UNIVERSITY OF GJAKOVA "FEHMI AGANI"
FACULTY OF PHILOLOGY

PROGRAMME
MASTER IN LITERATURE STUDIES

REPORT OF THE EXPERT TEAM

24.2.2025, Prishtina

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Sources of information for the Report:

- Interviews
- Self-Evaluation Report of the University
- Web-site of the University
- Curriculum of the Program
- The Statute of the University
- The Code of Ethics
- The Regulation on Ethics Council
- The Regulation on Research-Scientific Activity
- Evaluation Reports

Criteria used for institutional and program evaluations

Site visit schedule

Time	Meeting	Participants
09:00 – 09:50	Meeting with the management of the faculty where the programme is integrated	Labinot Berisha - Dean at the Faculty of Philology Sazan Kryeziu - Head of the study programme Master in Literary Studies
09:55 – 10:40	Meeting with quality assurance representatives and administrative staff	Nita Pruthi - Head of the Office for Quality Assurance Petrit Duraj - Coordinator of Quality Assurance in the Faculty of Philology

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		Mentore Zejnullahu - Student Services Officer, Member of Quality Assurance in the Faculty of Philology, Arianit Kupa - Legal Representative.
10:45 – 11:30	Meeting with the program holders of the study programme: Literary Studies, MA	Sazan Kryeziu
11:35-12:20	Visiting facilities	
12:20 – 13:20	Lunch break	
13:25- 14:10	Meeting with teaching staff	Elsa Vula - professor; Labinot Berisha - professor; Lorina Pervorfi Berisha - teaching assistant Hana Qurdina - teaching assistant Muhamet Lajqi - teaching assistant
14:15- 15:00	Meeting with students	
15:05- 15:45	Meeting with employers of graduates and external stakeholders	Hysen Brahimaj - Senior Official at DKA (Municipal Directorate of Education) Yllka Juniku Shehu, Director of the "Hajdar Dushi" Gymnasium in Gjakovë; Engjëll Berisha – Director of Central

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		Library
15:55- 16: 00	Internal meeting of KAA staff and experts	
16:00-16:10	Closing meeting with the management of the faculty and program	

A brief overview of the programme under evaluation

The University "Fehmi Agani " in Gjakova (UFAGj) is a Higher Education Institution, which operates in accordance with the provisions of the law on Higher Education in the Republic of Kosovo, as well as with the European Zone principles appointed for Higher Education. According to the Statute, UFAGj provides programs of study consisting of two cycles of study, respectively, Bachelor and Master. The University is integrated and it functions parallel with the principles of trust, collaboration and connection with various disciplines inside and outside the country.

Currently, UFAGj counts over 3127 students, from this number of students 75.54% or 2362 are females, while 24.46% or 765 are male students. UFAGj has a request for registration due to the attractiveness of the programs and its specifics, there is always a greater demand than the number of places provided. In each competition for the registration of new students, a large number of interested people appear, and this allows us to have a good choice of new students, therefore, in addition to the basic conditions, UFAGj also organizes an entrance exam and applies the passing threshold of 40% of the test acceptance. Every year in the admission period, the UFAGj in Gjakova foresees the allocation of quotas for different categories according to the competition. For non-majority communities it is envisaged to register up to 12% of the total number of students, 5% for candidates from the region, 2% for close families of martyrs and based on humanitarian considerations, the University reserves the right of admission for people with special needs.

The study program: Master in Literature Studies, is a 60 ETC master, offered by the Department of English language, at the Faculty of Philology.

PROGRAMME EVALUATION

1. MISSION, OBJECTIVES AND ADMINISTRATION

Standard 1.1 The study program is in line with the higher education institution's mission and strategic goals, needs of society and it is publicly available. (ESG 1.1)

The study program is supposed "to create knowledge through contemporary methods of teaching and research" (Mission Statement). While the program is indeed dedicated to teaching of contemporary research approaches (poststructuralist, feminist, postcolonial, ecocritical approaches), the student-centred teaching and learning methods are rarely found in the syllabi. Neither the university infrastructure (social forms of bench configuration in the classrooms which is thoroughly traditional and frontal) seems to support the use of contemporary teaching methods. However, the study program is basically in line with the strategic goals of the university by highlighting its distinction from existing programs. The head of the program as well as the students stated that the study program is distinct from the similar programs by its focus on contemporary trends in the Literary Studies, its interdisciplinary content (embracing history, culture and literature) and flexible structure balancing core and elective courses.

The study program was developed in order to meet the needs by local students who are eager to pursue their studies related to English Language and Literature but cannot afford to move to a town where such programs are available. Another target group would be the students from neighboring regions of Albania for whom the program is also open. The necessity of graduates with good command of English (teachers, translators) and competences in Literature was confirmed by the employers from the education and cultural sectors (school, library). Based on the actual needs on the job market the university might consider developing an MA program in English Language and Literature in the future.

The intended learning outcomes of the program such as research skills, critical thinking and interpretation capabilities, professional and intercultural communication skills etc. do correspond with the university's mission and strategic goals since the graduates with these skills would definitely contribute "to the social and economic development of the country and the region" (Mission Statement) and meet the needs of society, as it reads among the strategic goals. The learning outcomes are publicly available on the web-site of the university.

The needs analysis with regard to the delivery of the study program has been conducted rather informally so far. The decision to develop the study program in Literary Studies was made based on the "consultations with alumni, faculty and industry partners" (SER) and meetings with students that were organized by the Alumni Office. Obviously no surveys or interviews were carried out.

The university intends to admit 20 students per academic year to the study program. By doing so it takes into consideration the faculty capacity and resources and aims at high level of interaction. Due to the huge number of graduates from the BA program *English Language – Translation and Interpretation* and from the former BA program in *English Language and Literature* the envisaged size of enrollment seems to be optimal and realistic. However, the faculty administration has to take into account that the number of MA thesis to be supervised will increase as soon as the program is launched which should be considered in the workload of the teaching personnel.

Even though the university claims that "Classrooms accommodate seminar-style discussions, essential for literary studies" (SER), none of such classrooms could be found during the site visit. Neither the online resources listed in syllabi could be accessed.

Standard 1.2 The study program is subject to policies and procedures on academic integrity and freedom that prevent all types of unethical behaviour. The documents are publicly available, and staff and students are informed thereof. (ESG 1.1)

There are policies and procedures serving academic integrity and preventing unethical behaviour at the university. They are represented in several documents such as *Code of Ethics*, *Regulation on Ethics Council* and *Regulation on Research-Scientific Activity*. The procedures described in those documents apply to academic and administrative staff as well as students. There is also an Ethics Council in place to examine cases of plagiarism and academic dishonesty. For the purpose of plagiarism detection an anti-plagiarism software (*AI plagiarism checker chat GPT*) is integrated into the University Management System (SMU) where the students' written assignments are submitted.

The university's general policy regarding plagiarism corresponds with university's mission by "fostering student enthusiasm" and encouraging them to learn from their mistakes. The procedure that follows a plagiarism case detection and its confirmation by an instructor consists of an oral review of the case, rejection of the paper and failing of the course.

Ethical standards are described in the *Code of Ethics* and upheld by the Ethics Council of the university. In case of low performance by an academic staff member certain procedure is launched: She or he first receives an oral warning followed by a written one. If the ethical standards remain violated other types of punishment might apply. However, no such case could be recalled so far. Hence, it is difficult to evaluate the efficiency of mechanisms for monitoring unethical behaviour by students, academic personnel and other stakeholders. Even though the *Code of Ethics* is publicly available on the web-site of the university, it might be useful to take additional steps in order to make sure that students and teaching personnel are properly informed on ethical standards valid at the university.

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Standard 1.3 Relevant information is collected, analysed and used to ensure the effective management of the study program and other relevant activities and such information is publicly available. (ESG 1.7)

The Quality Assurance Office of the university is in charge of monitoring the implementation of the study program. When collecting data by distributing questionaries among students the office operates in line with regulations (activity plan) that are publicly available on the web-site of the university. Based on these surveys reports are conceived, recommendations formulated and an enhancement of performance enforced.

There is a University Management System (*SMU*) in place managed by the faculty administration with the purpose of integrating data relevant for program implementation. The system is centralized and located in Pristina. The data that are uploaded in the system are visible for a professor and a student only. Some information (for instance, schedule) can be accessed by a dean as well. In case of technical problems IT personnel is granted access to the data with no names but merely identification numbers of the students to show. The system has worked properly for years and, reportedly, no breach of information ever happened.

Since the study program is new and no formal surveys have been carried out, the involved academic and administrative staff has had no opportunity to provide and analyse information on program implementation. Generally, the decision to develop the study program in question seems to be made collaboratively as a result of discussion between the teaching staff of English Language and Literature department and the prospective head of the program. Their decision appears to be very much determined by informal meetings with students as well as consultations with representatives of the local job market.

Standard 1.4 The delivery of the study program is supported by appropriate and sufficient administrative support to achieve its goals in teaching, learning, research, and community service. (ESG 1.6)

Regular program evaluations are considered as means of finding out whether administrative staff and budgetary support is adequate for program activities and operations. Obviously, there is no university policy regulating budget allocation to each program and the number of administrative staff members that would be in charge of program activities and operations. However, the faculty administration envisages to advertise two administrative vacancies as soon as the program is accredited.

Based on interviews it is evident that there are administrative staff members that both academic personnel and students address to in case of necessity. Depending on the nature of the issue different staff members might be addressed. Students named a "dean's secretary" as their main

contact person whereas academic staff referred to Student Services Officer, IT officer, dean and even the rector as helpful instances.

As academic personnel members claimed, there are trainings regularly offered for administrative staff and they are obliged to participate in those trainings. Still, no evidence of a professional development plan was provided and it is not clear how (based on which surveys or feedbacks) the content of the planned trainings is identified.

Administrative staff members recalled a training they attended lately. It was a training on the implementation of a law in educational processes of the university. This definitely serves as a good evidence of the faculty involvement in professional development programs.

Standard 1.5 The recommendations for quality improvement of the study program from previous internal and external quality assurance procedures are implemented. (ESG 1.10)

Since the study program did not undergo any internal or external quality assurance procedure so far no recommendations were given or fulfilled. However, the mechanism for quality improvement seems to be elaborated and established by the faculty's quality assurance committee.

ET recommendations:

1. The university should adapt its infrastructure to the student-centered teaching and learning methods and ensure that the latter ones are reflected in syllabi and teaching practice.

2. The needs analysis of potential students and job market should be conducted using established social research methods such as surveys, interviews etc.

3. The university should ensure that online resources required for teaching and learning are accessible, especially to students who intend to learn remotely.

4. The university should develop a professional development plan for the administrative staff engaged in the delivery of the study program.

2. QUALITY MANAGEMENT

Standard 2.1 The study program delivery is subject to an established and functional internal quality assurance system, in which all relevant stakeholders are included. (ESG 1.1)

The study programs at UFAGj are managed through a well-established internal quality assurance system that involves all relevant stakeholders, including students, faculty, and administrative staff. This system operates in compliance with national regulations, ESG guidelines, and international standards, ensuring high-quality education through a process of continuous improvement. However, there are certain challenges that need to be addressed to fully align all processes and ensure that feedback mechanisms are consistently translated into actionable improvements.

The internal quality assurance system at UFAGj incorporates regular evaluations of courses and programs based on feedback from students and faculty. Students provide feedback on the delivery of courses and academic resources each semester, which is reviewed by the quality committee. This input is used to improve teaching methods and resources. Faculty members regularly assess course content and teaching methodologies and make necessary adaptations based on their academic and professional experiences. While the system allows for continuous feedback, there are occasional delays in implementing changes, particularly in more resource-intensive areas such as infrastructure or course materials.

All quality assurance processes are governed by internal regulations, including the Quality Assurance Regulation and related directives. These regulations provide a structured framework for monitoring and enhancing various aspects of the study program, such as curriculum development, student assessment, and support services.

The Quality Assurance Commission plays a crucial role in overseeing the monitoring and evaluation of study programs. Its responsibilities include periodic reviews, self-assessment reports for existing and new programs, analysis of student performance, and recommendations for improvements. The commission also monitors student satisfaction and dropout rates. A challenge in this regard is ensuring that the commission has sufficient resources and time to conduct thorough and timely evaluations, as both faculty and administrative staff often face competing demands on their time.

UFAGj follows a continuous improvement cycle (PDCA) as part of its quality assurance system, ensuring that processes remain dynamic and evolve in response to feedback and analysis. While this approach guarantees that the program consistently meets high standards, there is a possibility that some processes may feel repetitive or cumbersome, particularly when changes are slow to materialize due to internal bottlenecks. This can lead to frustration among stakeholders, particularly when adjustments are necessary but not immediately implemented.

All relevant stakeholders, including faculty, students, administrative staff, and external partners, are engaged in the quality assurance process. Feedback is regularly collected from

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these groups and used to improve the curriculum, teaching methods, and resources. This ensures that the study programs remain aligned with academic and professional standards.

Overall, while UFAGj has established a solid internal quality assurance system that adheres to national and international standards, some areas require further attention. These include ensuring more timely implementation of improvements, greater flexibility in policy updates, and better engagement from all stakeholders. Addressing these challenges will help the university strengthen its commitment to continuous improvement and maintain high academic standards.

Standard 2.2 The study program is subject to a process of design and approval established by the HEI. (ESG 1.2)

At UFAGj, the process for designing and approving study programs follows a clearly defined framework set out in the university's internal regulations. This system is specifically designed to ensure that the structure, content, and learning outcomes of the programs adhere to both institutional and external quality standards. The program design involves collaborative efforts from faculty members, who create the curriculum and set educational objectives in line with the university's overall mission and strategic direction. Afterward, academic boards review the proposed curriculum to ensure it meets rigorous academic standards and is responsive to the evolving needs of the student body.

The development of the Master's program in Literary Studies is closely linked to the university's mission and strategic goals, addressing both the academic and societal needs of Kosovo and beyond. This ensures that the program not only emphasizes academic excellence but also provides students with knowledge and skills relevant to current social, cultural, and economic contexts. However, challenges may arise in ensuring the curriculum stays updated with rapid societal and academic changes, as it may take time to integrate these shifts into the program.

The program's development process is well-outlined and includes input from both internal and external stakeholders, including experts in the field. Internal faculty and academic committees collaborate on drafting the curriculum, establishing learning outcomes, and designing course content, ensuring these align with the university's goals. Additionally, input from external stakeholders, such as literary scholars, provides valuable perspectives on current trends and necessary competencies in literary studies.

To ensure ongoing quality, the university has implemented performance indicators to monitor the effectiveness of the study program. These indicators are tracked through periodic evaluations, feedback from both students and faculty, and assessments of program outcomes. This data is used to identify trends, address challenges, and implement improvements, ensuring the program stays responsive to the needs of students and the academic community. However,

it is essential that these monitoring results lead to concrete actions to prevent stagnation and promote continuous improvement.

In conclusion, while UFAGj has established a well-organized design and approval process for its study programs, certain areas could be enhanced, particularly in terms of the speed of curriculum updates, the timely incorporation of external feedback, and ensuring that monitoring results lead to swift action.

Standard 2.3 The study program is periodically monitored and reviewed to ensure its objectives are achieved. The monitoring of the study program involves stakeholder participation. (ESG 1.9)

The monitoring and review procedures of the study program are carried out periodically with involvement from a range of stakeholders, including faculty, students, graduates, external experts, and industry representatives. This ensures that the program remains current, rigorous, and responsive to academic and societal trends. Feedback from these stakeholders guides necessary adjustments to the curriculum, teaching methods, and student support services, keeping the program aligned with its mission and able to evolve as needed.

Programs at university undergoes continuous monitoring to assess its relevance to societal needs, with checks to ensure that student workload and learning outcomes are realistic and achievable. Regular surveys, focus groups, and feedback from stakeholders such as employers and students provide valuable insights into workload, academic success, resources, and employability. These evaluations are incorporated into the program's development process for ongoing improvement.

Internships, if part of the program, are monitored through feedback from students, mentors, and employers, ensuring that the internship experience aligns with academic goals and provides real-world learning. The information collected from all monitoring processes is analyzed, and concrete actions are taken to ensure the program stays relevant. The results of these processes, along with action plans for program improvements, are communicated transparently to all stakeholders via the university website.

Standard 2.4 All relevant information about the study program is clear, accurate, objective, up-to-date and is publicly available. (ESG 1.8)

Information about the study program, including its curriculum, learning outcomes, entry requirements, faculty qualifications, course content, assessment methods, and resources, is available on the university's official website and in program documentation. This ensures that prospective students, current students, employers, and other stakeholders can make informed decisions and understand the program's objectives and expectations.

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The university ensures all policies, regulations, and guidelines related to the program are publicly accessible, promoting transparency and aligning with national regulations and European Standards and Guidelines (ESG). Comprehensive details about admission criteria, qualification recognition, enrollment quotas, curricula, learning outcomes, credits, assessment methods, and final qualifications are published to inform students and stakeholders.

Additionally, UFAGj provides public access to data on pass rates, dropout rates, and graduate employment, ensuring transparency. The information is accurate, reliable, and regularly updated, reflecting any program changes or improvements. This approach reinforces the university's commitment to providing up-to-date and objective information to all stakeholders.

ET recommendations:
1. It's recommended to ensure proper functioning of the web page and public accessibility of all the regulations and information demanded under 2.4. substandard.
2. Expand the involvement of alumni and employers in the program's ongoing evaluation and development. This can be done through more structured surveys, focus groups, or advisory committees that provide direct feedback on how well the program is preparing students for real-world challenges.

3. ACADEMIC STAFF

Standard 3.1 The study program delivery is supported by teaching staff who are recruited in line with national legislation, and internal regulations in effect, and it is based on objective and transparent procedure. (ESG 1.5)

The academic staff included in the program has been recruited based on the laws, internal regulations of the institution and transparent procedures. This is verified in the presence of their contracts, but it was also verified during the visit in the questions and answers of the academic staff.

Standard 3.2 The study program is supported by sufficient permanent academic staff who are adequately qualified to deliver the study program. (ESG 1.5)

The study program is somehow supported by an academic staff that fully matches the academic qualities of the program. Prof. Sazan Kryeziu, the main specialized staff to teach the most important subjects of the program teaches a large number of classes and subjects also in the bachelor program. In the same situation according the number of classes and subjects is the assistant Hana Qurdiu.

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Two members of the staff will teach their subjects in Albanian, which is not so natural for an English language program.

Anyway, the academic staff engaged in the study program do not cover, within an academic year, more than two teaching positions (one full-time, one part-time), regardless of the education institution where they carry out their activity; more than 90 % of the academic staff who are involved in delivering the study program are full-time HEI employees; for each student group (defined by the statute of the HEI) and for every 60 ECTS in the study program, the HEI has employed at least one full-time staff with a doctoral degree or equivalent title in the case of an artistic/applied science institution.

With the necessary adjustments to the learning load and by avoiding teaching in the Albanian language, the study program can be considered supported by sufficient permanent academic staff who are adequately qualified to deliver the study program.

Standard 3.3 The study program is supported by teaching staff who are subject to advancement and reappointment based on objective and transparent procedures which include the evaluation of excellence. The advancement of staff arises from the higher education institution's strategic goals and is in line with the legislation and internal regulations in effect. (ESG 1.5)

The study program is supported by a teaching staff that advances in career and is supported by transparent procedures (including internal evaluation and continuous evaluation of students). The strategic goals of the institution are in line with the laws in force and regulations. However, the presence in the English language department of pedagogues who teach in the Albanian language is not in line with the strategic goal of the teaching standards of higher education.

Standard 3.4 The academic staff engaged in the delivery of the study program is entitled to institutional support for professional development. (ESG 1.5)

The staff who teach in this program are supported by the institution for their professional development, although this support is not at the appropriate levels due to the lack of sufficient financial resources. However, the pedagogical staff participated in seminars and general training.

Standard 3.5 External associates who teach at the study program have adequate qualifications and work experience for the delivery of the study program and achievement of the intended learning outcomes. (ESG1.5)

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One of the staff members teaching in this program is from another department, while another is not a full-time assistant at this institution. The rest of the members (5) are internal members of the English language department. The teacher who does not belong to the English language department teaches in Albanian, therefore, he is not suitable for teaching in this program. The external assistant is suitable because he is finishing his PhD and can teach "exercises" in the master's degree.

ET recommendations:

A. To increase the number of the pedagogical staff, or at least to wait until three of the assistants included in the program have finished their doctoral thesis, to have a better distribution of subjects and teaching hours.
B. To avoid teaching subjects in the Albanian language in a program that has English as the language of instruction.
C. The Faculty needs to improve the plan of activities, to support the faculty members in terms of Assessment and achievement of learning outcomes.
D. Improve the strategy of staff mobility and follow up every year.

4. EDUCATIONAL PROCESS CONTENT

Standard 4.1 The study program intended learning outcomes are formulated clearly, precisely, and comprehensively according to the best practices; they are aligned with the published institution's/academic unit's mission and strategic goals and are publicly available. (ESG 1.2)

The Master's program in Literary Studies (60 ECTS) is designed to emphasise analytical, interdisciplinary teaching methodology. The program aligns with the institution's commitment to preparing graduates who are not only knowledgeable in their field but also equipped to contribute to the broader academic. The program's teaching methods—primarily seminar-based learning, lectures, independent research, and practical workshops—are structured to develop students' critical thinking and seminar discussions encourage students to engage with diverse perspectives. But, anyway, the master's degree is designed more like a philosophical master's than a literary one. Likewise, some of the knowledge and skills that will be acquired at the end of the master's program are partially repeated in some of the included subjects. For example, *Methodology and Epistemology of Literary* Criticism, *Literary theories and Critical Debates in Literary Studies*

Standard 4.2 The study program intended learning outcomes comply with the National Qualification Framework and the European Qualifications Framework level descriptors. (ESG1.2)

The study program is by both the National Qualifications Framework and the European Higher Education Area Qualifications Framework. Its components are strategically integrated to effectively meet the specified qualification objectives while accommodating diverse forms of teaching and learning. Specifically categorized under level 6 based on the International Standards for Education Qualification, the program prepares students for advanced knowledge in the fields of study of Literature.

Standard 4.3 The content and structure of the curriculum is coherent and enable the students to achieve the intended learning outcomes and to progress smoothly through their studies. (ESG 1.2)

The total Credits (ECTS) required for the acquisition of the MA degree in Literary Studies amount to 60 ECTS, with each semester carrying 30 ECTS. The study program offers a total of 7 (seven) core courses to prepare for the Master's thesis, all completed during two semesters. These core courses introduce the main research orientations within the faculty: literary theory and criticism, and cultural history. Alongside these core courses, students will select 1 (one) elective course and participate in 1 (one) tutorial each semester. These elements allow them to deepen their knowledge and refine methodological skills in areas that interest them. In the final semester, they will complete the MA thesis, conducting an in-depth investigation into a specific problem in literary studies and situating their proposed solution within current theoretical frameworks. However, the distribution of subjects in a semester is not so proportional. The subjects reflect one-sidedness in the choice, offering only some of the directions of literary studies (more contextual than isolationist).

Standard 4.4 If the study program leads to degrees in regulated professions, it is aligned with the EU Directives and national and international professional associations. (ESG 1.2)

The study program that is being analyzed is a "short-term" program, since the newly accredited bachelor's level of English language studies contains 180 credits. Master's in Literary Studies

with 60 credits would be suitable for those students who have completed their studies in a bachelor's program with 240 credits, a program that no longer exists in the Faculty of Philology at Fehmi Agani University. As a result, the students who would be suitable for this program, have already been separated from university life for years, and it would be difficult for them to return to studies in such a program. In addition, the type of academic knowledge offered in this program is strong theoretical-philosophical knowledge on literature that does not seem very related to the knowledge offered in the bachelor's program for the English language, so very difficult to convert into national and international professional directives. Even the job market that would cover this master's degree is very limited, since it is not a master's degree for teaching the English language, which would be more suitable to be created compared to the theoretical-philosophical master's degree that is presented.

Standard 4.5 The intended learning outcomes of the student practise period are clearly specified, and effective processes are followed to ensure that learning outcomes and the strategies to develop that learning are understood by students (if applicable). (ESG 1.2)

Not applicable

Standard 4.6 The study program is delivered through student-centred teaching and learning. (ESG 1.3)

In the SRV report, the Master's program in Literary Studies at UFAGj is designed with a student-centered approach to teaching and learning, which ensures that students are at the heart of the educational process. The curriculum emphasizes active learning, critical thinking, and independent research, allowing students to engage deeply with literary texts and theories. Through a combination of core courses, electives, and individualized tutorials, students are encouraged to take ownership of their learning, develop their analytical skills, and pursue their academic interests. The program also fosters collaboration and dialogue between students and instructors, with an emphasis on feedback and support to guide their academic and professional growth. But during the site visit, we realized that only one member of the academic staff indicated that she used student-centered teaching methods in her teaching. Also, none of the classrooms we visited had signs of their use or the presence of digital devices.

Standard 4.7 The evaluation and assessment used in the study program are objective and consistent and ensures that intended learning outcomes are achieved. (ESG 1.3)

In the MA program in Literary Studies, assessment methods are carefully designed to be objective and consistent, ensuring that students are evaluated fairly and transparently. These assessments are directly aligned with the intended learning outcomes of the program, allowing students to demonstrate their acquisition of both general and specific competencies. A variety of assessment tools, such as essays, research projects, presentations, and the MA thesis, are used to measure students' analytical, critical thinking, and research skills. The grading criteria for each assessment are clearly defined and communicated to students in advance, ensuring consistency and transparency in evaluation. This approach guarantees that the assessments accurately reflect the student's learning and the achievement of program outcomes. Each module within the program provides detailed grading rubrics and criteria that outline how student work will be assessed. For example, in the Literature, Context, Historicity module, students are evaluated on their ability to examine how literature both reflects and shapes its historical moment, emphasizing the importance of historicity in literary analysis. The grading rubric clearly defines the weight given to various aspects of the assignment.

Standard 4.8 Learning outcomes are evaluated in terms of student workload and expressed in ECTS.

The learning outcomes of the Master's program in Literary Studies is designed to reflect the level of knowledge, skills, and competences that students are expected to achieve upon completion of their studies. The Master's program typically involves independent research, critical analysis, and specialized knowledge in literary theory, literary history, gender and feminist studies, and more. Each ECTS credit corresponds to 25 hours of student work. For example, a Master's course in Literary Hermeneutics has 5 ECTS credits assigned to it, reflecting the total number of hours of student work needed to successfully complete the course and achieve the desired outcomes. This makes it easier to track student progress, compare academic programs across institutions, and ensure that the workload is reasonable for the level of study.

ET recommendations:

A. To build a better balance between the methods of studying literature.

B. To be more careful in not repeating the same knowledge in different subjects.

5. STUDENTS

Standard 5.1 Clear admission policies, including requirements, criteria and processes for the study program are clearly defined and are publicly available. (ESG 1.4)

Upon review of the self-assessment report and following the on-site visit, the accreditation team has evaluated the admissions policies, requirements, and processes at UFAGj. The team confirms that the university adheres to a clear and transparent admission process that complies with national and international standards, ensuring fair and equitable access to higher education. The following evaluation summarizes the findings based on the established criteria.

The institutional admission policy is well-defined and publicly available, as outlined in the University Statute (Articles 103-108), ensuring clarity in the admission process for new students. The university follows a structured and timely process for student admissions, aligned with the requirements set forth by the Ministry of Education, Science and Technology (MESTI), and ensures that official notices are published annually.

The admission criteria and requirements are clearly articulated in the Call for Applications, which is published on the university's official website each year. This call contains comprehensive details about eligibility, documentation, and procedures, ensuring transparency. The university outlines specific criteria for both domestic and international students, including the necessary qualifications for bachelor's and master's programs. The criteria follow national regulations, including the requirement for students to have completed a 240 ECTS bachelor's program to be eligible for master's studies.

The application process is clearly structured. Applicants are required to submit an online application form, CV, authenticated copies of their BA degree, academic transcripts, proof of English proficiency (for non-English language graduates), and evidence of academic achievements (if applicable). International students must verify their qualifications through Naric Kosova, as part of the recognition process for foreign diplomas.

The selection criteria consider the candidate's performance in the written exam, academic background (e.g., grade average, relevant research experience), and other achievements (e.g., publications, conference presentations, etc.). This ensures that only candidates with appropriate academic competencies are selected.

The university's Statute ensures that the admission process is fair, standardized, and free from discrimination. The criteria are applied consistently to all applicants, with equal treatment regardless of ethnicity, gender, religion, or socioeconomic background.

The university has clear and transparent procedures for recognizing prior learning and foreign qualifications. These procedures are aligned with the Kosovo Accreditation Agency (KAA) guidelines, ensuring that both domestic and international students receive fair recognition for their academic achievements.

Standard 5.2 Student progression data for the study program are regularly collected and analyzed. Appropriate actions are taken to ensure the student's completion of the study program. (ESG 1.4)

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Following a thorough review of the self-assessment report and subsequent discussions with faculty members, students, and administrative staff, the accreditation team has evaluated the systems and practices in place at Fehmi Agani University (UFAGj) for monitoring and supporting student progress. Based on the evidence provided and the university's commitment to academic excellence, the following evaluation summarizes the findings.

UFAGj has established clear procedures for monitoring academic progress through regular assessments and reviews. These mechanisms are embedded within the university's quality assurance framework and include multiple levels of monitoring and support to ensure that students remain on track. Assessment Practices: Regular academic evaluations such as assignments, exams, and participation are used to track student performance. Tracking Academic Records: The university employs a centralized system to record and analyze students' grades, attendance, and credits, which helps to monitor progress continuously.

The university utilizes a systematic approach to collect data related to student performance. This includes monitoring grades, attendance, and credit achievements through the student information system. Program Progress Reports are generated periodically to assess cohort performance and identify trends in student achievement, helping to pinpoint areas where interventions may be necessary. Completion Rate Analysis is conducted annually to assess graduation rates and drop-out statistics. This analysis ensures that UFAGj is meeting its institutional objectives and adhering to its commitment to student success.

UFAGj takes appropriate action when trends indicate that students may struggle to meet academic requirements. This includes offering personalized support, such as academic advising, skill-building workshops, and targeted interventions to ensure that students complete their programs successfully.

The monitoring of student progress is an integral part of the university's quality assurance framework. This approach helps ensure that programs meet their learning outcomes, as well as the needs of the students. Data gathered through student progress monitoring is utilized to make informed decisions about curriculum revisions, teaching methods, and additional student support services.

UFAGj provides students with clear information regarding their academic progression options, both within and beyond their programs. This includes:

- Vertical Progression: Information about opportunities to continue to higher levels of education, such as doctoral studies.
- Lateral Mobility: Guidance on the potential to transfer credits or switch fields of study, ensuring flexibility in academic paths.
- Collaborative Agreements: Opportunities for students to continue their studies at prestigious international institutions through agreements with other universities.

UFAGj follows national and international standards for recognizing academic qualifications, including transfer credits and qualifications from other institutions. This policy promotes student mobility and ensures that students can continue their studies without unnecessary delays or complications.

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Standard 5.3 The study program ensures appropriate conditions and support for outgoing and incoming students (national and international students). (ESG 1.4)

After a thorough review of the self-assessment report, student feedback, and interviews with relevant staff members, the accreditation team has evaluated the university's policies and practices regarding the support for both outgoing and incoming students.

Clear Regulations: UFAGj has established clear regulations for the transfer of students, whether between higher education institutions, faculties, or study programs within the university. The Faculty Studies Committee and Faculty Council oversee transfer decisions in alignment with the Regulation of Internationalization and Mobility.

Transfer Process: Transfers occur at the beginning of September, and the university provides a practical manual for students outlining the process to transfer between programs within the university or from other institutions.

Data Management: The university keeps detailed records of each student's academic progress, both physical and electronic copies of data. This ensures that the student's progress and evaluations are accurately tracked and archived within the University Management System (SMU).

UFAGj ensures that students are regularly informed about international exchange opportunities. The university actively promotes mobility programs, particularly those in European universities, through well-established international agreements and partnerships.

Support for Outgoing Students: The Directorate of International Cooperation and Projects (DICP) coordinates various mobility programs, such as Erasmus+, bilateral agreements, and joint-degree initiatives. These programs provide students with opportunities to study abroad and gain exposure to different academic and cultural environments.

UFAGj follows the principles of the European Higher Education Area (EHEA) and implements the ECTS system for the transfer and recognition of credits. This ensures that students participating in exchange programs or transferring between institutions have their credits fairly and consistently recognized. The university's Regulation for the Recognition of ECTS Credits provides clear guidelines for recognizing credits earned through mobility programs or at other institutions, supporting academic progress and ensuring the integrity of the degree programs.

The university offers foreign language courses, particularly in English, to support international students in achieving the required language proficiency. This ensures that foreign students can engage effectively with academic content and integrate into the academic community.

English-Taught Programs: UFAGj offers Master's programs in Literary Studies, which are taught in English. The university ensures that detailed information on admission procedures and program criteria is available for international applicants.

Standard 5.4 The study program delivery is ensured through adequate resources for student support. The needs of a diverse student population (part-time students, mature students, students from abroad, students from under-represented and vulnerable groups, students with learning difficulties and disabilities, etc.) are taken into account. (ESG 1.6)

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The accreditation team has thoroughly reviewed the self-assessment report, interviewed key stakeholders, and evaluated the resources dedicated to student support across the university. UFAGj has established strong frameworks and services aimed at promoting inclusivity and supporting a diverse student population, including under-represented groups, part-time students, older students, international students, and students with disabilities. Below is a detailed evaluation of the university's support mechanisms for its diverse student body.

UFAGj offers scholarships to students based on criteria such as academic merit and financial need. The scholarship amounts vary depending on the university's budget and the number of eligible students. This ensures that students from socioeconomically disadvantaged backgrounds have access to financial support, enabling them to pursue higher education.
The university conducts outreach initiatives to attract students from rural areas or minority communities. These initiatives are designed to provide additional guidance and support, helping students from diverse backgrounds understand the academic and practical aspects of their studies and gain independence in their learning.

UFAGj places a strong emphasis on student participation in university governance. The university has structures in place to ensure that students are represented at various levels of decision-making. For instance, a student representative is a voting member of the Senate, the Steering Council, and the Study Committee. Additionally, students hold key positions in the Faculty Council and various quality assurance commissions, which ensures that their voices are heard in critical discussions about academic policies and program improvements.
The Student Parliament and Student Council at UFAGj play vital roles in advocating for student rights, organizing events, and ensuring that students have a platform to address their concerns. A certain percentage of students are involved in the university's senior management, further ensuring their representation in strategic decision-making processes.

UFAGj employs a sufficient number of academic and administrative staff who are qualified to support students from diverse backgrounds. This includes staff dedicated to course selection, academic counseling, and career advising. Regular reviews of staff allocation ensure that the needs of all students, including part-time, mature, and international students, are met.
Administrative staff undergo workshops focused on diversity and inclusion to better support students from under-represented groups, students with disabilities, and those facing other challenges. This ensures that student support services are responsive to the needs of all individuals.

Faculty members serve as mentors for students, offering personalized academic advice to help students navigate their studies and ensure their progress. This includes guidance on course selection, academic challenges, and thesis or final project development. Additionally, faculty members provide support to students from diverse backgrounds to ensure their academic success.
UFAGj provides students with access to the Alumni and Career Development Office, which facilitates career counseling, internships, and employment opportunities. This office plays a critical role in preparing students for the workforce and supporting them throughout their academic journey and post-graduation..

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A detailed procedure for managing complaints is published on the University Management System (SMU), outlining the steps, required documentation, and the bodies responsible for handling complaints and appeals. This ensures transparency and fairness in resolving student concerns.

UFAGj encourages students to engage in extracurricular activities that contribute to their personal and academic development. The university provides various resources and facilities to support these initiatives, including spaces for sports, recreation, and voluntary service activities.

UFAGj maintains indoor recreational spaces that allow students to engage in physical activities, promoting health and well-being.

Voluntary Service: The university supports voluntary service initiatives by providing dedicated spaces for charity events, awareness campaigns, and community outreach activities.

Volunteer Campaigns: UFAGj organizes campaigns such as blood donation drives and community outreach events, offering students opportunities to contribute to social causes and engage in meaningful service work.

The university provides comprehensive information to students about available support services, academic policies, and internal regulations through the Student Handbook and the program's Study Guide. These resources are regularly updated and made accessible to all students, ensuring clarity and transparency regarding available services.

ET recommendations:
1. *While UFAGj supports a diverse student body, more targeted resources could be provided for part-time and older students. This could include flexible learning options, part-time advising, and dedicated support for balancing study with other commitments.*
2. *While UFAGj provides career guidance, increasing the number of internships, mentorship programs, and networking opportunities with alumni and industry professionals could further enhance graduate employability. Establishing stronger partnerships with companies and organizations could provide students with more exposure to potential employers.*

6. RESEARCH

Standard 6.1. The study program aligns with the institution's/academic unit's mission and the research strategic goals.

The main research objective of the study program is developing "advanced research skills necessary for conducting scholarly investigations in literary studies" which shall be supported by introducing "the main research orientations within the field of literary studies" giving students an "opportunity to explore individual research interests" and to achieve "proficiency in research methodologies relevant to literary studies". These objectives align with research

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strategy of the university that is reflected in its mission statement and strategic goals and aims at creating "knowledge through contemporary methods of teaching and research".

To achieve the proposed research objectives the university has allocated certain financial resources in its strategic plan and consolidated professors with expertise in various fields of literary studies. The infrastructure and library resources, on the other hand, might be regarded as areas of further improvement (see above the review of the standard 1).

The academic personnel involved in the program implementation conducts research in accordance with international standards and norms which is evidenced by the publications indexed in Scopus and WoS. By making international publications a mandatory part of professors' workload the university encourages research activities of its academic personnel. An increased focus on comparative literature approaches (comparative analysis, intertextual theories, thematology, imagology, interart studies…) would certainly benefit their research profile as well as the study program itself when aspiring integration into global academic discourses as claimed in the SER.

Standard 6.2. The academic staff engaged in the study program is committed and supported to achieve high-quality research work and/or professional activity.

Four out of six professors involved in the study programme have publications in scientific journals indexed either in Scopus of WoS or both of them. Publishing and other research activities are financially supported and strongly encouraged by the university insofar as it imposes high requirements to every professor. In order to ensure the academic freedom of teaching and research staff the university might consider diminishing rigorousness of these requirements.

The university has allocated certain amount of funds that professors might apply for in case they intend to participate at a conference. However, the professors involved in the program could recall only one scientific project that was funded by the Steering Council of the university. The university might consider providing regular assistance for participation in international research projects.

Standard 6.3 The academic staff engaged in the delivery of the study program is encouraged to participate in different aspects of cooperation with national and international partners.

The SER provides a couple of nice examples of how he academic personnel involved in the study program carries out research useful for the local community. Research findings both in

Albanian literature and translation studies might be indeed of practical use for schools and Kosovo's literary landscape.

The academic personnel involved in the study program take advantage of academic (mainly Erasmus+) exchange opportunities provided by the International Office of the university. There are strong academic ties and collaboration with universities in Italy and Slovenia resulting in mutual publications and teaching mobility. However, the university might consider expanding its international cooperation network in the area of (Comparative) Literary Studies and provide assistance for participation in international research projects.

For now, it is difficult to evaluate the collaboration between the teaching staff of the study program and the local business sector, since the program is not launched yet. The presence of municipality, school and library representatives in an interview gives hope of a productive collaboration in the future. Signing a memorandum with these partners might be another step towards the collaboration enhancement.

The academic staff involved in the study program has definitely potential and resources to transfer knowledge to public sector, for instance, by providing public lectures or other activities which would certainly contribute to fulfilling the Third Mission of the university. However, no evidence of knowledge transfer in the area of Literary Studies was provided.

Standard 6.4 The teaching staff engaged in the study program has a proven record of research results on the same topics as their teaching activity.

When comparing research interests and publications of the academic staff engaged in the study program delivery with the content of the courses they offer it becomes evident that many of professors include the findings of their research in their teaching. However, due to this correlation some systematic aspects of literary studies such as Narratology, Theory of Drama, Research Methods of Comparative Literature etc. seem to be slightly neglected throughout the curriculum in favor of the topics that correspond to the research interests of the teaching staff.

It is envisaged to engage students enrolled in the study program in research activities with the academic staff. For instance, the students might assist faculty in their research and create new knowledge by writing their MA thesis.

ET recommendations:

1. The university should encourage and support knowledge transfer to public sector by organizing various cultural events, workshops and public lectures.

7. INFRASTRUCTURE AND RESOURCES

Standard 7.1. The HEI ensures adequate premises and equipment for performing education processes and research. ESG (1.6)

The Faculty of Philology, at the University of Fahmi Agani in Gjakova, generally has the premises to develop the process of education and scientific research in the Master's program in Literature. There are several classrooms in which teaching will take place, a laboratory, and a library. But in the faculty library, some of the literature presented in the syllabi of the subjects of this master's degree is missing. Also, the faculty's digital library is more of a book search engine, but it does not offer texts that can help students in the learning process that will take place in the main subjects of this master's degree.

Standard 7.2 The HEI ensures adequate library resources for the study program. (ESG 1.6)

As we mentioned above, the faculty library has significant shortages related to the mandatory literature that is described in the syllabi of a good part of the master's subjects. Even the digital library does not fulfill some part of these requirements, as was verified during the visit to the library of the Faculty of Philology. But, there is a lot of other literature in the library, and it is possible to be enriched with the books included in the syllabuses of the subjects.

Standard 7.3 The study program is appropriately funded to deliver its intended educational activities and research. (ESG 1.6)

The master's program in Literature is financed by the government budget for education distributed to public universities in the Republic of Kosovo. The financial plan at the master's program level shows sustainability for at least five years. However, through international agreements, the faculty provides support for this program, especially in the field of research.

ET recommendations:
A. To enrich the faculty library with the necessary literature for teaching and scientific research in this study program.
B. To provide digital sources for the up-to-date literature included and to be included in the syllabus.

FINAL RECOMMENDATION OF THE EXPERT TEAM

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

The University of Gjakova, Faculty of Philology, Master in Literary studies program demonstrated an overall substantially compliance, with 3 fully compliant, 3 substantially compliant, and 1 partially compliant standard of evaluation. According to the Manual requirements, the Expert Team recommends to accredit the study programme Master in Literary Studies in the Faculty of Philology, University of Gjakova, "Fehmi Agani" for 3 years, with 20 students to be enrolled.

Recommendations of the expert team must be addressed latest by the second year of the program implementation.
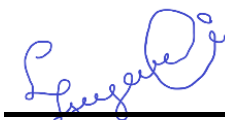
Expert Team

Chair

	Dhurata Shehri	
(Signature)	(Print Name)	(Date)
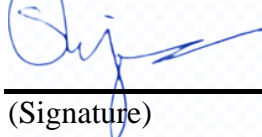
Member

	Levan Tsagareli	**26.02.2025**
(Signature)	(Print Name)	(Date)

Member

	Domagoj Švigir	**26.02.2025**
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