic staff provide important information in this regard

The contractual employment of 5 professors also the part-time professor Sidorela Doli Kryeziu guarantees the 3.5 standard.

Concerning professional development opportunities for academic staff, the expert team found that although these are offered, they are still underutilized. In this respect, standard 3.6 is not fulfilled. There is still a clear need for improvement in terms of content. The range of further training should be significantly increased, especially in the new methodology of teaching. This could be achieved through international cooperation which is missing or very weak.

In the expert team's discussions with members of the teaching staff as well as with students and graduates, it became very clear that, in addition to their commitment to the academic community, the teaching staff are also available for consultations and advice with students.

The regular evaluations of academic staff were explained in detail to the expert team. Teachers are aware of the importance of regular evaluations. Standard 3.8 is fulfilled.

Efforts to improve quality are recognizable but not yet sufficient in the view of the expert team. Particularly in the area of teaching materials, the team of experts was unable to demonstrate any convincing development steps. Further efforts are needed here, in which international cooperation can be helpful. It would also be conceivable to develop special teaching material that focuses more strongly on the qualification requirements and needs of the students. Standard 3.9 is therefore not sufficiently fulfilled.

No member of the academic staff is of retirement age, meaning that standard 3.10 is automatically met.

Overall, academic staff meet the requirements necessary to ensure proper teaching. However, it is still possible and advisable to improve the level of qualifications, particularly below the level of professors.

Standard	Compliance	
	Yes	No
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	
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.		X
Standard 3.7. The responsibilities of all teaching staff, especially full-time, include the engagement in the academic community, availability for consultations with students and community service.	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 retired at age limit or for other reasons lose the status of full-time teachers and are considered part-time teachers.	X	

Compliance level: substantially compliant

ET recommendations:
1. *Increase the number of teaching staff to avoid the same professor teaching different subjects, sometimes very different from each other.*

2. *Increase the variety of provided opportunities for professional development for the teaching staff especially related to research and involvement in international projects.*
3. *Teaching strategies must be improved with the support of new infrastructure (smart boards for example) that is missing.*

2.4   Educational Process Content

The team of experts took a close look at the content of the curricula. These were discussed with the teaching staff in terms of concrete implementation and adaptation to current requirements and circumstances. The team of experts also discussed the curricula and their relationship to the requirements of professional practice in detail with students, graduates, and employers. The overall picture was positive, confirming the general appropriateness of the curriculum content and the orientation to a new approach to studying linguistics.

The SER, the submitted syllabi, and the teaching staff comments convincingly show that the study program has a qualification-related orientation. However, there is a miscalculation on elective subjects that in the way they are calculated are no longer elective. The same miscalculation is provided on the thesis ECTS and on the subjects that have the same amount of hours in the auditorium but different ECTS. Overall, standard 4.1 is not fulfilled.

Standard 4.2 is met, as the expert team was provided with clear information that the study program complies with the national guidelines.

As the team of experts was able to see from the overview of the curriculum and the individual syllabi, the study program is not structured quite correctly. In this way, it is not possible to achieve a good level in all subject areas. There is a lack of sufficient outcomes in the subject of the Albanian language and its structure or Selected philologists. Also, phonetics, as one of the main fields of linguistics is not in the program. So, the standard 4.3 is not met.

The team of experts checked the content of the syllabi provided. The course descriptions within the syllabus overall fulfill the requirements set, but there are some subjects such as Applied morphology and Studies of contemporary Albanian, that need to be more specific. Literature as "introduction books" can't be part of a master subject, but sometimes the expert team finds it in the syllabus. Concerning the recommended literature given, however, it would be desirable if electronic resources could be used to a greater extent in the future, given the changes in students' working conditions. Overall, standard 4.4 is substantially met.

The language of instruction is Albanian, but unfortunately, the students have no semesters of English language or any other foreign language to fulfill the need for consulting the literature not only in Albanian. Standard 4.5 is formally fulfilled.

As the team of experts was able to ascertain in the survey of students and graduates in BA in Albanian language and literature, the content of the lessons is explained transparently. A competence-oriented, partnership-based relationship between teachers and students is evident so that standard 4.6 can also be considered fulfilled.

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The expert team identified a clear focus on the different forms of learning outcomes in terms of the appropriateness of teaching strategies. Nevertheless, a greater use of digital technologies must be seen as a good way to involve the new generation in a new teaching strategy. Overall, standard 4.7 is therefore just met.

In discussions with academic staff, students and graduates, the team of experts was provided with convincing information on how academic performance is assessed. The criteria applied are transparent and plausible. Overall, standards 4.8, 4.9 and 4.10 can therefore be regarded as fulfilled.

As became clear in SER, discussions with students, graduates, and academic staff, internships are not a mandatory component of the study program. So standards 4.11 and 4.12 can't be considered.

Standard	Compliance	
	Yes	No
Standard 4.1. The study program is modeled 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 civil society and developing the students' personalities.		X
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**	
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 KAA 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 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.	**N.A.**	**N.A.**
Standard 4.12. In order to facilitate the practice stages, the higher education institution signs cooperation agreements, contracts or other documents with institutions/organizations/practical training units. **To be inserted the overview of the program (with all areas to be filled out)*	**N.A.**	**N.A.**

Compliance level: Substantially compliant

ET recommendations:
   1. *The subjects of linguistics must include knowledge about all the fills as phonetics.*
   2. *Avoid that elective subjects can't be elective because the students must attend all of them.*

2.5   Students

According to the SER (p.41), the admission procedure is clearly defined at the institutional level, defined in the Statute of the university. The admission process is also well defined in Regulation on Definition of Master Study Criteria (2020). The competition is announced in advance on the university's webpage. Selection criteria are: success in preliminary education and success in the

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entrance exam, both having the equal weight (50%). The minimum required success in the entrance exam is also specified for the candidate to be granted the right to enrol.

Conditions for application and registration in studies are proscribed in the Regulation on Definition of Master Study Criteria (2020) Article 3 at the UFAG level states that all the candidates who have completed the basic studies (bachelor) with credit at least 180 ECTS (three years of study) have the right to apply for the master level studies.

According to the SER (p. 43), accepted students will be divided into study groups sized according to the most appropriate way to create a more effective and interactive learning process. However, no details about the intended study group size can be found in the SER.

According to the Statute of the UFAG (2013) Article 110: Exams serve as a regular form of assessing knowledge. The procedure of delivery of an examination is defined by the study program. The mode of determining the knowledge and passing the exam is defined by all course syllabuses. The entire area of examination is clearly defined in detail in the Statute of the university. There is available mechanism for complaints. In case of dissatisfaction students can complain to the dean and the special commission review the written exam or the oral exam can be repeated in front of the special commission.

All modules are certified with the load of lectures and the student's practical work, and the ECTS of the given module. The certification of these modules is done in accordance with the standards of KAA and European standards which are a condition for the accreditation of a program. However, in many silabusses, ECTS credits (according to the faculty definition that 1 ECTS = 25h) are rounded down (e.g. 4.3 ECTS = 4 ECTS), so the total sum of unrounded ECTS credits represents a larger amount than is actually recorded. Therefore, we suggest that the faculty (also due to the easier international comparability of courses) unify ECTS credits with the hours determined for each course. Regulation on Definition of Master Study Criteria proscribes that the Master studies at the University of Gjakova "Fehmi Agani" conclude with the defence of the master thesis, in accordance with the study program.

Regulation on Definition of Master Study Criteria (2020) proscribes that the Master studies at the University of Gjakova "Fehmi Agani" conclude with the defence of the master thesis, in accordance with the study program.

Students will be informed about the study program, the exam deadline, the organization of the program, as well as the accreditation status of the program. The faculty has flexible treatment for students in special situations (e.g. adjustment of the formal implementation of the program, exam deadlines or the internship period).

According to SER (p. 44) exam results from all regular and non-regular terms throughout an academic year are collected, analyzed and used to improve the quality of learning and teaching throughout the following years. Students' exams are kept for a period of one year as evidence of the results achieved.

In SER (p. 44) it is stated, that: *Students will first become aware of the importance of the originality of their works through the course Methodology of scientific work in linguistics, then in various*

works where the mentor's care for the student will be of particular importance so that he/she does not deviate from academic ethics, but to observe correctly and with full responsibility the rules on academic writing and the originality of the work. Final work (Master thesis) will be checked by antiplagiarism software that is available at the university level. The field is also well regulated at the level of all regulations.

The rights and obligations of students are initially regulated through the Basic Studies Regulation of the Faculty of Philology (article 17 – 20). They are well presented also in Handbook for students. Students' rights and obligations are made publicly available, promoted to all those concerned and enforced equitably; these will include the right to academic appeals. Student representatives are also members of all committees at the University and Faculty of Philology as well as working groups with the right to vote. There is an established mechanism for students' rights ensured

The transfer of students between higher education institutions, faculties and study programs is clearly regulated in university acts. Detailed information is available in the student handbook. Students also have the possibility of exchanges, which is presented in detail in the brochure available to them.

All relevant and important information for students is available Student Handbook of UFAG. During the interviews, students from other study programmes confirmed that academic staff is available for consultation, they communicate also via emails and other electronic communication channels. They got all relevant information also on webpage of the faculty and on various social networks. Students are also provided with the Centre for Development, Career and Alumni, which serves as an unusual initiator of the employment of graduate students.

Standard	Compliance	
	Yes	No
Standard 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	

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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 is 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: Fully compliant

ET recommendations:
- update the website with up-to-date information, especially in English language
- clearly define the size of study groups that will ensure the effective learning process

2.6 Research

The research objectives of the degree program were not convincingly presented to the team of experts by the SER or staff. There is a lack of a clear focus that is also aligned with the profile of the degree program. There is a lack of clear plans for advancing research in the department in a structured manner.

In the area of research, the team of experts certainly acknowledges the efforts of the academic staff to date. Nevertheless, the team of experts sees research as a major weakness of the study program. Further intensive efforts are required here to improve quality and results. In discussions with the academic staff, it became clear that they are already well aware of this shortcoming. A significant improvement is most likely to be achieved by strengthening international cooperation and carrying out ambitious research projects.

As it's written to SER, the financial resources are adequate for research purposes. Standard 6.1 is therefore fulfilled.

In the discussions with academic staff, the team of experts was not able to identify that there are clearly defined research expectations of teaching staff. Anyway, the interaction between research and teaching is present in the greatest part of the CV of the staff. Standard 6.2 is therefore fulfilled.

It became clear, both from the SER and from the discussions with members of the academic staff, that the definition of research and research results that are important in the context of the study

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program is generally known. This definition meets international requirements. Standard 6.3 can be considered fulfilled.

As already mentioned, there is considerable room for improvement in the research performance of some members of the academic staff concerning the scope of research output. However, standard 6.4 is formally fulfilled.

The team of experts must conclude that standard 6.5 is only met at a formal level. Future intensification of research activities requires not only a research-friendly environment but also methodological development and qualification, which will ultimately also benefit teaching and the quality of the study program as a whole. On the part of the management of the study program, significantly more attention must be paid to the topic of research concerning all members of the academic staff.

The formal requirements of standard 6.6 are fulfilled. This was demonstrated to the expert team by the SER and the discussions during the evaluation.

Based on the information provided in the CVs, the expert team can conclude that standard 6.7 is met. In future, either significant increases should have to be achieved or personnel changes made.

In the opinion of the expert team, the requirements of standard 6.8 have been met.

As became clear from the syllabi submitted with the SER and from the discussions with academic staff, the networking of research and teaching is still partially realized. Although the team of experts was able to determine that approaches have been made by some of the members of the staff, but not by all. Standard 6.9 cannot be formally fulfilled.

The protection and use of intellectual property are anchored in the awareness of academic staff and are adequately guaranteed. Standard 6.10 is therefore fulfilled.

The SER does not provide sufficient information on the participation of students in research. However, the team of experts was able to convince itself in discussions with the management of the program as well as with academic staff, students, and graduates that students are involved in research to a very limited extent. However, the activities in this area still have considerable room for improvement, as do those in the area of research in general. Standard 6.11 has not been achieved.

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 center or interdisciplinary program), which are also reflected in the research development plan of the institution; sufficient financial, logistic, and human resources are allocated for achieving the 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	

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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	
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: Substantially compliant

ET recommendations:

1. *Introduce more current research results into the education process*
2. *Increase the number of staff that have publications.*

2.7 Infrastructure and Resources

As indicated in the SER and was observed in the visit, the location of the Faculty of Philology

favours the implementation of the program and the space is considered sufficient in to develop it. Equipment, human resources, and premises are mostly secured (St. 7.1.).

Specifically, the number of seating areas in lecture rooms is sufficient for the number of students and all the lecture rooms are equipped with projectors. The laboratory designed for the courses of the program meets, according to the academic staff and students, the needs of the training in the field. The capacity of the library is sufficient for the current number of students, but it would become insufficient with a slight increase in the ratio or the inclusion of new programmes. Since the UFAGj is planning to extend the campus, the ET recommends taking into consideration an extension in terms of room and library stock -2047 books-. Notwithstanding, the ET is aware that students, as the ET was informed through the interviews and visit, often use the City Library. In addition, the ET witnessed, there is no access to the IT equipment for students in the library, and therefore, IT equipment is recommended to be included – at least a few individual computer equipment-.

The infrastructure devoted to teachers and administrative staff seem to cover the needs of teaching. The ET recommends, notwithstanding to regularly check the correct functioning and updating of materials resources, since there are some comments in the evaluation reports in this respect. As for students' rooms, there should be a place where research is done, where students prepare for their exams (not on the hallways where they may interfere or hinder with teaching behind closed doors). Only one room is available for students and activities.

The standard regarding the financial plan (7.2.) is met; the Department has no sustainable income, nor it relies on itself - all economic questions are handled at the University level and at MESTI level. The total budget of the UFAGj is detailed in the SER (2021-2025) as the estimations for 2026.

Regarding standard 7.3., the area devoted to the University is meant to be extended in the near future, although the spaces are considered sufficient for the current number of students and staff. The ET appreciates the efforts devoted to the setting up, maintenance and updating of the laboratory, as well as to the upgrading of the current software. The outcomes of various projects are reflected in the acquisition of diverse technological equipment, as well as updates focused on technology and software.

Lecture rooms, seminar rooms and laboratories are sufficient for the current needs of the program under study.

As for standard 7.6, the ET observes the following: While there are some improvements with regards to accessibility of premises, there are still capital steps to be made. One of them is the elevator which would allow students with disabilities an undoubtedly easier access to lecture rooms and professor cabinets. The possibility of offering classrooms on the ground floor does not cover the basic needs of training, since the lab, for instance, is not located on the ground floor. Since the campus is expanding, the ET recognises this as an opportunity to address this concern. Standard 7.6. is therefore a conditional YES since the ET recognises this as an opportunity to address this concern Some progress has been made in the last years and a large opportunity is on the rise.

Standard	Compliance	
	Yes	No
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 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**	
Standard 7.4. The number of seats in the lecture rooms, seminar rooms and laboratories must be related to the study groups' size (series, groups, subgroups); the applicative activities for the speciality disciplines included in the curricula are carried out in laboratories equipped with IT equipment.	**X**	

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Standard 7.5. The education institution's libraries must ensure, for each of the study programs: a) a number of seats in the reading rooms corresponding to at least 10% of the total number of students in the study program; b) a number of seats in the group work rooms corresponding to at least 10% of the total number of students in the study program; c) their own book stock from Albanian and foreign speciality literature, enough to cover the disciplines within the curricula, out of which at least 50% should represent book titles or speciality courses of recognised publishers, from the last 10 years; d) a book stock within its own library with a sufficient number of books so as to cover the needs of all students in the cycle and year of study the respective discipline is provided for; e) a sufficient number of subscriptions to Albanian and foreign publications and periodicals, according to the stated mission.	**X**	
Standard 7.6. The infrastructure and facilities dedicated to the implementation of the program is adapted to students with special needs.		**X**

Compliance level: Substantially compliant

ET recommendations:
1. *The ET recommends working in infrastructural projects, especially regarding rooms for students' activities and an elevator, in order to accommodate all needs.*
2. *The ET recommends incorporating IT equipment in the library*

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FINAL RECOMMENDATION OF THE ET

Overall, the program Albanian Language demonstrates a trajectory focused on continuous improvement where previously identified issues regarding quality assurance has been addressed. Specifically, improvements are observable regarding the implementation and monitoring of procedures and policies regarding potential the underachievement of the teaching staff, the incorporation of employers to evaluate Q.A., and making information public and accessible, and specially monitoring systems that include assessing the professional development activities of all teaching staff, to name but a few. In short, quality assurance processes have undergone significant enhancements, resulting in an effective framework. There is coherence regarding the articulation of the program which involves the different stakeholders, who unanimously appreciate the sustained growth and development of the program over time.

In addition, efforts have been made to provide students with an attractive program, where the teaching staff seeks the best possible learning outcomes. Students are involved in different activities and the connection with the labor market is clear. The commitment of the academic staff to the quality of the program leads to good results as professionals from the job market observe.

Notwithstanding, certain areas need to be addressed, mainly those related to internationalization, research projects and infrastructures. As for internationalization, the ET appreciates the improvements made since there are some mobilities described in the SER and corroborated in the interviews. However, it is still limited, especially regarding students and, most specially attracting international students to Gjakova. The internationalization is also limited regarding research collaborations and efforts need to be made regarding the participation in research projects (i.e., not only Erasmus or innovation projects.) Finally, as for infrastructures, complete accessibility is required if the Faculty seeks to include diverse students who present special needs.

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

Overall compliance	Substantially compliant

Compliance level: Substantially compliant

In conclusion, in line with the requirements, the Expert Team recommends a three-year accreditation with the condition of increasing the number of elective subjects so that the students can choose between them, so not became a curriculum just with obligate subjects.

Student quota recommended: 40 students

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Expert Team

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Member

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(Signature)   Dhurata Shehri   10.06.2024

Member

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(Signature)   Beatriz Lopez Medina   10.06.2024

Member

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(Signature)   Matej Drobnic   10.06.2024