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Kosovo Accreditation Agency



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

**English Language (Integrated Program in Linguistics)**

**Re accreditation**

**REPORT OF THE EXPERT TEAM**

*26/03/2024, PRISHTINA*

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## **1. INTRODUCTION**

### **1.1. Context**

**Date of site visit: 26/03/2024**

**Expert Team (ET) members:**

- Dr. Beatriz López Medina
- Juraj Bogat, Student Expert

**Coordinators from Kosovo Accreditation Agency (KAA):**

- Ilirjana Ademaj Ahmeti, KAA Officer
- Milot Hasangjekaj, KAA Officer

**Sources of information for the Report:**

- Self-evaluation report
- Additional documentation provided by the Department and Institution (CV's, appendices, syllabi)
- Information gathered during the site visit

**Criteria used for institutional and program evaluations**

- Standards for institutional evaluation as outlined in the Accreditation Manual 2021 of the KAA

## 1.2. Site visit schedule

<b>Time</b>	<b>Meeting</b>	<b>Participants</b>
<b>09:00 – 09:50</b>	Meeting with the management of the faculty where the program is integrated	Lindita Rugova-Dean; Avdi Visoka – Vice dean; Isa Memishi – Vice dean
<b>09:50 – 10:35</b>	Meeting with quality assurance representatives and administrative staff	Njomza Llullaku; Alban Zeneli; Emanuel Gjoleka
<b>10:40 – 11:40</b>	Meeting with the heads of the study programme  <b>English Language (integrated program in Linguistics)</b> (room 1)	Lindita Tahiri
<b>11:40 – 12:40</b>	Lunch break	
<b>12:40 – 13:40</b>	Meeting with the heads of the study programme  <b>English Literature MA</b> (room 1)	Lirak Karjagdiu
<b>13:40 – 14:20</b>	Visiting Facilities	
<b>14:20 – 15:05</b>	Meeting with teaching staff (English Language & English Literature)	Shykrane Germizaj; Muhamet Hamiti; Blerta Mustafa; Seniha Krasniqi; Zinaide Gruda; Arta Hallaci
<b>15:05 – 15:50</b>	Meeting with students (English Language & English Literature)	Mirendjelle Stojkaj; Artan Aliu; Lundresa Kryeziu; Arbesa Ahmeti; Diona Gashi

<b>15:55 – 16:45</b>	Meeting with graduates (English Language & English Literature)	Florijeta Hulaj; Lundrim Sadiku; Belinda Dobraj; Flakrona Rexhepi
<b>16:45 – 17:35</b>	Meeting with employers of graduates and external stakeholders (English Language & English Literature)	Nasire Balaj-Britannica ELT; Valentina Lumezi- Oxford Studio; Flamur Latifi- PLC Lingua; Blenda Asllani- NGO QIKA
<b>17:35 – 17:40</b>	Internal meeting of KAA staff and experts	
<b>17:40 – 17:45</b>	Closing meeting with the management of the faculty and program	

### **1.3. A brief overview of the institution under evaluation**

The University of Prishtina “Hasan Prishtina” is the greatest public university in Kosovo. The Faculty of Philology operates within the framework of the University of Prishtina as an academic unit which is focused in providing study programs in the field of philological sciences starting from the study of national sciences (of Albanian language, literature and culture), teaching and studying foreign languages, literatures and cultures (English, German, French, Italian, Turkish, Arabic, Persian and Croatian) as well as studying journalism and communicative sciences. The mission and objectives of the Faculty of Philology are in compliance with those which are determined by the UP and all the programs offered by the Faculty of Philology have been drafted based on UP leadership principles, important strategic documents and current regulations. The Faculty of Philology has been established based on the Law for the establishment of the Faculty of Philology in Prishtina no. 011-83/88, in Prishtina on 22.12.1988. The registration number is 1050, dt. 09.12.1988. District Economic Court in Prishtina issued a registration document no. 861/88.

## **2. PROGRAM EVALUATION**

### **2.1. Mission, Objectives and Administration**

The mission of the university is absolutely clear. As a public HEI, it has a general educational mandate. The objectives of the institution have been clearly outlined. The mission with regard to the study program “English Language (integrated program in Linguistics)” is also appropriately developed and is fully in line with the orientation of the faculty and university. The objectives of the program are stringent and plausible. During the evaluation it became very clear that the program is organised and implemented according to the relevant national standards and on the basis of the requirements of the European Higher Education Area. Academic and personnel requirements were adequately taken into account.

The didactic concept is convincing; at the same time, research activities are present to a high degree and implemented in a meaningful way. The administration is at a level corresponding to the economic and social level of the social environment. The overall positive development of professional training, which is also reflected in the administration, is clear. Due to regulatory requirements, not all desirable goals and measures can be implemented at faculty level. However, the responsible management and administrative staff are aware of this, so that an optimization is sought within the framework of the existing possibilities. The acknowledged high reputation of the university and the faculty could, however, be strengthened if even more attention were paid to research at faculty management level. For example, there is no Vice Dean for Research, only a PhD Commission. The work of the teaching staff is demonstrably based on internal regulations and general guidelines.

The relevant documents are generally accessible. Documents are also made available via the electronic administration system. However, these documents are not yet sufficiently available in English. Ethical criteria are taken into account. As the evaluation has shown, these ethical aspects are firmly anchored in awareness; this also applies, for example, to dealing with cases of plagiarism. The specific regulations of the “English Language (integrated program in Linguistics)” study program are regularly reviewed and are subject to broad monitoring. All necessary authorities are involved in this process. In order to take account of changing requirements, employers and stakeholders are also appropriately involved in the further development of the study program.

In addition to strengths and potential, weaknesses and challenges were also clearly identified as part of a SWOT analysis. The upcoming tasks are thus clearly accentuated. However, these are generally not in the regulatory area, but rather in financing and equipment.

<i>Standard</i>	<i>Compliance</i>	
	<i>Yes</i>	<i>No</i>
<i>Standard 1.1. The study program mission is in compliance with the overall mission statement of the institution.</i>	<b>X</b>	
<i>Standard 1.2. Relevant academic and professional advice is considered when defining the intended learning outcomes which are consistent with the National Qualifications Framework and the Framework for Qualifications of the European Higher Education Area.</i>	<b>X</b>	
<i>Standard 1.3. The study program has a well-defined overarching didactic and research concept.</i>	<b>X</b>	
<i>Standard 1.4. There are formal policies, guidelines and regulations dealing with recurring procedural or academic issues. These are made publicly available to all staff and students.</i>	<b>X</b>	
<i>Standard 1.5. All staff and students comply with the internal regulations relating to ethical conduct in research, teaching, assessment in all academic and administrative activities.</i>	<b>X</b>	
<i>Standard 1.6. All policies, regulations, terms of reference and statements of responsibility relating to the management and delivery of the program are reviewed at least once every two years and amended as required in the light of changing circumstances.</i>	<b>X</b>	

**Compliance level:** Fully compliant



## 2.2. Quality Management

Quality management is convincingly set up and organized. There are clear routines for quality assurance. The quality assurance and quality management process has a wide range of effective instruments at both university and faculty level. As part of quality control, suitable measures are introduced to improve existing shortcomings in quality where necessary. The processes are convincing, transparent and effective. The procedures for solving problems are goal-oriented and proven. As became clear during the survey by the team of experts, the quality assurance process is multi-stage, clearly and bindingly implemented in regulations and is continuously developed. The responsible personnel were able to convincingly demonstrate that the importance of quality assurance is generally recognized and taken into account.

The Faculty of Philology also has an advisory board in which employers are represented and which provides information for program development by implementing the needs of the job market in the study programs. As part of quality assurance, regular meetings are held at the Department to discuss academic and organizational work. This includes program planning in particular. The successful and goal-oriented implementation of quality assurance in this area has been impressively confirmed by students, graduates and employers. In addition, the data from the self-evaluation of teaching staff is discussed in the meetings of the program; Participation in the self-evaluation is mandatory.

Questionnaires for students are an essential part of quality assurance. Completion of these questionnaires is mandatory. Other important quality assurance measures are also implemented as standard, such as checking the quality of MA subjects before they are awarded.

A regular analysis of strengths and weaknesses is convincingly documented. The intensive international exchange practiced within the framework of ERASMUS+ in particular gives both students and teaching staff sufficient opportunity to clearly identify strengths and challenges and to develop strategies to reduce or eliminate previous weaknesses. The quality assurance measures are evaluated on a regular basis.

The Faculty receives commendable support from the general administration quality-wise, leading to substantial improvements in recent years. Acknowledging the importance of continuous enhancement, they are actively identifying the next steps forward. Noteworthy efforts include teacher training initiatives and a focus on addressing teachers' needs. Moreover, they have effectively propagated a culture of quality assurance across various stakeholders, executing different actions within a relatively brief timeframe.

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

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

**Compliance level:** Fully compliant

### 2.3. Academic Staff

Regarding the academic staff, both the SER and the interviews show a group of academics with a sound knowledge of the programme and concerned with the link with the working environment. The information regarding their scientific and academic degrees and additional information regarding the teachers' profiles is provided, as it is the information regarding the legal requirements related to teaching positions. The interviews show a commitment with the teaching, which is also corroborated by students and alumni. Notwithstanding, mentions of significant workload and excessive bureaucratic procedures are frequent through the interviews. Even though the SEMS might be simplifying the latter, it would be advisable for the Faculty to review the workload of the academic staff (total workload, including administrative work and not just the teaching at the MA).

The Faculty has established procedures to ensure compliance with legal criteria by the academic staff. The University has developed the infrastructure to centralise the gathering of data required by the staff through the designated e-platform. Specific details concerning the teaching positions including the commitment level (full-time or part-time) has been provided. Additionally, information regarding the affiliation of active academic staff members with the University of Pristina within the program has been documented. These measures not only ensure adherence to legal standards but also facilitate efficient data management and promote transparency within the academic framework.

There are six PhD holders in the academic staff across the 60 ECTS MA programme. As indicated in the SER, it fulfils standard 3.5.

The issue of professional development and teacher training emerged as a recurrent theme throughout the interviews, with various stakeholders expanding upon the information outlined in the SER and providing insights into their respective training experiences. The ET highlights the opportunities facilitated by the rectorate and the Centre for Excellence in Teaching for enhancing the professional competencies of academic staff. It is advised that these entities actively engage with educators, underscoring the importance of continuing to develop comprehensive recommendations for teacher training programs in a collaborative manner. Moreover, it is noteworthy that during the interviews, academic staff demonstrated significant initiative in identifying their training needs and creating tailored training courses to address these requirements. The array of activities and proposals forwarded to the Centre for Excellence in Teaching further underscores the proactive approach taken by faculty members in augmenting their pedagogical skills. However, they seem to need a quicker and more specific approach in the top-down training courses.

The ET values the cooperation with different international institutions in the training programmes (for instance, with American universities). Additionally, the team recognizes the importance of integrating and transferring the knowledge and skills acquired through these activities into the academic programmes. The ET recommends fostering such partnerships and also extend the scope of international cooperation to facilitate the knowledge exchange and update teaching practices and methodologies.

Among the different initiatives presented by the staff, one stands out prominently: the proposal for peer-observation. Presented to the Center for Excellence in Teaching, this initiative has yielded a comprehensive guide on peer observation, replete with sequences, rubrics, references, and illustrative examples. Noteworthy for its innovation, this initiative addresses the infrequency and lack of systematicity characterizing observation processes within university settings. Furthermore, its transferability to other domains underscores its potential for broader application and impact.

The ET also highlights the initiatives observed in order to find funds for projects, organise scientific events or activities focused on professional development. Some of the academic staff have been grantholders of prestigious institutions and some have also received training at international universities, which helps incorporate different approaches towards research and teaching.

One essential duty entrusted to the academic staff is engaging in consultations with both students and the wider academic community. Through interviews with students, it becomes evident that they are not only knowledgeable, but readily accessible, receptive to consultations, and actively involved in guiding and supervising students. They offer assistance in various forms, including providing necessary resources such as books and papers when required, ensuring a supportive learning environment. In this respect, the ET appreciates the efforts made to utilise SEMS for consultations, facilitating the management for teachers and students alike.

The academic staff undergoes regular evaluations to ensure alignment with institutional teaching standards. These evaluations engage various stakeholders to provide comprehensive feedback which highlights both areas of success and those requiring attention. It also informs the refinement of teaching practices and contributes to enhanced educational outcomes. The ET acknowledges the adoption of the SEMS management system, streamlining and centralizing this process. Also, the effort made to ensure transparency by making the results available. Evaluations at the Faculty are comprehensive, encompassing teaching, research, and administrative responsibilities. Through the interviews, certain concern about participation in the teachers' evaluation by students who do not go to class regularly is shown. Maybe this fact can be addressed by allowing participation only to those students who can actually contribute to the feedback because their attendance to class is regular. Also, for future evaluations, it is

recommended to provide outcome statistics, including the percentage of staff receiving positive or excellent feedback, and to outline strategic plans for those falling short of minimum standards. The fact that the evaluation is available ensures transparency and supports ongoing professional development initiatives.

There is a clear effort to improve the teaching strategies and the academic staff shows interest in innovative approaches to enrich the learning experience for students. During the interviews, the collaborative efforts are shown, as it is the fact of engaging students in different activities which enhance their educational experiences. The academic staff is proactive and cooperates with other colleagues at national and international level to improve teaching methods, course content and learning resources. Notwithstanding, the lack of a digital library hinders teaching and learning outcomes, especially regarding updated information. The academic staff is aware of this fact and contributes to mitigate this situation through professional and personal contacts and resources.

Regarding standard 3.10, the SER indicates that the retirement process of academic staff is carried out according to the legal regulations. Notwithstanding, the post-retirement engagements adds significant value to the Faculty, ensuring transition and retaining valuable institutional knowledge and experience.

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

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

<i>Standard 3.10. Teachers retired at age limit or for other reasons lose the status of full-time teachers and are considered part-time teachers.</i>	<b>X</b>	
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**Compliance level:** Fully compliant

**ET recommendations:**

1. *The ET recommends working more closely with the rectorate in order to bring positions closer regarding teacher training needs and response in the provision of training courses.*
2. *The ET encourages the Program to foster international links by increasing the scope of collaboration.*
3. *The ET recommends establishing measures to increase teaching mobility in order to improve research collaboration and professional development fostering the academic networks of the Faculty.*
4. *The ET recommends the program to review the workload of the academic staff, including professor-student ratio and administrative tasks in order to promote the conditions of the academic staff regarding teaching and research.*



## 2.4. Educational Process Content

The Master in English Language adheres to its qualification objectives, ensuring alignment with standard 4.1. Through interviews with both students and employers, it is evident that the program is designed and executed with a keen focus on meeting the demands of the job market. The alignment with target potential professions is clear. Employers specifically comment on the program's emphasis on equipping students with a balanced blend of theoretical knowledge and practical skills, facilitating a smooth transition into the workforce. Notably, employers emphasize the connections forged with the academic staff throughout many years, which often culminate in internship opportunities and job placements highly valued by the industry. They consistently praise the students' competencies such as critical thinking or creativity, also highlighting the program's efficacy in preparing graduates for success in their chosen careers. In this respect, they have expressed their willingness to contribute even more to the programme, by being part of a potential network or participating as guest speakers in specific lectures.

The study program is in accordance with both the National Qualifications Framework and the European Higher Education Area Qualifications Framework. Its individual components are strategically integrated to effectively meet the specified qualification objectives while accommodating diverse forms of teaching and learning. Specifically categorized under level 7 of the National Qualifications Framework, the program prepares students for advanced levels of study. Furthermore, it aligns with the specific Erasmus Subject Area Codes (ESAC) points. It is noticeable the link with the previous bachelor studies in the Faculty. Transition from Bachelor studies to Master studies is smooth and the MA studies are built upon the foundational knowledge gained during undergraduate studies.

The programme encompasses a multifaceted approach to ensuring the acquisition of knowledge and competence among students. It bears in mind the different areas of the job market linked to these studies: Teaching, Research, Translation, Marketing and Literary Creation. In this respect, the ET highlights the collaboration with KETNET (Kosovar Association of English Language Teachers) and the participation in the KETNET conference, where students are also involved. KETNET is an example of experiential learning opportunities, enabling students to apply theoretical concepts to real-world scenarios.

Continuous assessment and feedback mechanisms allow for the identification of strengths and areas for improvement, ensuring that graduates are equipped with the necessary skills and expertise required in various professional and academic scenarios within the field of language. Notwithstanding, it is observed that there is a limitation for students to choose the elective subjects and this is an aspect that the ET recommends to address. Additionally, considering the demands regarding intercultural relationships, plus the features regarding multi-ethnicity in the Kosovar society it is important to address the need of incorporating courses on intercultural

communication and multilingualism. The possibility of establishing a PhD program has also been addressed during the interviews.

The Faculty follows the Statue of the University of Prishtina regarding exams and follows the procedures provided.

The ET acknowledges the provision of syllabuses for various subjects within the SER. They all show a balance between theoretical and practical work and describe the main contents in a consistent way. However, ET has identified a significant area that requires attention. Notably, the basic literature lacks updates in several cases, most notably in subjects where technology is integrated in the contents. On some occasions, the prevalence of references predominantly from the 1980s and 1990s is a common occurrence. While the ET recognizes the challenges associated with the absence of a digital library and difficulties in accessing recent materials, it is commendable that the academic staff actively seeks to address these issues through personal contacts and resources. However, these measures are inherently short-term solutions. Hence, it is essential to devise a strategic plan aimed at providing the academic community with updated resources and ensuring the incorporation of contemporary literature into the syllabuses.

The English language is the only vehicular language used in the lessons, as corroborated with students.

The partnership between teachers and students is seen as an important aspect within the academic community. Through the interviews, it becomes evident that the academic staff is strongly involved in fostering favorable learning outcomes for students. This commitment is exemplified by their proactive efforts to adapt teaching methodologies, engage students in various initiatives, and equip them with the requisite competencies essential for success in the job market. Both alumni and current students attest to the effectiveness of this collaboration, noting the articulation of the program and delivery of content without any overlap.

Mobility exchanges seem to be somehow limited according to the interviews. The ET is aware of the efforts carried out in this respect but recommends keeping working on initiatives which can lead to increase incoming and outgoing mobility for academic and administrative staff and also for students.

A key component of the evaluation process is the integration of formative assessment methods, as evidenced in the syllabuses and reiterated during interviews. This emphasis on ongoing assessment underscores a commitment to ensuring continuous improvement and student success within the Master. The assessment mechanism outlined in both class discussions and the syllabus. The information regarding the main contents of the syllabus is presented in class, and also channelled through the official university website. This system adheres closely to the

established standards of the University of Prishtina, ensuring that grading is carried out in accordance with predetermined criteria, and seeks fairness and consistency. Through transparent communication of assessment methods and criteria, students are provided with a clear understanding of what is expected of them and how their performance and the learning outcomes will be evaluated. This approach promotes academic integrity, and different efforts to ensure these aspects have been made in the last years.

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

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

<i>courses offered within a program, and in comparison with other study programs at highly regarded institutions.</i>		
<i>Standard 4.10. Policies and procedures include actions to be taken in to dealing with situations where standards of student achievement are inadequate or KAA inconsistently assessed.</i>	<b>X</b>	
<i>Standard 4.11. If the study program includes practice stages, ** the intended student learning outcomes are clearly specified and effective processes are followed to ensure that those learning outcomes and the strategies to develop that learning are understood by students. The practice stages are allocated ETCS credits and the work of the students at the practical training organisations is monitored through activity reports; students during practice stages have assigned tutors among the academic staff in the study program.</i>	<b>N/A</b>	<b>N/A</b>
<i>Standard 4.12. In order to facilitate the practice stages, the higher education institution signs cooperation agreements, contracts or other documents with institutions/organisations/practical training units.</i>  <i>*To be inserted the overview of the program (with all areas to be filled out)</i>	<b>N/A</b>	<b>N/A</b>

**\*\*** *The study program does not include practice stages.*

**Compliance level:** Substantially compliant

**ET recommendations:**

1. *The ET recommends improving the procedure for students to choose the elective subjects.*
2. *The ET recommends addressing the necessity of integrating courses on intercultural communication and multilingualism.*
3. *The ET recommends considering the possibility of establishing a PhD in English Studies.*

4. *The ET recommends strengthening the already existing relationships with potential employers by creating a network and incorporating them to specific lessons or training (as guest speakers, for instance). The employers have pointed out their desire for additional contributions in their interviews.*
5. *The ET recommends the program to continue fostering initiatives to promote mobility*

## **2.5 Students**

Admission procedure seems to be transparent and fair to all applicants. There is a great difference between admission quota for BA and MA studies which can be explained by a labour market demanding young professionals. As a consequence, only a fraction of students decide to continue their academic development at MA studies. That lack of students from the Faculty is supplemented by students from other faculties with different BA studies who apply for MA studies at the Department for English language and literature. The criterion for such students seems to be a bit looser since the only requirement for them seems to be 20 ECTS points in the field of English language and literature. They are often paired with students from the Prishtina Faculty of Philology in order to help them acclimate to the new department and institution. While this is a desirable outcome for integration of newcomer students, the ET sees this situation as somewhat burdensome to teachers and other students. While we are aware that most of the criteria for enrolment comes from UP or MEST, the Department itself should still have a say in all of this and, for example, organise an entrance exam for MA students from other faculties. With it, the Department could verify required learning outcomes needed to successfully enrol into MA studies. One must not forget that this is language studies at academic, MA level, and not a language course. Just 20 ECTS required to enrol into MA - which should cover for 4 years of BA studies - seems rather disproportionate. However, newcomer students seem to keep up with their classmates both thanks to students and the professors who put out additional efforts into making that happen.

Enrolment procedure and conditions are the same for all applicants and the minimum common criteria is prescribed by the University and MEST. With only up to 20 students enrolled, group dimensions pose no threat nor problem. This figure facilitates feedback and assistance.

As with a lot of other universities around Europe, some students show a lot of interest and motivation to participate in formal or informal student bodies, while a bigger part of them does not show such affinities. That is expected and common; the most important part is that the faculty council does have an appointed student, chosen by his or her peers, and who participates within their role.

The impression that the ET got from students, graduates, but also teachers, is that there are no major issues in student-teacher relations, be it in regards with studies, workload, mentorship, collegiality, or basic human dignity. Teachers are available for consultations and mentorship even beyond formal consultation time.

One thing the ET would like to stress out is that students should be introduced to some EQF guidelines, especially learning outcomes and competences acquired with certain lectures. While the syllabi are available at all times and are even discussed in introductory class, teachers should enlighten students with deeper meaning, with the idea in the background regarding the learning outcomes and how to acquire them. The ET believes a certain portion of teachers conducts this practice, but also is aware of resistance towards the idea from other portions of teachers.

The interviews show very limited involvement of students in students' organisations or alumni organisations. However, they know about their existence and recognise the opportunities they can benefit from: networking, engagement with the university community, career development resources, etc. The ET recommends the Program to encourage participation in these organisations.

Finally, student rights are met, formal procedures seem to be rather transparent and simple to navigate through, teachers have respectful relations with the students (and vice versa) and graduates look fondly on their studies. Except previously mentioned suggestions, the ET concludes that all the standards are met.

<i>Standard</i>	<i>Compliance</i>	
	<i>Yes</i>	<i>No</i>
<i>Standard 5.1. There is a clear and formally adopted admission procedure at institutional level that the study program respects when organising students' recruitment. Admission requirements are consistently and fairly applied for all students.</i>	<b>X</b>	
<i>Standard 5.2. All students enrolled in the study program possess a high school graduation diploma or other equivalent document of study, according to MEST requirements.</i>	<b>X</b>	

<i>Standard 5.3. The study groups are dimensioned so as to ensure an effective and interactive teaching and learning process.</i>	<b>X</b>	
<i>Standard 5.4. Feedback to students on their performance and results of assessments is given promptly and accompanied by mechanisms for assistance if needed.</i>	<b>X</b>	
<i>Standard 5.5. The results obtained by the students throughout the study cycles are certified by the academic record.</i>	<b>X</b>	
<i>Standard 5.6. Flexible treatment of students in special situations is ensured with respect to deadlines and formal requirements in the program and to all examinations.</i>	<b>X</b>	
<i>Standard 5.7. Records of student completion rates are kept for all courses and for the program as a whole and included among quality indicators.</i>	<b>X</b>	
<i>Standard 5.8. Effective procedures are being used to ensure that work submitted by students is original.</i>	<b>X</b>	
<i>Standard 5.9. Students' rights and obligations are made publicly available, promoted to all those concerned and enforced equitably; these will include the right to academic appeals.</i>	<b>X</b>	
<i>Standard 5.10. The students' transfer between higher education institutions, faculties and study programs is clearly regulated in formal internal documents.</i>	<b>X</b>	
<i>Standard 5.11. Academic staff is available at sufficient scheduled times for consultation and advice to students. Adequate tutorial assistance is provided to ensure understanding and ability to apply learning.</i>	<b>X</b>	



**Compliance level:** Fully compliant

**ET recommendations:**

1. *The ET recommends the faculty reworking around criteria for students from other faculties who wish to enrol at MA studies*
2. *The ET recommends introducing students with EQF and its implications*
3. *The ET suggests the Program to encourage students to actively participate in students/alumni organizations to maximize the benefits of their university experience and contribute to the ongoing success of the institution.*

## 2.6. Research

As indicated in the SER and through information in the interviews, research objectives are reflected in the program, which also provides the students with different modalities of final projects where research is integrated.

Regarding the research development plan, both the SER and the interviews show that the academic staff needs further support from the University in order to improve the indicators related to the research plan. Regarding the commitment to research activities, there is an active participation in conferences as symposia. It is noteworthy the possibilities of applying for funding and/or research grants to the Office of Research and Sponsored Projects and to the Ministry of Education, Science and Technology. In Annex IV of the SER, the academic staff's scientific work is described, providing heterogeneous outcomes regarding scientific production. In this respect, enhancing publication output in esteemed databases such as Web of Science or Scopus, particularly in peer-reviewed journals with high impact factors and international visibility, would benefit the faculty, especially by promoting recognition of its scholarly contributions. Moreover, fostering increased international collaboration and engagement with researchers from diverse backgrounds could facilitate knowledge exchange, and expand opportunities for interdisciplinary collaboration. Implementing a comprehensive research plan (beyond the existing regulations) that emphasizes these objectives and outlines strategies for achieving them would be instrumental in advancing the faculty's research agenda. Additionally, policies and protocols regarding unethical practices resulting from the use of artificial intelligence need to be developed.

Regulation number 887, dated 27.04.2022, of the University of Prishtina 'Hasan Prishtina' outlines the engagement of academic staff in academic research highlighting the relation of their performance to academic promotion. Recognizing international platforms and peer-reviewed journals is emphasised in accordance with Regulation number 465, dated 02.03.2018, of the University of Prishtina 'Hasan Prishtina,' and Administrative Instruction 1/2018 of the Ministry of Education, Science, and Technology; the ET highly values the academic staff's performance assessed against these criteria in staff evaluation. The faculty needs to continue working in the directions outlined by both regulations to advance in the research culture and outcomes.

The CVs of the academic staff show a track record of research results with heterogeneous outcomes. Most research is aligned with their teaching activities, which allows for integration between theory and practice and favouring a dynamic learning environment. The ET considers, notwithstanding, that the academic staff should make an effort to increase the number of publications in English, so as to disseminate research results in wider audiences.

The ET values the efforts related to informing publicly about the research activities of the staff and the incorporation to the electronic system of the Kosovo Accreditation Agency. It could be advisable to incorporate a short summary of the academic activity of the staff, including the most recent significant publications to the webpage. By doing so, a wider academic community and potential new students could obtain updated information on the expertise, and experience of the faculty members who are teaching or conducting research at the university. Additionally to transparency, this publication can help showcase the strengths of the faculty.

The assessment of academic staff and researchers based on their publication output is a common practice in higher education institutions. In the case of MA in English Literature, as indicated in the provided CVs, each member has maintained an average of one scientific/applied research publication or artistic outcome/product per year over the past three years. While this achievement is commendable, there is a need to supplement time-based criteria with quality metrics. This report proposes the establishment of comprehensive evaluation criteria that prioritize the quality and impact of publications, rather than solely focusing on quantity.

The academic and research staff affiliated with the University of Prishtina publish under the institution's name as full-time staff.

The Department's staff actively shares their scientific works with students and provides updates on new research developments. This dissemination of knowledge has been facilitated by the university's provision of access to various scientific platforms such as ScienceDirect and Web of Science and the establishment of the Office of Research and Sponsored Projects, providing dedicated support and resources for these endeavors. The ET recommends continuing in this direction for continuous improvement in this area.

Staff and students at the university of Prishtina abide by the Law on Copyright and Related Rights, approved by the Assembly of Kosovo that regulates intellectual property rights. The ET suggests the development of a protocol or specific policies addressing the unethical use of Artificial Intelligence. The ET acknowledges the initial steps taken to raise awareness of this issue, as outlined in the report.

Students are taken into consideration when planning research projects or other activities related to research.

<i>Standard</i>	<i>Compliance</i>	
	<i>Yes</i>	<i>No</i>
<i>Standard 6.1. The study program has defined scientific/applied research objectives (on its own or as part of a research centre or interdisciplinary program), which are also reflected in the research development plan of the institution; sufficient financial, logistic and human resources are allocated for achieving the proposed research objectives.</i>		<b>X</b>
<i>Standard 6.2. Expectations for teaching staff involvement in research and scholarly activities are clearly specified, and performance in relation to these expectations is considered in staff evaluation and promotion criteria.</i>	<b>X</b>	
<i>Standard 6.3. Clear policies are established for defining what is recognized as research, consistent with international standards and established norms in the field of study of the program.</i>	<b>X</b>	
<i>Standard 6.4. The academic staff has a proven track record of research results on the same topics as their teaching activity.</i>	<b>X</b>	
<i>Standard 6.5. The academic and research staff publish their work in speciality magazines or publishing houses, scientific/applied/artistic products are presented at conferences, sessions, symposiums, seminars etc. and contracts, expertise, consultancy, conventions, etc. are provided to partners inside the country and/or abroad.</i>	<b>X</b>	
<i>Standard 6.6. Research is validated through: scientific and applied research publications, artistic products, technological transfer through consultancy centres, scientific parks and other structures for validation.</i>	<b>X</b>	
<i>Standard 6.7. Each academic staff member and researcher has produced at least an average of one scientific/applied research publication or artistic outcome/product per year for the past three years.</i>	<b>X</b>	

<i>Standard 6.8. Academic and research staff publish under the name of the institution in Kosovo they are affiliated to as full time staff.</i>	<b>X</b>	
<i>Standard 6.9/6.8. 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.</i>	<b>X</b>	
<i>Standard 6.10. Policies are established for ownership of intellectual property and clear procedures set out for commercialization of ideas developed by staff and students.</i>	<b>X</b>	
<i>Standard 6.11. Students are engaged in research projects and other activities.</i>	<b>X</b>	

**Compliance level:** Fully compliant

**ET recommendations:**

1. *The ET encourages the Program to prioritize publications in peer reviewed journals with high impact.*
2. *The ET recommends that the Program should review the staff's total workload to make sure they can dedicate more time to research.*
3. *The IT suggest the development of policies and a protocol on unethical usage of AI in academia.*
4. *The ET suggest the possibility to develop a strategic research plan for the academic staff.*
5. *The ET encourages the Program to address the issue of improving the access to digital resources and to software programmes.*
6. *The ET recommends incorporating to the institutional webpage a short summary of the academic activity of the staff, including the most recent significant publications.*

## 2.7. Infrastructure and Resources

All but one of the standards in this field are met, but some of them got conditional passes. Equipment, human resources, and premises are mostly secured. Moreover, the FMNS is expected to soon move to their new premises which means that the Faculty of Philology will acquire a lot of additional space for its activities.

The standard regarding the financial plan is met even though the Department has no sustainable income nor it relies on itself - all economic questions are handled at the University level.

Number of seating areas in lecture rooms is sufficient for this amount of MA students and all of the lecture rooms are equipped with smartboards which truly is a witness for Departments focus on new technologies in lectures.

As for standards 7.5 and 7.6, the ET observes the following: While there are some improvements with regards to accessibility of premises, there are still capital steps to be made. One of them is the elevator which would allow students with disabilities an undoubtedly easier access to lecture rooms and professor cabinets. Therefore, the Standard 7.6. is a conditional YES since the ET recognises this as an opportunity to address this concern and recognises efforts made so far. As for the library, this is a very big conditional yes. As the ET witnessed, the library is rather small with little to no new titles and with absolutely no IT equipment for students to use. There is no designated group work area, it is dark and badly lit and one third of the library premises is not functional at all. Students seem to actively avoid the library. While the ET is aware that the restructure of the library is a huge task and responsibility, and that the funds for such projects may be lacking, it should still be stated that this library is not appropriate for a university in the 21st century. Libraries should be inviting, well lit, equipped with IT equipment for students, with access to physical and digital resources and literature. They should be a place where research is done, where students prepare for their exams (not on the hallways where they may interfere or hinder with teaching behind closed doors). Some efforts have been made by outside donations and projects so the students have several options for work and research, but to rely only on such donations (as stated in the SER in SWOT analysis) is not optimal. The FMNS is moving out, so there will be a lot of additional room. The ET recognises this as an opportunity to address this concern. The main library is practically not in use, additional libraries and working areas are, but they are certainly not large enough to accommodate all (or at least some significant part) of students who wish to study (as seen during the site visit). Some progress has been made with donations and a large opportunity is on the rise.

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

<p><i>Standard 7.5. The education institution's libraries must ensure, for each of the study programs:</i></p> <p><i>a) a number of seats in the reading rooms corresponding to at least 10% of the total number of students in the study program;</i></p> <p><i>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;</i></p> <p><i>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;</i></p> <p><i>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;</i></p> <p><i>e) a sufficient number of subscriptions to Albanian and foreign publications and periodicals, according to the stated mission.</i></p>		<b>X</b>
<p><i>Standard 7.6. The infrastructure and facilities dedicated to the implementation of the program is adapted to students with special needs.</i></p>	<b>X</b>	

**Compliance level:** Substantially compliant

**ET recommendations:**

1. *The ET recommends to finish infrastructural projects, especially the elevator.*
2. *The ET recommends advocating for funds in order to reorganise the library.*
3. *The ET encourages the Program to update material in the library, paying special attention to digital resources.*
4. *The ET recommends the Program to ensure that academic staff and students have access to software specific for research purposes.*



## FINAL RECOMMENDATION OF THE ET

*Overall, the program MA in English Language.(integrated program in Linguistics) demonstrates a trajectory focused on continuous improvement where previous identified issues regarding quality assurance have been addressed. There is a coherence regarding the articulation of the program which involves the different stakeholders, who unanimously appreciate the sustained growth and development of the program over time.*

*Quality assurance processes have undergone significant enhancements, resulting in an effective framework. The use of the SEMS has facilitated different procedures regarding this area, but also integrating administrative and academic tasks.*

*The learning environment of the program is optimal, as corroborated by both academic staff and students. The commitment of the academic staff in the quality of the programme leads to excellent results as professionals from the job market observe.*

*Certain activities, such as the KETNET Conference, facilitate the integration between theoretical and practical aspects and are very valuable for the programme.*

*Notwithstanding, certain areas need to be addressed in the short term, mainly related to infrastructures. Specifically, the access to digital resources and specific software, which has an impact on research (updated literature reviews) and the syllabuses of the academic program.*

*One general observation is that the SER could have been written better mainly the lack of evidence. The SER is full of factual claims which could and should be easily proven in a written form, yet such evidence is lacking. Furthermore, the SER is lacking some statistical data as mentioned earlier in the Report. The process of evaluation would be much smoother, transparent and on a higher level of quality if that evidence was present. If you are addressing a standard regarding questionnaires - kindly provide said questionnaire in English language. Same goes for various documents, agreements and contracts which affect the studies. The ET recognises that this would be a lot of additional documentation to ask for in a short period of time (after the site visit) and that the great majority of it would not be in English language. For this reason, the ET did not take this observation in consideration while evaluating standards, but we still need to address this concern and strongly advise that you include such evidence in the next evaluation.*

*Second to last, the ET would like to commend teaching staff on their extracurricular efforts and creation of several manuals which address andragogical themes, the EQF and curriculum development. That kind of knowledge is necessary to implement in the future of academia and the Department of English language and literature is setting out a sparkling example in this regard for all other Departments and Universities.*

*In conclusion, the Expert Team considers that the study program MA Program in English Literature offered by Faculty of Philology is Substantially compliant with the standards*

included in the KAA Accreditation manual and, therefore, recommends that the Program is re-accredited.

STANDARD	COMPLIANCE LEVEL
1. Mission, objectives, and administration	<i>Fully compliant</i>
2. Quality management	<i>Fully compliant</i>
3. Academic staff	<i>Fully compliant</i>
4. Educational process content	<i>Substantially compliant</i>
5. Students	<i>Fully compliant</i>
6. Research	<i>Fully compliant</i>
7. Infrastructure and resources	<i>Substantially compliant</i>
<b>OVERALL COMPLIANCE</b>	Substantially compliant

**Compliance level:** Substantially compliant

**Student quota recommended:** the recommended quota for student enrolment each academic year is **20** // program reaccredited for a period of **Five Years**

### Expert Team

**Member**

(Signature)

(Prof. Dr. Beatriz Lopez Medina)

(Date)

**Member**

(Signature)



(Juraj Bogat, Student Expert)

(Date)

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**Member**



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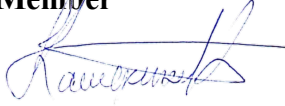
(Prof. Dr. Dr. Georg Schuppener)

09.05.2024

(Date)

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**Member**



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(Date)

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