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Kosovo Accreditation Agency



**PUBLIC UNIVERSITY "KADRI ZEKA" GJILAN
FACULTY OF EDUCATION**

**MA - TEACHING OF ALBANIAN LANGUAGE AND
LITERATURE**

RE-ACCREDITATION

REPORT OF THE EXPERT TEAM

Prishtina, May 2024

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1. INTRODUCTION

1.1. Context

Date of site visit: 30.04.2024

Expert Team (ET) members:

- Prof. Dr. Dhurata Shehri
- Prof. univ. dr. habil. Anca Greere (Online)
- PhD. Cand. Giga Khositashvilli, Student Expert

Coordinators from Kosovo Accreditation Agency (KAA):

- Ilirjana Ademaj Ahmeti, KAA
- Arianit Krasniqi, 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 "TEACHING OF ALBANIAN LANGUAGE AND LITERATURE RE-ACCREDITATION" provided by PUBLIC UNIVERSITY "KADRI ZEKA" GJILAN FACULTY OF EDUCATION*
- *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

2. Program Accreditation Procedure at University “Kadri Zeka” in Gjilan	
Programs:	Teaching in Albanian Language and Literature, MA, 60 ECTS (Re-accreditation) Teaching in English Language, MA, 60 ECTS (Accreditation)
Site visit on (hybrid):	30 April 2024
Expert Team:	Prof. Dr. Dhurata Shehri Prof. univ. dr. habil. Anca Greere (Online) PhD. Cand. Giga Khositashvilli, Student Expert
Coordinators of the KAA:	Ilirjana Ademaj Ahmeti, KAA Arianit Krasniqi, KAA

Site Visit Program

	Time	Meeting	Participants
1)	09:30 – 10:10	Meeting with the management of the faculty where the programme is integrated	
2)	10.10 – 10.50	Meeting with quality assurance representatives and administrative staff	
3)	10:55 – 11:55	Meeting with the heads of the study program Teaching in Albanian Language and Literature, MA (room 1) Prof. Dr. Dhurata Shehri	Merxhan Avdyli
4)	10:55 – 11:55	Meeting with the heads of the study program Teaching in English Language, MA (room 2) Prof. univ. dr. habil. Anca Greere (Online) PhD. Cand. Giga Khositashvilli, Student Expert	Teuta Agaj Avdiu
5)	11:55 – 12:55	Lunch break	
6)	12:55 – 13.25	Visiting Facilities	
7)	13:25 – 14:15	Meeting with teaching staff	
8)	14:15 – 15:05	Meeting with students	
9)	15:10 – 16:10	Meeting with graduates and external stakeholders	
10)	16:10 – 16:15	Internal meeting of KAA staff and experts	
11)	16:15 – 16:20	Closing meeting with the management of the faculty and program	

2.1. A brief overview of the institution under evaluation

UKZ was founded by the decision of the Government of Kosovo number 118/03 dated March 6, 2013, which was approved by the KK on May 30, 2013. The decision of the Assembly of Kosovo realized the goal and several decades of work that has been done in Gjilan with higher education, since 1958 when the Teacher Training Center (teacher training school) was founded.

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In UKZ, the organization of curricula (study programs) is implemented based on the system of three cycles of higher education, the European Credit Transfer System (ECTS) and implements all the recommendations of the Bologna process. UKZ has 6 (six) faculties and 1 Organizational Unit (University Library) and currently, these faculties offer 12 study programs: 6 BA level programs and 6 MA level programs. Currently, 5 bachelor's programs and 5 master's programs are accredited, i.e. 10 study programs in total. UKZ has 12 study programs in the new/accreditation process, of which there are six programs in the new accreditation process: Primary and Preschool (BA), Computer Science (BA), Finance and Applied Accounting (BA), E-Government (MA), Local Government and Democratic Society (MA) as well as six new programs are in process for accreditation: Teaching Albanian Language and Literature (MA), Teaching Curriculum (MA), Systems Control and Artificial Intelligence (MSc), Management and Entrepreneurship (MSc), Criminal Law (MSc), Administration and European Union Law (BSc).

3. 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.

3.1. 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 with 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. 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 with regard to 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.

The regulations regarding management are clearly defined but they are not reviewed at least once every two years and amended as required in the light of changing circumstances. A regular evaluation is carried out that do not 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
<i>Standard 1.1.</i> The study program mission is in compliance with the overall mission statement of the institution.	X	
<i>Standard 1.2.</i> Relevant academic and professional advice is considered when defining the intended learning outcomes which are consistent with the National Qualifications Framework and the Framework for Qualifications of the European Higher Education Area.	X	
<i>Standard 1.3.</i> The study program has a well-defined overarching didactic and research concept.		X
<i>Standard 1.4.</i> There are formal policies, guidelines and regulations dealing with recurring procedural or academic issues. These are made publicly available to all staff and students.	X	
<i>Standard 1.5.</i> All staff and students comply with the internal regulations relating to ethical conduct in research, teaching, assessment in all academic and administrative activities.	X	
<i>Standard 1.6.</i> All policies, regulations, terms of reference and statements of responsibility relating to the management and delivery of the program are reviewed at least once every two years and amended as required in the light of changing circumstances.		X

Compliance level: Partially compliant

ET recommendations:

- 1. The information about current grant opportunities and research projects must be regular.*
- 2. The efforts to strengthen international cooperation should be intensified. The number of ERASMUS+-opportunities has to be increased.*
- 3. The research must be better integrated into the study program.*

3.2. Quality Management

According to the submitted documents, the primary focus of the Faculty of Education is to conduct high-quality studies across all academic activities. This goal is achieved by adhering to the formal guidelines set by the Law on Higher Education in Kosovo, the UKZ Statute, and other relevant normative acts related to quality assurance in higher education. The university's quality assurance system relies on three main components: documents, assessment bodies, and evaluation instruments, which support the objectives aligned with the UKZ mission.

During the interviews, it was revealed that a regulation on Quality Assurance and Evaluation has been developed, and the Office for Academic Development and Quality was established. UKZ has enhanced its capabilities by appointing a Vice-Rector for Academic Development and Quality. Additionally, in 2022, the Office for Academic Development and Quality recruited officials for Accreditation, Career Development, and Alumni. The regulation on Quality Assurance and Evaluation at UKZ was revised in 2023 and approved by the Senate. This regulation outlines the quality assurance and evaluation system, mechanisms, instruments, actors involved, and their duties and responsibilities.

The interviews revealed that faculty members primarily focused on their own syllabi and were not engaged in designing the program's learning outcomes, focusing instead on the learning outcomes of their individual courses. There was no evidence of faculty contributing to the design of the Self-Evaluation Report (SER). The expert team recommends that the university increase the participation of teaching staff in preparing the SER and in program development.

Since 2020, UKZ has implemented the regulation for the Supervisory Council for Quality and Evaluation (SCQA), which defines the operation of this advisory body. In collaboration with other professional bodies at UKZ, the SCQA plans, designs, monitors, analyzes, and manages the evaluation procedures for teaching, research, and other university activities.

The performance evaluation of academic staff at UKZ is guided by the Manual for Planning and Evaluation of Performance (MPEP). Quality assurance at UKZ involves various

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instruments for data collection, including questionnaires, interviews, and monitoring academic staff during lessons. During the site visit, the expert team met with alumni and employers. Alumni confirmed they had basic information about the program but could not recall any surveys they completed or discussions with university representatives about the study program. Employers indicated that due to personal contacts with some program heads, they do not have official meetings or surveys regarding the program. Although they provide informal feedback, the expert team recommends that the university formalize the engagement of alumni and employers in program design and development, collecting data in a pre-defined, timely manner.

The quality assurance cycle at UKZ encompasses all activities related to the quality of studies. Since 2020, academic staff have used the Individual Development Plan to outline their work at the start of each academic year, focusing on four key objectives: the learning/teaching process, scientific/artistic work, managerial services, and community services.

Additionally, UKZ, in collaboration with the Office for Academic Development and Quality, has appointed Quality Coordinators in each academic unit. These coordinators have significant responsibilities in quality assurance within their respective units and act as liaisons between the academic unit and the Office for Academic Development and Quality. They report to management and the Faculty Council (FC).

Standard	Compliance	
	Yes	No
<i>Standard 2.1.</i> All staff participate in self-evaluations and cooperate with reporting and improvement processes in their sphere of activity.		X
<i>Standard 2.2.</i> Evaluation processes and planning for improvement are integrated into normal planning processes.	X	
<i>Standard 2.3.</i> Quality assurance processes deal with all aspects of program planning and delivery, including services and resources provided by other parts of the institution.	X	
<i>Standard 2.4.</i> Quality evaluations provide an overview of quality issues for the overall program as well as of different components within it; the evaluations consider inputs, processes and outputs, with particular attention given to learning outcomes for students.	X	
<i>Standard 2.5.</i> Quality assurance processes ensure both that required standards are met and that there is continuing improvement in performance.	X	
<i>Standard 2.6.</i> Survey data is being collected from students, graduates and employers; the results of these evaluations are made publicly available.		X
<i>Standard 2.7.</i> Results of the internal quality assurance system are considered for further development of the study program. This includes evaluation results, investigation of the student workload, academic success and employment of graduates.	X	

<i>Standard 2.8.</i> The institution ensures that reports on the overall quality of the program are prepared periodically (eg. every three years) for consideration within the institution indicating its strengths and weaknesses.	X	
<i>Standard 2.9.</i> The quality assurance arrangements for the program are themselves regularly evaluated and improved.	X	

Compliance level: Substantially compliant

ET recommendations:

1. *The university should increase the involvement of teaching staff in the preparation of the SER and in program development.*
2. *The university should formalize the participation of alumni and employers in program design and development, ensuring data collection is done in a pre-defined and timely manner.*

3.3. Academic Staff

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 qualification background of the professors can be seen as quite a positive impact for the quality of teaching.

The expert team realized that sufficient job descriptions are available for the full-time positions. The number of teaching hours was also considered in detail, but a great part of the staff was involved in teaching different subjects, some of whom are 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 8 professors guarantees the 3.5 standard, but the expert team was informed that Prof. Bajram Kosumi is not a full-time professor at the University of Gjilan. So his absence must be fulfilled with another professor.

With regard to 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 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
<i>Standard 3.1.</i> Candidates for employment are provided with full position descriptions and conditions of employment. To be presented in tabular form data about full time (FT) and part time (PT) academic/ artistic staff, such as: name, qualification, academic title, duration of official (valid) contract, workload for teaching, exams, consulting, administrative activities, research, etc. for the study program under evaluation.	X	
<i>Standard 3.2.</i> The teaching staff must comply with the legal requirements concerning the occupation of teaching positions included in the Administrative instruction on Accreditation.	X	

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

Compliance level: substantially compliant

ET recommendations:

1. *Improving the teaching strategies with the support of new infrastructure that is missing.*
2. *Increase the variety of provided opportunities for professional development for the teaching staff especially related to research and involvement in international projects.*

3.4. 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.

The SER, the submitted syllabi and the teaching staff comments convincingly show that the study program has a qualification-related orientation. But, several subjects cover quite the same field, there is not yet a balance between subjects that cover Albanian literature as a whole, and study of Albanian language. 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 outcome in the subject of Albanian literature (only Contemporary Albanian literature is taught) and of linguistic studies (phonetic, morphology, syntax). 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 some time fulfill the requirements set, but there are some subjects such as Selected authors of world literature, Selected authors of Albanian literature, Language-literature interdisciplinary connections and The language of the text that need to be more specific and to defer from each other. With regard to the recommended literature given, however, it would be desirable if electronic resources could be used to a greater extent in future, given the changes in students' working conditions. Overall, standard 4.4 is not met overall.

The language of instruction is Albanian, but unfortunately the students have no semesters of English language or any other foreign language in order to fulfill the needs 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, the content of the lessons is explained transparently. A clearly competence-oriented, partnership-based relationship between teachers and students is evident, so that standard 4.6 can also be considered fulfilled.

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 discussions with students, graduates and academic staff, internships are an important mandatory component of the study program. Contracts are in place with schools to ensure that students are supervised. The team of experts considers the results and the implementation of the internships to be very successful. Supervision is guaranteed to be very reliable and is also in the interests of both sides. So standards 4.11 and 4.12 are fulfilled.

Standard	Compliance	
	Yes	No
<i>Standard 4.1.</i> The study program is modelled on qualification objectives. These include subject-related and interdisciplinary aspects as well as the acquisition of disciplinary, methodological and generic skills and competencies. The aspects refer especially to academic or artistic competencies, to the capability of taking up adequate employment, contributing to the civil society and of developing the students' personality.		X
<i>Standard 4.2.</i> The study program complies with the National Qualifications Framework and the Framework for Qualifications of the European Higher Education Area. The individual components of the program are combined in a way to best achieve the specified qualification objectives and provide for adequate forms of teaching and learning.	X	
<i>Standard 4.3.</i> The disciplines within the curriculum are provided in a logical flow and meet the definition and precise determination of the general and specific competencies, as well as the compatibility with the study programs and curricula delivered in the EHEA. To be listed at least 7 learning outcomes for the study program under evaluation.		X
<i>Standard 4.4.</i> The disciplines within the curriculum have analytical syllabuses which comprise at least the following: the discipline's objectives, the basic thematic content, learning outcomes, the distribution of classes, seminars and applicative activities, students' assessment system, the minimal bibliography, etc. The full course description/ syllabuses of each subject/ module should be attached only in electronic form to the self-assessment report for the study program under evaluation.		X
<i>Standard 4.5.</i> If the language of instruction is other than Albanian, actions are taken to ensure that language skills of both students and academic staff are adequate for instruction in that language when students begin their studies. This may be done through language training prior to the commencement of the program.	X	
<i>Standard 4.6.</i> The student-teacher relationship is a partnership in which each assumes the responsibility of reaching the learning outcomes. Learning outcomes are explained and discussed with students from the perspective of their relevance to the students' development.	X	
<i>Standard 4.7.</i> Teaching strategies are fit for the different types of learning outcomes programs are intended to develop. Strategies of teaching and assessment set out in program and course specifications are followed with flexibility to meet the needs of different groups of students.	X	

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<i>Standard 4.8.</i> Student assessment mechanisms are conducted fairly and objectively, are appropriate for the different forms of learning sought and are clearly communicated to students at the beginning of courses.	X	
<i>Standard 4.9.</i> Appropriate, valid and reliable mechanisms are used for verifying standards of student achievement. The standard of work required for different grades is consistent over time, comparable in courses offered within a program, and in comparison with other study programs at highly regarded institutions.	X	
<i>Standard 4.10.</i> Policies and procedures include actions to be taken in to dealing with situations where standards of student achievement are inadequate or KAA inconsistently assessed.	X	
<i>Standard 4.11.</i> If the study program includes practice stages, the intended student learning outcomes are clearly specified and effective processes are followed to ensure that those learning outcomes and the strategies to develop that learning are understood by students. The practice stages are allocated ETCS credits and the work of the students at the practical training organisations is monitored through activity reports; students during practice stages have assigned tutors among the academic staff in the study program.	x	
<i>Standard 4.12.</i> In order to facilitate the practice stages, the higher education institution signs cooperation agreements, contracts or other documents with institutions/organisations/practical training units. <i>*To be inserted the overview of the program (with all areas to be filled out)</i>	X	

Compliance level: Substantially compliant

ET recommendations:

1. *The subjects of linguistic must include knowledge about all the fills as morphology, syntax, phonetic.*
2. *Subjects of Albanian literature must involve all the Albanian literature, not only the contemporary one.*
3. *Avoid that different subjects cover quite the same field.*
4. ***The students that do not have a BA degree in Albanian language and literature must not be allowed to attend this master.***

3.5. Students

According to the submitted documentation, the procedures and criteria for admitting students to the master's program in Albanian Language and Literature Teaching are governed by the UKZ Statute and the Regulation for Master Studies, both available on the university's website. Applicants must hold a bachelor's degree (240 ECTS) in Albanian language and literature or a related field. The program plans to admit 30 students to enhance the efficiency of lectures, seminars, internships, and group work. Classes are held regularly, and each professor is

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required to present and discuss the syllabus with students at the beginning of the program, providing contact information for academic communication. Throughout their studies, students receive support from administrative staff who record exam results and track progress until graduation. The regulations for master's studies detail the procedure for writing the master's thesis and the criteria for its content.

Interviews with students confirmed their involvement in student organizations and all university structures, including the senate, learning committees, and quality assurance committees. According to the UKZ Statute, two student representatives are voting members of the Senate, and there is a student observer on the Steering Council. Two students have voting rights on the Study Committee and faculty councils.

The site visit confirmed that UKZ management generally supports student activities by providing necessary space and logistics. Scholarships are available for students with high grades, as determined by the UKZ Steering Council, for students with an average grade of 8 or higher who have completed all exams on time. The UKZ administration serves students by carefully processing and archiving all institutional and student-related documents, including enrollment, exam progress, and lecture schedules.

According to the SER, a key part of academic staff duties is maintaining a consultation schedule, which is posted on their office doors. The expert team verified how the academic staff provides feedback to students during mid-term or final exams. Students indicated that teachers usually discuss common mistakes in subsequent meetings. Academic staff stated they host individual consultations to explain results. As the expert team found no evidence of timely and individual feedback, it is recommended that the university enhance mechanisms to support teachers in improving their feedback skills to ensure the quality of teaching and learning.

Students can continue their education at other European universities through ERASMUS and other projects, benefiting from study mobility outside Kosovo. However, as the program is only 60 ECTS credits, it is unclear how students can benefit from the program, since Erasmus regulations require students to spend at least one semester at their home university, and the second semester is the final one for this program. This also applies to transfers within or between universities in Kosovo. The expert team recommends the university design clear procedures for how students in the Albanian Language and Literature program can benefit from international mobilities.

In the Master's program for Albanian Language and Literature, a three-week teaching practice is organized in the second semester, supervised and evaluated according to the Manual for Teaching Practice for master's students in the Faculty of Education.

Academic staff mentioned using text matching software for grading student papers, but students noted they often submit assignments on paper or via email and were unsure if these were checked for plagiarism. Academic staff mainly focused on checking unoriginal content in theses. The expert team acknowledges the checking of final theses but notes this is insufficient. Checking only final theses detects plagiarism rather than preventing it. The expert team recommends the university develop an academic integrity policy focused on preventing plagiarism by checking unoriginal content in students' weekly assignments, mid-term, and final exams. Combined with feedback from teachers, this will ensure students understand academic integrity principles.

Standard	Compliance	
	Yes	No
<i>Standard 5.1.</i> There is a clear and formally adopted admission procedure at institutional level that the study program respects when organising students' recruitment. Admission requirements are consistently and fairly applied for all students.	X	
<i>Standard 5.2.</i> All students enrolled in the study program possess a high school graduation diploma or other equivalent document of study, according to MEST requirements.	X	
<i>Standard 5.3.</i> The study groups are dimensioned so as to ensure an effective and interactive teaching and learning process.	X	
<i>Standard 5.4.</i> Feedback to students on their performance and results of assessments is given promptly and accompanied by mechanisms for assistance if needed.		X
<i>Standard 5.5.</i> The results obtained by the students throughout the study cycles are certified by the academic record.	X	
<i>Standard 5.6.</i> Flexible treatment of students in special situations is ensured with respect to deadlines and formal requirements in the program and to all examinations.	X	
<i>Standard 5.7.</i> Records of student completion rates are kept for all courses and for the program as a whole and included among quality indicators.	X	
<i>Standard 5.8.</i> Effective procedures are being used to ensure that work submitted by students is original.		X
<i>Standard 5.9.</i> Students' rights and obligations are made publicly available, promoted to all those concerned and enforced equitably; these will include the right to academic appeals.	X	
<i>Standard 5.10.</i> The students' transfer between higher education institutions, faculties and study programs is clearly regulated in formal internal documents.		X
<i>Standard 5.11.</i> Academic staff is available at sufficient scheduled times for consultation and advice to students. Adequate tutorial assistance is provided to ensure understanding and ability to apply learning.	X	

Compliance level: Partially compliant

ET recommendations:

- 1. The university should improve mechanisms to help teachers enhance their feedback skills on student assignments, ensuring the quality of teaching and learning.*
- 2. The university should establish clear procedures for Albanian Language and Literature students to benefit from international mobility opportunities.*
- 3. The university should develop an academic integrity policy focused on preventing plagiarism by checking unoriginal content in students' continuous/formative assignments, mid-term, and final exams.*

3.6. Research

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.

The research objectives of the degree program were not convincingly presented to the team of experts. There is a lack of a clear focus that is also aligned with the profile of the university and the degree program. There is a lack of clear plans for advancing research in the department in a structured manner. As it's written to SER, the financial resources are clearly inadequate for research purposes. Standard 6.1 is therefore not 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.

Both from the SER and from the discussions with members of the academic staff, it became clear that the definition of research and research results that are important in the context of the study program is generally known. This definition clearly meets international requirements. Standard 6.3 can be considered fulfilled.

Standard 6.4 is also formally fulfilled. However, as already mentioned, there is considerable room for improvement in the research performance of some members of academic staff with regard to the scope of research output.

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 with regard to all members of the academic staff.

The formal requirements of standard 6.6 are fulfilled. This was clearly 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 can be formally fulfilled.

The protection and use of intellectual property is anchored in the awareness of academic staff and is 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 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 thus been achieved at a low level.

Standard	Compliance	
	Yes	No
<i>Standard 6.1.</i> The study program has defined scientific/applied research objectives (on its own or as part of a research centre or interdisciplinary program), which are also reflected in the research development plan of the		X

institution; sufficient financial, logistic and human resources are allocated for achieving the proposed research objectives.		
<i>Standard 6.2.</i> Expectations for teaching staff involvement in research and scholarly activities are clearly specified, and performance in relation to these expectations is considered in staff evaluation and promotion criteria.	X	
<i>Standard 6.3.</i> Clear policies are established for defining what is recognized as research, consistent with international standards and established norms in the field of study of the program.	X	
<i>Standard 6.4.</i> The academic staff has a proven track record of research results on the same topics as their teaching activity.	X	
<i>Standard 6.5.</i> The academic and research staff publish their work in speciality magazines or publishing houses, scientific/applied/artistic products are presented at conferences, sessions, symposiums, seminars etc. and contracts, expertise, consultancy, conventions, etc. are provided to partners inside the country and/or abroad.	X	
<i>Standard 6.6.</i> Research is validated through: scientific and applied research publications, artistic products, technological transfer through consultancy centres, scientific parks and other structures for validation.	X	
<i>Standard 6.7.</i> Each academic staff member and researcher has produced at least an average of one scientific/applied research publication or artistic outcome/product per year for the past three years.	X	
<i>Standard 6.8.</i> Academic and research staff publish under the name of the institution in Kosovo they are affiliated to as full time staff.	X	
<i>Standard 6.9.</i> Academic staff are encouraged to include in their teaching information about their research and scholarly activities that are relevant to courses they teach, together with other significant research developments in the field.		X
<i>Standard 6.10.</i> Policies are established for ownership of intellectual property and clear procedures set out for commercialization of ideas developed by staff and students.	X	
<i>Standard 6.11.</i> Students are engaged in research projects and other activities.	X	

Compliance level: Substantially compliant

ET recommendations:

1. *Increase the number of staff that have recent publications.*
2. *Try to introduce more current research results into the education process.*

3.7. Infrastructure and Resources

The infrastructure and resources supporting the learning and teaching processes, as well as other activities within the Master's program in Albanian Language and Literature, follow the Faculty of Education's Action Plan. UKZ operates on a campus that houses all its faculties, owning the space and not relying on rental facilities. The Faculty of Education has a computer lab equipped with computers and software tailored to professors' requirements for their subjects.

According to the submitted documentation, UKZ has implemented the University Management System (SMU), a data management software used for student information from admission to graduation, allowing for unlimited data storage. Additionally, UKZ has adopted a learning management system that students and academic staff use for learning, teaching, consultations, homework, and other academic communications.

The university has a library with literature in Albanian, English, Serbo-Croatian, and a smaller collection in Turkish and Greek, totaling 54,000 copies. This literature supports existing programs and those undergoing accreditation or re-accreditation. Besides the university library, students have access to materials at the "Fan S. Noli" city library in Gjilan. UKZ also partners with the National Library of Kosovo, providing electronic and physical access to its collection, and collaborates with the Kosovo Electronic Libraries Network for easier access to international electronic libraries. The expert team visited the campus library to verify the availability of reading halls and printed resources. However, interviews with academic and administrative staff revealed that while the university claims to provide access to academic databases, the library currently does not offer such access. Students mentioned that they primarily use texts provided by their teachers and lack sufficient knowledge in using academic databases. The expert team recommends that the university subscribe to relevant academic databases, provide access to full texts of scientific journals, and offer training to enhance the use of these resources.

The institution presented the financial plan for this program, with the largest expenditure being staff salaries. The budget includes an allocation for library resource development. The ET noted that the faculty management was actively working towards generating financial sustainability for the program, in the context of some budgetary restrictions outlined.

The university infrastructure is adapted for students with special needs. During interviews, students mentioned that while the building's infrastructure is quite good, further improvements are desired.

	Compliance
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Standard	Yes	No
<i>Standard 7.1.</i> The adequate long-term implementation of the study program is ensured in quantitative terms as regards premises, human resources and equipment. At the same time, it is guaranteed that qualitative aspects are also taken into account.	X	
<i>Standard 7.2.</i> There is a financial plan at the level of the study program that would demonstrate the sustainability of the study program for the next minimum three years.	X	
<i>Standard 7.3.</i> The higher education institution must demonstrate with adequate documents (property deeds, lease contracts, inventories, invoices etc.) that, for the study program submitted for evaluation it possesses the following, for the next at least three years: a) owned or rented spaces adequate for the educational process; b) owned or rented laboratories, with the adequate equipment for all the compulsory disciplines within the curriculum, wherever the analytical syllabus includes such activities; c) adequate software for the disciplines of study included in the curriculum, with utilisation licence; d) library equipped with reading rooms, group work rooms and its own book stock according to the disciplines included in the curricula.	X	
<i>Standard 7.4.</i> The number of seats in the lecture rooms, seminar rooms and laboratories must be related to the study groups' size (series, groups, subgroups); the applicative activities for the speciality disciplines included in the curricula are carried out in laboratories equipped with IT equipment.	X	
<i>Standard 7.5.</i> The education institution's libraries must ensure, for each of the study programs: a) a number of seats in the reading rooms corresponding to at least 10% of the total number of students in the study program; b) a number of seats in the group work rooms corresponding to at least 10% of the total number of students in the study program; c) their own book stock from Albanian and foreign speciality literature, enough to cover the disciplines within the curricula, out of which at least 50% 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
<i>Standard 7.6.</i> The infrastructure and facilities dedicated to the implementation of the program is adapted to students with special needs.	X	

Compliance level: Substantial compliant

ET recommendations:

1. It is recommended that the university subscribe to relevant academic databases and provide access to full texts of scientific journals. Additionally, the library should offer training to enhance resource usage.

4. FINAL RECOMMENDATION OF THE ET

Standard	Compliance level
1. Mission, objectives and administration	Partially compliant
2. Quality management	Substantially compliant
3. Academic staff	Substantially compliant
4. Educational process content	Substantially compliant
5. Students	Partially 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 accrediting the program for 3 years, with the condition that only students with a BA degree in Albanian language and literature must be enrolled.

Student quota recommended: 20

Expert Team

Member



(Signature) Prof. dr. Dhurata Shehri 08.06.2024

Member



(Signature) Prof. univ. dr. habil. Anca Greere 08.06.2024

Member



(Signature) Giga Khositashvili (Student Expert) 08.06.2024

Member
