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UNIVERSITY OF PRISHTINA “HASAN PRISHTINA”
FACULTY OF PHILOLOGY

PROGRAM: FRENCH LANGUAGE AND LITERATURE (MA)

TYPE OF EVALUATION: RE-ACCREDITATION

REPORT OF THE EXPERT TEAM

November - December 2024, Pristina, Kosovo

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INTRODUCTION

Date of Site Visit: December 10, 2024 (Hybrid)

Expert Team (ET) members:

- Dr. Thomas Wulstan Christiansen (in person)
- Prof. Asoc. Dr. Anida Kisi (in person)
- Nino Alavidze, PhD Student (online)

Coordinators of the KAA:

- Arianit Krasniqi, Director of Department for Evaluation and Accreditation
- Ilirjane Ademaj Ahmeti, KAA Officer

Sources of information for the Report:

- Regulation (KAA) No. 04/2024 for the Manual of Accreditation / Re-accreditation and Validation of Higher Education Institutions and Study Programs at the Bachelor's and Master's Level
- Self-Evaluation Report (SER) “French Language and Literature_MA, 19.03.2024” submitted by Faculty of Philology, University of Prishtina “Hasan Prishtina”
- List of publications of the academic staff involved in the Study program under evaluation
- Course syllabi
- CVs of the academic staff involved in the Study program under evaluation
- Information obtained during the site visit: meetings conducted with the management of the institution, teaching and administrative staff, external stakeholders and employers of graduates;
- Relevant information and documents from the official website of the University of Prishtina and the Faculty of Philology <https://www.uni-pr.edu/>, <https://filologjia.uni-pr.edu/>.
- Additional documents required from the ET : 1. Employers’ surveys on the necessary competencies in the labor market, Analyses carried out in cooperation with the stakeholders on the program, Examples/proof of the improvements based on the stakeholder feedback for the study program, QA reports on evaluating the program, Proof of students, staff, alumni and employers being involved in the monitoring

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processes of the program and results of their feedback, Stakeholder questionnaire results and examples of their implementation within the program, Defined decision-making procedure in relation to the admission criteria, Academic calendar, Results of students' progression for the last academic year, Policy for the transfer or recognition of qualifications gained by other institutions, Regulation for the recognition of ECTS credits, Proof of analyzing feedback from national and international students and proof of proper actions conducted, Number of students enrolled in the study program participating in international mobility for up to three months and more than three months in the period of the last five years (incoming and outgoing mobility), The number of professional, administrative, and technical staff who are involved in providing student support for the study program and their CVs, Structures and procedures for appeals and complaints for the study program, Licenses of all the software that the students and lecturers use, Financial plan of the study program for the next five years, Academic staff evaluation reports / KPI for Academic Staff, Article in the Statute on students representation, Changes in the study program / syllabus if any in the last three years, Links to online study resources purchased by the faculty or donated to the faculty, Report from units on monitoring effectiveness and relevance of infrastructure and resources / surveys on student usage of infrastructure and satisfaction (if available), Agreements or contracts with external organizations/employers that provide appropriate learning environments for practice, Documentation of guidelines or policies for organizing student practice, Samples of student activity reports or records documenting their practical work, Signed cooperation agreements, contracts, or memoranda of understanding (MoUs) with external organizations/practical training units, Statistical data on indicators, including grade distributions, progression and completion rates for the programme, Surveys and reports on data collected from students, graduates and employers, Data on student employment in the last three years, if any, Data on the number of students and professors who have benefited from international collaborations and Erasmus programs in the last three years, Reports or minutes from meetings discussing the evaluation and adaptation of teaching methods, Surveys or feedback forms collected from students and instructors on teaching effectiveness, Policies or strategies for accommodating part-time students, international students, and students with disabilities, Examples of flexible scheduling, modular course design, or alternative modes of delivery (e.g., online learning platforms), Documentation of the technology and digital tools used for course delivery (e.g., learning management systems, video conferencing platforms, simulation tools), IT support policies and training provided to faculty and students on the use of technology, Examples of graded assignments or evaluations with written feedback provided to students, Evidence of timely feedback policies, such as timelines for returning graded work, Records or systems (e.g., learning management system logs) showing when feedback is provided to students,

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Examples of assessment tasks (e.g., exams, projects, assignments) designed to measure specific learning outcomes, Sample graded assessments illustrating how criteria were applied to evaluate the achievement of learning outcomes, Evidence of workload calculation for each course/module, including the estimated hours for lectures, independent study, assignments, and assessments, Documentation of participation in research or consultancy projects (e.g., project descriptions, funding agreements, or reports), Policy documents or guidelines outlining national requirements for publication and promotion for academic and scientific programs, Information about journal rankings, impact factors, or other quality indicators for publications (e.g., Scopus or Web of Science indexing).

- Received documents: 1. Employers' surveys on the necessary competencies in the labor market (link), Analyses carried out in cooperation with the stakeholders on the program, Examples/proof of the improvements based on the stakeholder feedback for the study program, QA reports on evaluating the program, Proof of students, staff, alumni and employers being involved in the monitoring processes of the program and results of their feedback, Answer to question number 5.pdf, Stakeholder questionnaire results and examples of their implementation within the program, Narrative answers, Defined decision-making procedure in relation to the admission criteria, Admission criterias for master's studies, as defined in the Statute of the University of Pristina in the Article 99 paragraph 1 and narrative answers, Academic calendar, Answer to question number 8.pdf, Results of students' progression for the last academic year, Answer to question number 9.pdf, Policy for the transfer or recognition of qualifications gained by other institutions (link), Statute Of The University Of Pristina (Up) Hasan Pristina 2024.Pdf, Regulation for Master's Studies, No. 1334, dated 31.05.2023.docx, Regulation on Academic Mobility of Students at the University of Prishtina 'Hasan Prishtina'.pdf, Regulation on Quality Assurance English.pdf, Regulation for the recognition of ECTS credits, Answer to question number 11.docx, Proof of analyzing feedback from national and international students and proof of proper actions conducted, Number of students enrolled in the study program participating in international mobility for up to three months and more than three months in the period of the last five years (incoming and outgoing mobility), Answer to question number 12.docx, The number of professional, administrative, and technical staff who are involved in providing student support for the study program and their CVs, Answer to question number 14.pdf, Structures and procedures for appeals and complaints for the study program, Answer to question number 15.pdf, Licenses of all the software that the students and lecturers use, Answer to question number 16.jpg, Financial plan of the study program for the next five years, Information is described in the Study program- report, pages: 66 and 67, Academic staff evaluation reports / KPI for Academic Staff See the answers in the link below, Quality Assessment Report and Recommendations for Quality Improvement.pdf, Available

link in the SER, STD 4.1, p. 28 level.
<https://www.unipr.edu/desk/inc/media/D43F0754-CA4F-4ADF-8A9E-906CE0BEF9C4.pdf> , Answer to question number 19.pdf, Article in the Statute on students representation, Article 22, 62, 170, 171-175, Links to online study resources purchased by the faculty or donated to the faculty See the answers in the link below.
<http://bibliotekadigjitale-ks.org/dashboard>,
<https://drive.google.com/drive/folders/0Bxeq-XV-U8mhU19XTUx3cEhMbVU?resourcekey=0-FBxK6cZwTO1f60-SL2WCvQ>,
 Agreements or contracts with external organizations/employers that provide appropriate learning environments for practice, Documentation of guidelines or policies for organizing student practice, Samples of student activity reports or records documenting their practical work, Answer to question number 26.pdf, Signed cooperation agreements, contracts, or memoranda of understanding (MoUs) with external organizations/practical training units, Answer to question number 27. A (1).pdf, Answer to question number 27B.pdf, Answer to question number 27C.pdf, Answer to question number 27D.pdf, Statistical data on indicators, including grade distributions, progression and completion rates for the program, Data on the number of students and professors who have benefited from international collaborations and Erasmus programs in the last three years, Reports or minutes from meetings discussing the evaluation and adaptation of teaching methods, Answer to question number 32.pdf, Surveys or feedback forms collected from students and instructors on teaching effectiveness See the answers in the link below, Answer to question number 33.pdf, Policies or strategies for accommodating part-time students, international students, and students with disabilities, Answer to question number 34.docx, Answer to question number 34.pdf, Examples of flexible scheduling, modular course design, or alternative modes of delivery (e.g., online learning platforms), Answer to question number 35A.pdf, Documentation of the technology and digital tools used for course delivery (e.g., learning management systems, video conferencing platforms, simulation tools), Answer to question number 36.pdf, Answer to question number 37.pdf, Examples of graded assignments or evaluations with written feedback provided to students, Answer to question number 38.pdf, Evidence of timely feedback policies, such as timelines for returning graded work, Answer to question number 39.pdf , Article 19-24, Records or systems (e.g., learning management system logs) showing when feedback is provided to students Answer to question number 40.pdf, Examples of assessment tasks (e.g., exams, projects, assignments) designed to measure specific learning outcomes, Answer to question number 41.pdf, Sample graded assessments illustrating how criteria were applied to evaluate the achievement of learning outcomes, Answer to question number 42.pdf, Evidence of workload calculation for each course/module, including the estimated hours for lectures, independent study, assignments, and assessments, Answer to question number 43.pdf,

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Documentation of participation in research or consultancy projects (e.g., project descriptions, funding agreements, or reports). Answer to question number 44.pdf, Policy documents or guidelines outlining national requirements for publication and promotion for academic and scientific programs, Answer to question number 45.docx, Answer to question number 44.1.pdf, Answer to question number 442.pdf, Information about journal rankings, impact factors, or other quality indicators for publications (e.g., Scopus or Web of Science indexing) <https://gzk.rks-gov.net/ActDetail.aspx?ActID=88176>, <https://masht.rks-gov.net/wp-content/uploads/2022/05/1-2017-ua-per-publikime-dhe-botime-shkencore-rotated-1.pdf> , Examples of research outputs involving students, such as co-authored publications, conference presentations, or project reports, Answer to question number 47A.pdf, Answer to question number 47 B.pdf, Strategic plans or initiatives promoting research-based teaching and student participation in research.

Criteria used for institutional and program evaluations

- Accreditation Manual (File No. 1, Article 24, page 36-50: Re/accreditation of Higher Education Institutions)
- Instructions for experts (“Must read first” document”)
- Programme Template of the External Review Report
- Programme Compliance calculation

Site visit schedule

Programme Accreditation Procedure at UP Faculty of Philology	
Programmes:	French Language and Literature, MA, 60 ECTS (Re-accreditation)
Site visit on (hybrid):	10 December 2024
Expert Team:	Dr. Thomas Wulstan Christiansen Dr. Anida Kisi Nino Alavidze, PhD Student
Coordinators of the KAA:	Arianit Krasniqi, Director of Department for Evaluation and Accreditation Ilirjane Ademaj Ahmeti, KAA Officer

Site Visit Programme

Time	Meeting	Participants
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09:00 09:50	– Meeting with the management of the faculty where the programme is integrated	Abdullah Rexhepi, Dean Isa Sulcevc, Vice Dean Milote Sadiku, Vice Dean Remzije Hoxhaj Shahini, Vice Dean
09:55 10:40	– Meeting with quality assurance representatives and administrative staff	Besnik Loxha, Head of Office of Academic Development and Quality Mimoza Hasani Pllana, Academic Development Coordinator/ Faculty of Philology Emanuel Gjoleka, Secretary of the Faculty of Philology Ardita Kastrati, officer at Academic Development and Quality Office
10:45 11:45	– Meeting with the program holders of the study programme French Language and Literature, MA	Prof.Teuta Blakqori
11:45 12.45	– Lunch break	
12:45 13:15	– Visiting facilities	
13:15 14:00	– Meeting with teaching staff	Prof.Nerimane Kamberi (head), prof.Bade Bajrami, prof.Avdi Visoka, prof.Valbona Berisha, prof.Lendita Gjokolli, prof.Krenare Luma, prof.Albana Gashi
14:05 14:50	– Meeting with students	Natyra Berberi, Liridona Gashi, Arjan Tërshani, Qendresa Azemaj,
14:55 15:40	– Meeting with graduates	Fjolla Korenica, Arbesa Morina, Venera Maloku, Alfred Buçaj

15:45 15:40	– Meeting with employers of graduates and external stakeholders	Mrs. Zejnepe Hysenaj (School director), Mrs. Erda Maliqi (Call Center -Speex Manager), Mme. Emeline Bandin (Institut français)
15:40 15:50	– Internal meeting of KAA staff and experts	
15:50 16:00	– Closing meeting with the management of the faculty and program	Abdullah Rexhepi, Dean Isa Sulcevcic, Vice Dean Milote Sadiku, Vice Dean Remzije Hoxhaj Shahini, Vice Dean

A brief overview of the programme under evaluation

The Faculty of Philology was established under the Law for the Establishment of the Faculty of Philology in Prishtina No. 011-83/88, dated December 22, 1988, and registered on December 9, 1988 (registration document No. 861/88). Its origins go back to the 1960/61 academic year, when the Chair of Albanian Language and Literature was founded within the Faculty of Philosophy in Prishtina. Over time, additional language programs were established, including the Chairs of French Language and Literature (1971) and German Language and Literature (1992/93). Following the 1973 statute, the Faculty transitioned to a departmental structure, ultimately becoming an independent entity in 1989 under its current name.

The Faculty of Philology is located on the central University campus rr. Xhorxh Bush, nr. 31, adjacent to the Rectorate of UP and National Library.

The Faculty of Philology operates as an academic unit of the University of Prishtina, offering programs in philological sciences. These include national sciences (Albanian language, literature, and culture), foreign languages, literatures, and cultures (e.g., English, German, French, Italian, Turkish, Arabic, Persian, and Croatian), as well as journalism and communication sciences. The Faculty's mission aligns with UP's overarching goals, focusing on:

- Enhancing the quality of higher education teaching.
- Advancing scientific-research activities in philology.
- Preparing students for the labor market.

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- Supporting the integrated development of students and staff.
- Efficiently utilizing financial resources.
- Strengthening collaborations with institutions and the economy.
- Expanding partnerships with national, regional, and international higher education institutions.
- Promoting project-based cooperation with local and international organizations.
- Integrating technology and innovation into teaching and research.
- Complying with European Higher Education Area standards.

The Faculty's curricula, syllabi, academic staff CVs, administrative services, and additional information are accessible on its website: <https://filologjia.uni-pr.edu/>. The centralized Students' Electronic Management System (SEMS) facilitates efficient institutional communication.

The Faculty actively participates in international cooperation and scientific projects, as outlined in its medium-term development plan and accompanying documentation. Its partnerships and initiatives underscore a commitment to quality education and research aligned with European standards.

Established over 50 years ago, the French Language and Literature Department prepares students for careers in teaching, translation, research, and coordination of Francophone centers. It offers:

- **BA Program:** Four years (240 ECTS)
- **MA Program:** One year (60 ECTS), designed to meet requirements for teaching in secondary schools in accordance with Kosovo's education laws. The program also provides pathways for employment in translation, public institutions, NGOs, and doctoral studies.

The MA program consists of obligatory and elective subjects:

Obligatory:

- Comparative literature (5 ECTS)
- Francophone literature (5 ECTS)
- Glottodidactics (5 ECTS)
- Scientific research methodology (5 ECTS)
- Semantics (5 ECTS)
- Text analysis (5 ECTS)

Elective:

- Comparative Phraseology (5 ECTS)
- Contrastive Grammar (3 ECTS)
- Intertextuality studies (5 ECTS)

- Literature and cinematography (3 ECTs)
- Psycholinguistics and methodic of foreign language teaching (5 ECTs)
- Selected Author 1 (5 ECTs)
- Selected Author 2 (3 ECTs)
- Teaching French literature (3 ECTs)
- Text Grammar (3 ECTs)
- Translation and media (5 ECTs)

At present, the MA program has an academic staff of seven: six professors and one teaching assistant (all full time).

PROGRAMME EVALUATION

The programme evaluation consists of 7 standard areas through which the programme is evaluated.

1. MISSION, OBJECTIVES AND ADMINISTRATION

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

The content and structure of the study program are in line with the institution’s/academic unit’s mission and strategic goals and it is publicly available. As described on the university website.

As outlined on the University of Pristina's (UP) website [<https://www.uni-pr.edu/page.aspx?id=2,47>] “The mission of the university is based on the aspirations of the country's citizens through quality assurance in higher education, academic, scientific, and artistic development, or disciplines of national interest for the Republic of Kosovo.” French is an important language both in Europe and worldwide. Since 2014, Kosovo has been an associate member of the Organisation internationale de la Francophonie (OIF). UP is the only HEI nationally offering a Master’s program in French, a level which is necessary for professions involving French Language and Literature (e.g, state school teachers), and for students wishing to embark on academic and scientific research in the fields of French Language and Literature studies, as well as being useful in related fields, such as general and theoretical linguistics, comparative linguistics and comparative literatures.

Furthermore, the program's mission, as described in the SER, aligns fully with the mission of UP, as outlined in its Statute [<https://uni-pr.edu/desk/inc/media/661032D5-33DD-4CD6-B20F-BFE0AB89FB98.pdf>].

Study programs are approved through a multi-tiered process, beginning with the 1) Studies Commission at the faculty level and 2) the Faculty Council before 3) advancing to the central Studies Commission, the 4) University Senate, and lastly to the 5) AAK (Accreditation Agency of Kosovo) for accreditation. This five-stage process fosters academic quality and adherence to institutional goals.

The study program recognizes the specifics of the HEI's position in the target geographic and/or research area.

UP is the largest and longest established HEI in the Republic of Kosovo, with all the accompanying prestige that this entails – see mission statement “To act as an institutional and leading center for the advancement of knowledge, creative ideas, and science in the higher education system of Kosovo” [<https://www.uni-pr.edu/page.aspx?id=2,47>]. According to the Self Evaluation Report (SER) (p.2) submitted by the Faculty, the Faculty runs “8 BA programs: The Albanian Language, The Albanian Literature, The English Language and Literature, The German Language and Literature, The French Language and Literature, The Turkish Language and Literature, Orientalistics and Journalism. There are four MA programs in total: Albanian Language, Albanian Literature, English language and Literature and German Language and Literature.” It can be concluded that this is an institution where students come to study a wide range of languages, literatures, and their practical applications. It is sited in the Kosovo’s capital city where many international institutions are represented (e.g. missions like UNMIK, EUR-Lex), and many countries (not least other members of the OIF) have embassies, consulates, and national agencies promoting their language and culture (e.g. the Institut Français).

The intended learning outcomes of the study program are in line with the institution’s/academic unit’s mission and strategic goals and they are publicly available.

“The Master of French Language and Literature program is conceived as a broader qualification of basic bachelor studies, thus offering students the opportunity to expand and deepen their academic knowledge and skills in order to be able to face the theoretical and practical problems of the profession and to continue their studies in the next cycle, in doctoral studies.” [<https://uni-pr.edu/page.aspx?id=2,156>]. Graduates of this program are able to become Albanian-French (and vice versa) translators both general or specialised (i.e. literary); teachers of the subjects in state schools); and / or become doctoral students at the same institution (for both of which a Master’s degree is a requirement)., elsewhere in Kosovo, or further afield. The program's mission, as described in the SER, aligns fully

with the mission of UP, as outlined in its Statute [<https://uni-pr.edu/desk/inc/media/661032D5-33DD-4CD6-B20F-BFE0AB89FB98.pdf>].

The delivery of the study program is supported by a needs analysis conducted by the higher education institution/academic unit of the higher education institution (employment perspectives, demand for the programme by potential students, etc).

As regards needs analysis, it would seem that the study program has availed itself only on a very basic measure of the latter aspects. In the SER (p.16), it limits itself to the following statement "Based on the needs of the market and the capacities of the institution, the Department of French Language and Literature, in order to ensure an effective and interactive process of teaching and learning, constantly decides on the number of no more than 20 students who can register the studies Master's level. Consequently, the group of students is such as to ensure an effective and interactive teaching and learning process." It does not state how or where, it has carried out anything more than an unstructured, informal, needs analysis or who else (outside the French academic unit and its students, prospective, current or past), were involved and engaged in this process.

The study program is justified by the higher education institution through a rational argumentation of the optimal number of students it intends to enroll.

Due to the fact that most, if not all, of the MA students are recruited from the BA program at the same institution, then numbers are determined by the numbers that the latter program attracts. On their visit, the ET was informed that the BA program currently has around 23 students, and the MA a dozen regular attendees, more or less. The MA program may benefit from attracting more students from BA programs at other HEIs both in Kosovo and abroad, as this would not only increase student numbers but, at the level of student intake, open up the study program to outside influences and new perspectives.

Facilities and equipment dedicated for the implementation of the study program are capable to cater for the number of students intended to be enrolled.

Seeing that the program aims to cater for no more than 20 students, the Facilities and equipment dedicated are capable of catering for the entire intake. The university has large premises with numerous classrooms and opportunities to expand further when some faculties and departments will be shortly moved out of the premises that are currently shared with the Faculty of Philology. Furthermore, in the same building that the program has classrooms and facilities (on the floor below) there is also a modern, spacious room, serving as a French resource centre run under the auspices of the Agence universitaire de la Francophonie (AUF).

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

The study program is subject to written procedures and mechanisms to address plagiarism, academic dishonesty, and other forms and types of discrimination. (for example, Code of Ethics, Ethics Committee, Student Ombudsman, appropriate software).

The Faculty of Philology at UP operates under an array of regulations and procedures designed to ensure academic integrity and ethical behaviour in all its activities. Key documents related to these policies are publicly accessible, and staff and students are informed about their contents. Internal regulations, as well as other rules governing relations between faculty members and students, are available on the university's website [<https://fshmn.uni-pr.edu/desk/inc/media/20B5F3C0-1F31-4DA7-ACEE-F549F01A0654.pdf>]. The University website also has a page in the student section dedicated to “Prevention and protection from sexual harassment and bullying” [<https://uni-pr.edu/page.aspx?id=2,58>]. The current University Code of Ethics does not include the figure of a Student Ombudsman or anything similar. The University Strategic Plan 2023-2025 does however identify as an objective [5.2.5] “Further strengthening the Ethics Council to investigate and resolve cases of academic misconduct and creating a dedicated team to assist whistleblowers throughout the reporting process.”

The Ethics Commission, established by the University Senate, provides recommendations to the Senate and the Rector on matters of academic integrity and oversees the conduct of teaching and research. Disciplinary commissions at the faculty level discuss and deal with specific issues as they arise.

During the visit, the ET asked the students present if they had ever witnessed or experienced anything that they considered unfair. None said they had. They were then asked if they felt free to complain if there was anything they were not happy with, which they said they did.

To combat academic misconduct and to make students aware of the issue, students are required to sign declarations of originality for their Master's theses, and syllabi explicitly address issues of fraud and plagiarism, both of which are punishable offences.

There is evidence that the study program implements the procedures that especially define what happens with the outcomes of the anti-plagiarism software and the exact process that students, academic staff, and administrative staff, must follow.

A special program for checking plagiarism is in force at the University level. According to the Strategic Plan 2023-2025 [Specific Objective 4.4] by 2025, “The anti-plagiarism system is used 100% for theses and 25% for assignments” What happens in the event of plagiarism being detected, and to what specific degree, is not currently specified.

In the SER (p.68) (Recommendation 5 from PLAN FOR IMPLEMENTATION OF RECOMMENDATIONS FROM THE EXPERT EVALUATION FOR THE YEAR 2022), it states that “Detecting a third-party work is an every-day commitment of all the staff, made sometimes easy considering the number of students (knowing everyone’s level and skills) and the languages (English-french-albanian [sic]) used in writing, making transparent the authorship of the submitted work.”

Since 2022, generative AI based on LLMs has become commonplace, and academic staff will need to take the matter more seriously, and more systematically. This is something partially acknowledged in the SER (p.16). They can no longer rely too much on their own intuition of what a given student is capable or incapable of, especially given the rapid development of AI tools that can be prompted to by-pass conventional plagiarism checks. Furthermore, in the event of appeals, one imagines that objective criteria for identifying malpractice and plagiarism will need to be presented to any adjudicating panel.

Ethical standards are in place governing teaching and research of the study program, and all students, lecturers and other stakeholders are acquainted with them (for example, minutes of the Ethics Committee meeting, HEI informs students via student packages, student handbooks, statistical data about the use of anti-plagiarism software, syllabuses containing information about ethical standards).

The University has a Code of Ethics (“Code of Ethics for the Academic Staff of the University of Prishtina ‘Hasan Prishtina’”), dated 2013, which is published on the University website [<https://uni-pr.edu/desk/inc/media/0CB91AB7-5769-499A-A49C-3DD9499F2977.pdf>]. In the SER (p.27) it is also stated that “Support and information is provided on professional ethics and the behavior expected of staff members, including academic integrity, relationships with students, and other ethical responsibilities they must bear.” How far students are acquainted with ethical standards is not clear. There are no specific documents such as handbooks for students available on the university site nor is there statistical data about the use of plagiarism software.

Mechanisms for monitoring any potential unethical behaviour of students, lecturers and other stakeholders involved in the study program are efficient, regularly implemented and disseminated among all relevant groups (example or proof of how higher education institution solves the case of unethical behaviour or conflict, anonymized decisions of the Ethics Committee about certain cases).

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According to the SER (p.16) “Mechanisms for monitoring potential unethical behavior of students, lecturers and other stakeholders involved in the study program are efficient, regularly implemented and distributed to all relevant groups. For each violation, there are minutes of the meetings of the Ethics Committee, as well as the decisions made, which are made public.” Where these minutes are available is not specified, whether they are published (which may require redaction for reasons of privacy), or whether they are only available on request is unclear.

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

The information management system includes relevant, updated and reliable information. Furthermore, concrete action plans are in place to monitor the implementation of the study program).

Program completion and course performance reporting are managed via the Electronic Student Management System (SEMS) which is managed centrally by the University. Self-assessment is an ongoing process conducted through regular department meetings and faculty-level discussions. Annual reviews compare expert recommendations from accreditation processes against data collected from course evaluations, ensuring continuous improvement. The document entitled “Developing a Module for managing and monitoring the quality of teaching within the SEMS” [<https://fiek.uni-pr.edu/desk/inc/media/77FE2571-9547-47B1-A2A7-128DF067E36D.pdf>] focussing on digitalised course-evaluation through students listing the various documents in this area of Quality Assurance that have been developed at UP, shows what measures are being implemented currently, describing also the legal rules that will shape the assessment procedures in the near future.

Ethical norms and government policies with respect to data protection and the privacy of the students are considered for the delivery of the study program.

According to the SER (p.17) “Ethical norms and government policies regarding data protection and student privacy are taken into account for the realization of the study program. With this form of grading in SEMS, where only the professor, IT and management of the Faculty have access, the protection of personal data and the privacy of students is ensured.”

Students and staff of the study program are involved in providing and analysing information and planning follow-up activities.

According to the SER (p.17) “Students and study program staff are involved in providing and analysing information and planning follow-up activities if one is organized in the study program.”

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

All study program activities and operations are subject to a policy and review process that ensures adequate and efficient administrative staff and budgetary support.

According to the SER (p.17) “All study program activities and operations are subject to a policy and review process that ensures adequate and efficient administrative staffing and budgetary support. Policies that include regulations and other by-laws related to the study program, are monitored by the adequate mechanisms of the faculty and university such as: The Quality Assurance Coordinator at the Faculty level, the Vice-Dean for Learning, the Vice-Rector for Learning, the Faculty Council, the Senate and other mechanisms, which for eventual changes take decisions in accordance with their competences. University regulation for quality assurance.”

The study program has sufficient administration to support the teaching and learning needs of students and academic staff.

According to the SER (p.17) “The study program has sufficient administration and administrative personnel to support the teaching and learning needs of students and academic staff.” Currently the faculty has 4 administrative personnel that are assigned to, among other things, the MA French Language and Literature program.

The administrative staff engaged in the delivery of the study program is subject to a professional development plan.

According to the SER (p.17) “Administrative personnel engaged in the realization of the study program are subject to a professional development plan.” The University Strategic Plan 2023-2025, under the heading “Specific objective 5.1. Strengthening the organizational structure and raising transparency and accountability” lists among Planned objectives “Providing feedback and creating individual development plans based on assessment results, including training, mentoring and other resources to address any identified needs for improvement.” (5.1.3).

The management of the HEI proves that administrative staff is structurally involved in professional development programs (for example, language training, etc.)

According to the SER (p.17) “The administrative staff is selected through a public competition and undergoes extensive training. The HEI management proves that the administrative staff is structurally involved in the professional development programs (for example, language training, etc). The administrative staff is structurally involved in the professional development programs with various trainings.” This is another objective identified in the University Strategic Plan 2023-2025 (Strategic Objective no.3, p. 27).

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

The recommendations for improvement of the study program are analyzed and activities and actions on the basis of previous internal and external quality assurance processes are undertaken (for example, action plans and reports on implementation based on recommendations of the expert panels, examples of results achieved based on recommendations from previous internal and external quality assurance procedures).

From the SER (pp. 17.18): “In the meetings of the advisory body, the study committee, etc., the recommendations for the improvement of the study program are analyzed, including the activities and actions that have been undertaken based on the previous internal and external quality assurance processes (for example, plans of action and reports on implementation based on the recommendations of expert panels, examples of results achieved based on recommendations from previous internal and external quality assurance procedures).” The SER (pp. 66-69) includes a copy of “PLAN FOR IMPLEMENTATION OF RECOMMENDATIONS FROM THE EXPERT EVALUATION FOR THE YEAR 2022”

General Assessment of Standard 1: Mission, Objectives and Administration

The MA program in French Language and Literature is administered within the Faculty of Philology at the University of Pristina (UP): a state institution, and Kosovo’s largest and oldest university. The Faculty is almost 40 years old, it being established in 1988. Its origins can be traced back to the academic year 1960/61 and has a long history of teaching and research into foreign languages and literatures. The chair of French Language and Literature was established in 1971. The mission of UP is outlined in its Statute (Article 6): “The University shall be an autonomous public institution of higher education, engaged in academic education, scientific research, artistic work, professional consultancy, as well as in other fields of academic activity. The University shall have the following objectives: 1.1. Act as a leading institutional center for the advancement of knowledge, creative ideas, and scholarship in the higher education system of Kosovo; 1.2. Play a leading role in the educational, scientific, cultural, social, and economic development of Kosovo; 1.3. Assist

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in the process of promoting democratic citizenship; 1.4. Aspire to create and maintain the highest standards in teaching and learning, scientific research, and artistic work; 1.5. Make the most effective use of the resources available; 1.6. Fully cooperate and participate in all activities of higher education at the regional, national, and international level; 1.7. Fully integrate in the European Higher Education Area and the European Research Area and undertake appropriate reform steps required for the accomplishment of this mission.”

This is a broad mission but it can be seen how a program in a foreign language and literature, in this case French, is relevant to each of the objectives above: the study of the French language, of literature in French and more generally of the culture and civilisation of *la Francophonie* can be valuable on so many levels to students and academics in any country, not least Kosovo, not least as regards objectives 1.6 and 1.7.

The program demonstrates a commitment to quality education, addressing societal needs and enhancing professional competencies in the field of French Language and literature.

The program aligns with University of Pristina's mission to advance academic, scientific, and cultural development, serving national interests and supporting Francophone initiatives both in and outside Kosovo, which became a member of the *Organisation internationale de la Francophonie* (OIF) in 2014.

This MA program is the sole provider of French-focused MA-level education in the country, crucial for academic research and professional opportunities related to the fields of French Language and literature.

Strict policies on ethics and academic freedom are in place at the University level to prevent unethical behaviour, though these may need revising in view of the increasing challenges plagiarism prevention and addressing AI misuse: a problem that HEI systems around the world are currently having to deal, and come to terms, with. The way that ethical matters and malpractice are dealt with, and the outcomes of any matters referred to the University Council of Ethics need to be rendered more visible and transparent, not only as deterrents but also as means of raising awareness about the issues involved.

The program utilizes a centralized electronic management system (SEMS) to monitor quality and ensure data privacy, while self-assessment and student feedback contribute to continuous improvement. The administrative resources allocated to professional development opportunities support teaching, learning, and research for the MA program at its current size (maximum 20 students). Focus however needs to be placed on ways of increasing student numbers because at present there seems to be too much reliance on in-house recruitment from the French Language and Literature BA program at the same institution. Recruiting, students from a wider range of sources would not only increase

numbers but also diversify the student intake and broaden the program's perspective, opening itself up to new influences and allowing it to keep pace with the opportunities of the evolving job market for its graduates, and new teaching methodologies, and new lines of research in the field of French Language and Literature, in Foreign Language Teaching, and in Translation Studies.

Compliance level: **Substantially compliant (80%)**

ET recommendations:

1. The course program should look into more systematic, more objective means of needs analysis. Such methods (which might include targeted market research and SWOT analysis, not only questionnaires) would also help with keeping the course program in pace with the times and the jobs market.
2. Steps should be taken to ensure that students are informed about what constitutes plagiarism and other forms of malpractice, not least inappropriate use of AI: all particular problems in the case of second language learning. Furthermore they should know what precise sanctions they will face if they are found guilty, and how they may appeal if they think that they are wrongly accused. *(This recommendation needs to be implemented within the first year.)*
3. In order to ensure the long term growth of the course, efforts should be made to widen the student base and open itself up to students from BA programs outside UP.
4. Methods should be found to publish the minutes of the Ethics Commission (even in a redacted form that protects privacy where necessary) in a systematic manner and readily accessible manner.

2. QUALITY MANAGEMENT

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

The HEI established an internal quality assurance system in line with national regulations, ESG and other international standards.

The University of Pristina has established an internal quality assurance system aligned with national regulations, ESG standards, and international requirements. This includes a Quality Assurance Regulation and compliance with the National Qualifications Framework. *"The QA system is designed to meet national requirements and align with the ESG framework, ensuring its applicability across academic units"* (SER, p. 12) The system demonstrates a structured approach with defined responsibilities, such as the involvement of a Quality Assurance Coordinator.

There is a quality assurance policy covering all aspects related to the delivery of the study program which is publicly available.

The ET notes that the university's quality assurance policy is publicly accessible on the university's website, <https://uni-pr.edu/page.aspx?id=2,73> promoting transparency and stakeholder engagement. This accessibility ensures that all interested parties can review the QA policies and understand the university's commitment to quality as it is stated in SER, p. 14.

Internal quality assurance procedures for the study program are defined by the internal regulations of HEI (for example, quality assurance regulation, quality assurance guideline, etc.).

Internal quality assurance procedures are outlined in the institution's Regulation No. 4/132 (30.12.2016) on Quality Assurance, Regulation on the Evaluation and Utilization of Academic Staff Assessment Results. These procedures cover key elements of program monitoring, evaluations, and improvements (SER, p. 13) and provide a structured approach to maintaining and enhancing the quality of academic programs.

The study program is supported by the institution's/academic unit's quality assurance coordinators who do not have teaching obligations and are in charge of monitoring the study program.

The university employs Quality Assurance Coordinators who are dedicated solely to QA activities without teaching obligations (SER, p. 15). This separation of roles ensures focused attention on QA activities.

The policies and processes of the internal quality assurance system form a cycle for continuous improvement (PDCA).

The QA system integrates a Plan-Do-Check-Act (PDCA) cycle, promoting ongoing improvement: "The PDCA cycle ensures that feedback from surveys and evaluations is systematically incorporated into actionable improvement plans" (SER, p. 16). The University of Pristina integrates these PDCA elements through its structured QA

framework, utilizing stakeholder feedback, KPIs, and formal reviews to sustain and enhance program quality.

There is an adequate monitoring plan for the implementation of the quality assurance procedures for the study program, and all stakeholders are involved in its continuous revision.

Annual electronic surveys for students, advisory board meetings, structured reporting ensure stakeholder involvement in QA. This involvement ensures that the QA system remains responsive to the needs and expectations of its constituents. ET considers that it would be necessary to expand feedback to include alumni and industry stakeholders for a broader perspective.

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

The development of the study program aligns with the institution's/academic unit's mission and strategic goals.

The development of the study program aligns with the institution's mission, focusing on academic excellence and community impact: The program reflects the institution's goal of delivering high-quality education that meets societal needs" (SER, p. 18) This alignment ensures that academic offerings contribute to the university's overarching goals.

The study program underwent an adequate and transparent internal quality assurance process and was formally approved by the designated strategic management bodies of the institution. Its continuous improvement is planned.

The program underwent transparent internal review processes before being approved by the management bodies (SER, p. 20). The process for developing and approving study programs is transparent and adheres to the established quality assurance procedures outlined in the aforementioned documents.

The process for the development and approval of the study program is well-defined and includes internal and external stakeholders, including specific subject experts.

The study program underwent an adequate and transparent internal quality assurance process and was formally approved by the designated strategic management bodies of the institution. Its continuous improvement is planned. The program development process follows established regulations and incorporates feedback from advisory boards and accreditation reports. External stakeholders, including labor market representatives, participate in program evaluations through the Faculty's Advisory Board (SER, p. 21).

Despite the positive collaborative spirit observed by the ET during the site visit with representatives from all categories, there was no clear evidence of how this collaboration has been concretely reflected in the program under evaluation.

Key performance indicators for monitoring the quality of the study program delivery are defined, and the achievement of these indicators is monitored on a regular basis.

Key performance indicators (KPIs) for the study program are clearly defined, regularly monitored, and assessed through surveys and other feedback mechanisms (SER, p. 22). These indicators include Program Accreditation Status, Curriculum Relevance and Rigor, Faculty Qualifications, Student Enrolment and Retention Rates, Graduate Employment Rates, Research Output, and Student Satisfaction. They are integral to the procedures outlined in the aforementioned regulations and form a critical part of the institution's ongoing monitoring activities. KPIs for MA programs are set based on regulations and are regularly evaluated through feedback mechanisms like surveys and advisory board inputs. KPIs are comprehensive, but greater emphasis on graduate employment tracking could strengthen relevance.

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

The study program undergoes regular monitoring to assess its relevance to the needs of society (for example, employers' surveys on the necessary competencies in the labor market, analysis carried out in cooperation with the stakeholders, examples of the improvements based on the stakeholder feedback for the study program).

The SER mentions that the university has mechanisms such as advisory boards and employer feedback processes. However, there is no detailed evidence of regular employer surveys or systematic analyses of labor market needs specifically for the MA French Language and Literature program.

The study program undergoes regular checks to establish whether the estimated workload (ECTS) allocation of students and the defined learning outcomes are achievable, realistic and adequate.

The SER indicates adherence to ECTS allocation and learning outcomes but does not specify a formal process for verifying their realism and adequacy. The absence of systematic evaluations might limit the ability to assess alignment with student capacity and program objectives.

The stakeholders, students, staff, alumni, and employers are involved in the monitoring processes of the study program which also includes questionnaires, focus group discussions, and the results of their feedback on student workload, academic success, resources, employment of graduates, etc.

The SER highlights some engagement with stakeholders but lacks specifics about how various groups (students, alumni, employers) are systematically involved in the monitoring process for the MA program. There is no evidence of structured focus groups or detailed questionnaire results.

The HEI can prove it regularly conducts stakeholder questionnaires (students, staff, alumni, employers, etc.) and includes the feedback into regular study program improvement processes.

There is a lack of evidence that stakeholder questionnaires are conducted regularly or that their feedback is integrated into the program improvement processes.

If the student practice is an integral part of the study program, processes for monitoring and improving the quality of student practice are clearly defined, are continuously implemented, and involve stakeholders' feedback (for example, students, mentors and employers' questionnaires, examples of improving student practice).

The SER does not specify whether student practice is an integral part of the MA French Language and Literature program. If applicable, processes for monitoring the quality of student practice and involving stakeholders are not detailed.

The collected information is analysed and concrete actions are taken to ensure that the program is up to date.

The SER lacks explicit details about the analysis of stakeholder feedback and corresponding actions taken to update the program.

The results of the monitoring processes and the resulting action plans are communicated to all stakeholders and published on the HEI website.

The SER does not provide evidence that monitoring results and resulting action plans are communicated to stakeholders or published on the university website.

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

All policies, regulations and guidelines pertaining to the study program are publicly available.

The university's website offers sections such as "Documents" and "Statute" under the "Quality Development" and "Central Administration" categories. However, specific policies, regulations, and guidelines directly related to the MA French Language and Literature program are not readily accessible.

Information on admission criteria, recognition of qualifications, enrolment quotas, syllabuses, learning outcomes, credits, assessment methods, and final qualification are published.

The university's website provides general information about study programs under the "Academic Units (Faculties)" and "Study Programs" sections. However, detailed information specific to the MA French Language and Literature program, such as admission criteria, syllabuses, learning outcomes, and assessment methods, is not explicitly available.

Information on pass rate, dropout rate, and graduate employment are publicly available and objectively presented.

The website does not provide specific statistics regarding pass rates, dropout rates, or graduate employment for the MA French Language and Literature program.

The publicly available information on the study program is accurate, reliable, objective and is updated on a regular basis.

While the university's website contains general information, the absence of program-specific details for the MA French Language and Literature program may lead to ambiguity. Ensuring that all publicly available information is accurate, reliable, objective, and regularly updated is crucial for maintaining transparency and trust.

General Assessment of Standard 2: Quality Management

Quality assurance is a standard for which ET, in its assessment, is based on SER, on conversations during the site visit, as well as on the review of additional documents and documents on the official website of the University of Pristina.

The University of Prishtina "Hasan Prishtina" (UP) is dedicated to upholding and enhancing quality across all facets of its academic and administrative operations. As a

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public institution, UP's commitment to internal quality assurance is mandated by the Law on Higher Education in Kosovo, the Strategy for the Development of Higher Education, and its own Statute. Quality management at the central level is overseen by the university's management, while at the faculty or academic unit level, it falls under the purview of deans and vice-deans for teaching.

Recognizing the necessity for a contemporary quality assurance system, UP established the Office for Academic Development in February 2007, initially supported by the OSCE Mission in Kosovo. This initiative aligns with the Bologna Process, aiming to meet both national and international standards derived from the Bologna Declaration and encapsulated in the European Standards and Guidelines for Quality Assurance.

UP's internal quality assurance system is structured through formal processes and procedures approved by its highest academic body, the Senate, and the Governing Council. Key mechanisms and instruments at the institutional level include: Senate of the University, Governing Council, University Management; relevant Committees, such as: Quality Assurance Committee, Studies Committee, Central Committee for Doctoral Studies, Publishing Council, Ethics Committee.

Foundational documents facilitating the implementation of strategic quality management policies encompass: Statute of the University (2012), Regulation No. 4/132 (30.12.2016) on Quality Assurance, Regulation on the Evaluation and Utilization of Academic Staff Assessment Results, Regulation No. 2/111 (14.7.2017) on Academic and Student Mobility at UP, Regulation on Procedures for Institutional and Study Program Accreditation (7.02.2020)

All the above regulations and information can be found on the website dedicated to quality assurance and development <https://uni-pr.edu/page.aspx?id=1,73>.

The University of Pristina's Strategic Plan for 2023-2025 prioritizes improving the quality of teaching and learning as its primary objective. This overarching goal includes the following specific objectives: encouraging excellence in teaching through innovative methods, reviewing and enhancing study programs, implementing high standards for institutional and program evaluation, increasing student involvement and engagement, and improving academic performance. For each specific objective, performance indicators and an action plan are outlined (pages 13–18).

The Expert Team (ET) acknowledges the institution's significant efforts to involve students in quality assurance processes. Among the notable practices are the regular implementation of electronic, continuous, and anonymous student evaluations, student representation in

governance structures such as the Senate, and the inclusion of alumni in the Advisory Board, which "helps align the study program with labour market needs" (SER, p. 19).

During the site visit, the Evaluation Team (ET) was informed that the institution is in the process of updating its Statute, which will subsequently lead to changes in the regulations related to quality assurance. ET views this initiative positively, noting that the current quality assurance regulation dates back to 2016, and its revision is both timely and necessary.

Student and alumni engagement plays a pivotal role in ensuring the quality and relevance of the MA French Language and Literature program. While the SER highlights some degree of stakeholder involvement, structured and consistent engagement with students and alumni appears underdeveloped and it needs to be implemented more intensively.

The internal quality assurance system is structured, comprehensive, and aligned with national and international standards, including ESG requirements. The inclusion of mechanisms such as publicly available policies, dedicated Quality Assurance Coordinators, and the PDCA cycle ensures a robust framework for continuous improvement.

The process for program design and approval is transparent and well-defined, with significant contributions from internal and external stakeholders. Key performance indicators (KPIs) are clearly articulated and regularly monitored, ensuring that program quality aligns with the institution's mission and strategic goals. However, there is room for further enhancement in certain areas to maintain and exceed existing quality standards.

To enhance compliance with the specified indicators, the University of Prishtina should focus on improving the accessibility and transparency of information related to the MA French Language and Literature program. By implementing the below recommendations, the university can provide clearer guidance to prospective and current students, thereby supporting informed decision-making and promoting academic success.

Compliance level: Substantially compliant (75%)

ET recommendations:

1. Ensure regular updates to the QA policies to remain aligned with evolving standards.
2. The procedures seem comprehensive but would benefit from an explicit inclusion of periodic external audits to complement internal evaluations.

3. Establish a mid-term review system to evaluate the impact of implemented changes before the next full-cycle review.
4. Enhance engagement with international stakeholders to align with global standards.
5. Conduct annual surveys and bi-annual focus groups with employers, alumni, students, and staff to gather qualitative and quantitative insights into evolving competencies, program effectiveness, and quality improvement.
6. Establish structured collaboration with employers, alumni, and industry representatives to ensure the program aligns with market demands, using their feedback to inform program enhancements. *(This recommendation needs to be implemented within the first year.)*
7. Clearly document how feedback is integrated into program improvement cycles, and publish examples of resulting improvements to showcase responsiveness and transparency. *(This recommendation needs to be implemented within the first year.)*
8. Regularly review student workload and learning outcomes through tailored feedback mechanisms, adjusting them as needed to ensure achievability and relevance. *(This recommendation needs to be implemented within the first year.)*
9. Develop a framework for analyzing feedback and deriving actionable insights, creating an annual action plan based on these insights, and sharing results with stakeholders through appropriate communication channels, including the university website.
10. Ensure proper functioning of the program's webpage, regularly update documents, outline admission criteria, track alumni career progression, and encourage feedback to keep information current and accurate. *(This recommendation needs to be implemented within the first year.)*

3. ACADEMIC STAFF

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

The HEI advertises vacancies nationally and internationally (for example, HEI website, Official Gazette).

The SER addresses this point on p.21. It gives links to a page on the UP website, advertising a “competition for the engagement of external collaborators for lectures and exercises based on the needs of the academic units of the University of Prishtina, for the academic year 2023/24”, which is available only on Albanian. In the meeting with quality assurance representatives and administrative staff, the ET were told that some calls were also published in English. Members of the faculty, whom the ET met, include professors with international backgrounds, and graduates from foreign universities: (e.g. Tehran and Vienna), whereas specifically on the French MA program, from their CVs, four of the professors have studied abroad (2 in France, and 2 in Albania).

The HEI has clear, objective and transparent processes for staff recruitment and employment conditions (examples of completed carried out teacher recruitment procedures, copies of vacancy announcements, the composition of selection committees, reports of selection committees and the decision made by expert bodies).

The SER addresses this point on p.21. Procedures for the recruitment of academic staff are laid out in Article 173 of the UP Statute [<https://uni-pr.edu/desk/inc/media/661032D5-33DD-4CD6-B20F-BFE0AB89FB98.pdf>] Article 227 of the same document specify that “The Central Administration of the University shall be responsible for professional, administrative, and technical matters with regards to: 1.1. Education, scientific research, and administrative work”

The higher education institution has adequate procedures for the selection of the best candidates for each position (teacher recruitment procedures arise from the strategic goals of the HEI and the specific needs of study programs, and they are aligned with the legislation and internal regulations in effect).

The SER addresses this point on p. 21: “This standard [the quality of teaching personnel and transparency in the recruitment process] is grounded in national legislation and internal regulations of the educational institution, thereby ensuring a conducive and fair environment for the recruitment and selection of academic staff.”

Candidates for employment are provided with full position descriptions and employment conditions (for example, HEI internal regulations, Code of Ethics for teachers and students).

SER (p.22) “Candidates for employment are provided with full descriptions of positions and employment conditions. These descriptions include detailed information based on the institution's internal regulations of IAL [HEI] and may be linked to the Code of Ethics for teachers and students to ensure a comprehensive understanding of the duties and responsibilities of the position.”

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

The number and qualifications of academic staff (elected into a grade in an appropriate field and/or area) are adequate for the implementation of the study program and for performing scientific/professional activity at the required level (for example, CV, data on the percentage of courses delivered by full-time academics for the study program, number of teachers with a doctoral degree).

SER (p.23): “In the Department of French Language and Literature, there are currently 7 teachers with a doctoral degree.” In the CVs submitted to the ET, it emerges that all 6 professors and the teaching assistant on the MA program hold PhDs.

The academic staff engaged in the study program do not cover, within an academic year, more than two teaching positions (one full-time, one part-time), regardless of the education institution where they carry out their activity.

There are 6 professors on the program, three of whom teach 3 courses / modules each on the MA program, and the remaining three teach 2 courses.

The Academic staff should not be overburdened. Their engagement should not exceed the norms compared to institutions in Europe in terms of teaching hours and the number of courses.

It emerged from the meeting with the ET that most professors on the MA French Language and Literature program also teach on the BA program. It was stated that, on average professors, teach no more than about 14 hours teaching a week – depending also whether their courses are elective and whether any students elect to do them. None of the professors present stated that they considered themselves overburdened.

At least 50% of the academic staff who are involved in delivering the study program are full-time HEI employees (employment contracts).

SER (p.23) “At least 80% of the academic staff in the Department of French Language and Literature at the University of Prishtina are employed full-time, while 20% are employed part-time.” This was confirmed at the meeting between the ET and academic staff.

For each student group (defined by the statute of the HEI) and for every 60 ECTS in the study program, the HEI has employed at least one full-time staff with a doctoral degree or equivalent title in the case of an artistic/applied science institution.

The concept of *Student group* is not defined in the UP Statute. According to the SER (p. 23), and confirmed by their CVs, all 7 of the study program academic staff hold PhDs. They are all full time. That makes one PhD full time for every 2.86 students.

The ratio of students to full-time academics for the study program is 1:30 and is appropriate for the student's successful achievement of the program's learning outcomes (for example, student-teacher ratio and alterations thereof over time; future plans regarding student-teacher ratio).

With a maximum target of 20 students and 6 professors (all of whom full time) the ratio is 1:3.3.

The qualification of the academic staff engaged in the delivery of the study program is adequate and relevant to the courses they teach (CV; publications; books, etc.).

For the most part, yes. All have PhDs in the relevant areas coupled with many years experience. On some of the individual courses however, in 5 out of the 15 courses (i.e. Text analysis; Translation and media; Francophone literature; Semantics; and Comparative literature) the teaching professor does not have any publications in the specific subject matter. In another two (Scientific research methodology; Psycholinguistics and methodic of foreign language teaching), the same thing could be said, but the courses are more practical. Furthermore, from the professor's CV, it emerges that they do have sufficient academic background and experience. The ET put this point to the Academic staff in the meeting and they replied that in their CVs they only listed publications in SCOPUS or WoS journals, and these did not include their entire scientific output or fields of research interest.

The workload of academic staff aligns with relevant legislation and bylaws, regulations issued by competent bodies, etc.

The SER addresses this point on p.24. In the meeting with the ET, none of the professors present stated that they considered themselves overburdened or complained about their workload

The workload of academic staff enables the appropriate distribution of teaching obligations (including mentoring of students), professional and/or scientific work, professional and personal development, and administrative duties and community service.

The SER addresses this point on p.24. This was also confirmed in a meeting with academic staff, current students, and graduates. All painted a picture of a contented working and studying environment, with lots of engagement on the part of staff. No one declared that they felt stifled or denied the opportunity to progress professionally or academically.

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Sufficient number of qualified mentors are employed who provide guidance to students enrolled in the study program (for example, mentors who support students in learning and progress as well as in mentoring the final thesis).

There is one teaching assistant for the current 13 or so students who attend the program who, as well as teaching, performs a variety of tasks to assist the students.

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

The teacher advancement procedures engaged in the study program are transparent and objective (examples of completed carried out teacher recruitment procedures, copies of vacancy announcements, the composition of selection committees, reports of selection committees and the decision made by expert bodies).

SER (p.24): “Staff promotion arises from the strategic objectives of the higher education establishment and complies with current legislation and internal regulations.” Recruitment documentation, including calls, and results is available on the UP website [<https://dokumente.uni-pr.edu/>] under ‘competitions’ and ‘notifications’. None of these relate to the French department and it is unclear whether complete minutes of the selection commissions are made public or only available on request. No examples of documentation to recruitment of the French academic staff are included in the SER or elsewhere in the documentation submitted to the ET.

The promotion of academic staff into higher grades is based on excellence and important achievements (national requirements for publishing in WoS and Scopus, teaching activity, international activity in the scientific discipline, high-impact publications, projects, supervision of final thesis, textbooks, feedback from the students, etc.).

The SER addresses this point on p. 26. SER (p.25) states that “The promotion of academic staff at the highest levels is based on many factors that mark their excellence and achievements” These are: 1) Publication in Indexed Journals (WoS and Scopus); 2) Teaching activity; 3) Scientific activity; 4) Participation in projects; 5) Mentoring.

As regards 2), In the SER (p.25), it states “Positive experience and student reviews can be included to demonstrate the candidate's good teaching skills.” An example of student feedback on the University SEMS is provided in the extra documentation requested by the ET but there is no indication of how much weight this example, or any other like it, may (or might) have had on any recruitment process.

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The results of the feedback are taken into account in the advancement and re-appointment of teaching staff and in the renewal of contracts (for example, the evaluation of the staff based on students, management, the colleague's questionnaire and self-evaluation).

SER (pp.25-26): “The evaluation process and taking into account the results in the advancement and reappointment of the teaching staff.” These are: 1) Evaluation by Students; 2) Peer Review; 3) Self-evaluation. Again the system, as presented in the SER, does not seem to be entirely systematic but rather ad hoc in nature.

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

The HEI has an annual operational plan for the professional development of the academic staff engaged in the study program and demonstrates their participation in the development activities.

SER addresses this point on p. 25. In the meeting of the ET with representatives of the faculty, the officer at the academy development and quality office, stated that assistant lecturers must complete 32 hours of training each year at the University's Center for Teaching Excellence (CET).

The management of the HEI proves that all academic staff engaged in the study program is involved in professional development programs (for example, language training, etc.).

From their respective CVs, it emerges that six out of the seven academic staff (course teachers and assistant) have participated in international conferences in the last 5 years (i.e. since 2019). One has been to none. Another four have only been to 1 international conference each. Of the other two, one has only been to 2, and the other, 4. On average, the academic staff of only been to 1.3 (approx.) scientific conferences a year. This is however within the limits set by the Annual operational plan: SER (p.25): “The regulation for financing scientific research helps the staff by giving them the opportunity to participate in scientific conferences, covering *once a year* (at least) the part of the subscription (fee).” Emphasis ours.

As regards, projects, it emerges only two of the staff have participated in international scientific projects, a total of 3 for both, so an average of 0.42 (approx.) for the whole group.

SER (p. 26) “Academic staff are involved in professional development programs, including language training and other activities that enhance their teaching and research skills. The academic staff is actively involved in professional development programs, including

language training and other activities that contribute to increasing teaching and research skills.” Outside in-house training at the UP, from their CVs, one is able to calculate that five of the seven staff have attended training courses in the last 5 years, one of which 5 courses, one 4, two 3, and one 2. This makes an average of 0.5 courses each since 2019 for the whole group.

About language training, the SER states (p.26) “Academic staff are involved in professional development programs, including language training [...]” Notwithstanding this, it can be noted, again from the CVs that they presented, that together the academic staff speak a total of 5 languages other than French, or of course Albanian. However, above B2 level (the absolute minimum required in scientific, academic and professional contexts), only three of them speak English and three speak Serbian / Croat / (Bosnian), which is one of Kosovo’s national languages. One speaks Italian (at B1/2) level, two speak German, but at B1 level or below, likewise for Turkish (which is a minority language in Kosovo). No one speaks Spanish, for example, at any level.

The HEI provides support to all academic staff of the study program in the development of skills related to testing and assessment methods.

There is no specific information in the SER pertaining to if or how academic staff are supported by the HEI in the development of testing and assessment methods, other than reference to UP SEMS. It does mention that “The assessment mechanisms are based on the Bologna Charter and are carried out based on Article 108 of the Statute of the University of Pristina ‘Hasan Prishtina’” (p.34) which implies that the prevalent view at the HEI is that being made familiar with said charter is sufficient support in this respect.

The HEI proves that all academic staff engaged in the study program participates in international activities (such as mobility programs, study visits at foreign HEIs, international projects, sabbatical leaves, networks, etc.), which are relevant to the study program, and academic staff are encouraged and supported by their own HEI in these activities.

SER addresses this point on p.27, highlighting “the good relations established with French institutions, such as AUF, CNRS, French Alliance, etc. These connections enable the department's staff to carry out exchanges with the University of Caen-Normandie, the University of Montpellier, the University of Slovakia, to engage in projects with the University of Tirana, Bulgaria, Romania, and other partner institutions.” The SER (p.34) provides a link to the UP website giving details of the visit by two Caen professors to the program. From the academic staff’s CVs, three of them have been on Erasmus exchanges, one of them to Caen (twice), one to Caen (once) and one to the Charles University of Prague (the latter more than 5 years ago).

The HEI provides evidence that it organizes specific training for its academic staff on the method of preparation and delivery of teaching and assessment and introduces them to the regulations and practices in higher education (for example, ECTS credits, learning outcomes, teaching methods, supervision process skills, assessment methods, etc.).

SER (26) deals with this point on p.26: “Part of the academic staff participates in various trainings for teaching, organized by the University of Pristina and other educational institutions. The staff has access to various trainings such as those from the Francophone Center, the Center for Excellence in Teaching (CET), as well as from higher education institutions in the region and other European centers. (See <https://uni-pr.edu/page.aspx?id=1,142> and <https://uni-pr.edu/page.aspx?id=1,178>). [...] The staff of the Faculty of Philology is also engaged in providing trainings, as trainers in the Faculty of Education, CET of the UP.”

SER (p.27) “The francophone center [UAF] of the University of Pristina has organized a series of trainings for the teachers of the French department with new teaching methodologies and the use of educational technologies. One of the trainings held was the Integration of digital technology with the Opale platform [...]”.

There is no specific information in the SER pertaining to if or how the UP organizes specific training for its academic staff on the method of preparation and delivery of teaching and assessment and introduces them to the regulations and practices in higher education, other than reference to UP SEMS. It may be assumed that as all the staff have been employed at UP for some time that they are familiar with these areas, or know where to find information if necessary.

Newly employed teachers for the delivery of the study program undergo adequate training to strengthen teaching competencies before starting their teaching activity at the HEI.

SER (p.28) “In order to implement the study program, some specifics have been foreseen regarding the training of new teachers: Training for teaching and support: New teachers in the field of French in IAL [HEI] are subjected to specific trainings, which are dedicated to their professional development and the improvement of teaching skills in this field. Trainings covering specific aspects of French language teaching, including innovative methods, general teaching techniques and strategies for building a stimulating learning environment. Specific trainings for newly hired teachers are provided to ensure sufficient knowledge for the beginning of their teaching activity.” On the visit, the ET met the teaching assistant who was taken on full time in 2023. The ET was informed that, in addition to the 32 hour course at the CET, new lecturers can attend the classes of more

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experienced colleagues and also participate in the training offered by both the department and the faculty.

The HEI ensures newly employed staff members undergo adequate onboarding aimed to familiarize them with HEI's standard operating practices, most importantly QA standards and procedures, standards of ethical behaviour, etc.

As regards onboarding the SER (p.28) states: “New teachers are informed about the regulations and policies of the Faculty and the University of Pristina, including administrative matters and other matters related to the daily functioning of the Department. Familiarize themselves with Quality Assurance standards and procedures, including teaching quality criteria, the evaluation process, and standards of ethical behavior. Support and information is provided on professional ethics and the behavior expected of staff members, including academic integrity, relationships with students, and other ethical responsibilities they must bear.” On the visit, the ET met the teaching assistant who was taken on full time in 2023. She was not a completely new acquisition, however, as she had been working part time for UP for the previous 10 years.

The SER also states (p. 28) “In addition to training, new teachers in the French department have the opportunity to receive help and support from senior colleagues or mentors who have experience in the institution. This provides a strong support network and enables the exchange of knowledge and experiences with other colleagues.” There are no completely new staff at the moment, but such a situation as described in the quotation, seems fair given the small size of the MA program teaching staff.

The HEI ensures support to the academic staff in the development of their research programs through different mechanisms as mentoring by senior colleagues, project teams, assistance in developing research proposals, and funding.

The SER addresses this point on p. 28). It has been verified from their CVs, that some (but not all) academic staff do participate in exchanges, and all periodically attend scientific conferences and are also involved in research projects both inside and outside Kosovo.

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

External associates include the latest research, trends and know-how from the labour market in the teaching process.

In the SER (p.28) it states “The external collaborators who teach in the study program have adequate qualifications and work experience for the realization of the study program and

the achievement of the intended learning outcomes.” The external collaborators have generally come from the French Embassy (SER: 29), and also from the *Institut Français*, whose representative met with the ET in the session set aside for employers of graduates and external stakeholders. The call for external lecturers is made every year and interested parties apply, although this year it is not foreseen in the budget this year (see SER: 62). The selection process is designed to select people who include the latest research, trends and know-how from the labour market.

Specific training on the method of preparation and delivery of teaching for external associates from the business sector and/or from abroad are organized. The training also introduces them to the regulations and practices in higher education (for example, with ECTS credits, learning outcomes, teaching methods, and assessment methods).

SER (p.29) “The department, in cooperation with the Francophone Center [AUF], constantly organizes trainings that are attended by external collaborators, on the methods of teaching the French language, the use of different teaching materials and the use of technology in teaching.” This does not mention specifically ECTs, learning outcomes or assessment methods but external associates do not to teach whole courses on the program, so these are not applicable. As for training, new lecturers can attend the classes of more experienced colleagues and also participate in the training offered by both the department and the faculty.

External associates engaged in the study program are encouraged to participate in the supervision of final and graduation theses (examples of co-supervision).

SER (p.29) “The department encourages external collaborators (French lecturers) to engage in the supervision of students' work, helping to prepare and evaluate Francophone seminar papers and projects.” The external collaborators come from the French Embassy (SER: 29) and *Institut Français*, being mainly native speakers of French, are a valuable asset especially for the language / culture part of the course program.

The workload and expectations from the external associates are clearly agreed to ensure that the teaching is performed on high quality.

SER (p.29): “The French Department ensures that the workload and expectations for external collaborators are clear and appropriate according to the study program specifications and regulations. Lecturers and interns who come as assistance from the Embassy of France facilitate cooperation and ensure quality teaching.” It is assumed that, seeing as this is an arrangement directly with the Embassy, workload and expectations are realistic and clearly defined and that the people sent by the Embassy are, as representatives of France, of a high quality

General Assessment of Standard 3: Academic Staff

The recruitment processes of academic staff align with national legislation and internal regulations, ensuring transparency and objectivity. Vacancies are advertised nationally and internationally, with detailed position descriptions provided to candidates.

The academic staff are well-qualified, with all members holding PhDs in relevant fields. The teaching load is manageable, allowing staff to balance teaching, research, and administrative duties effectively. The program meets student-to-teacher ratio standards, providing a supportive learning environment.

Institutional support is provided by the HEI for professional development, including training in teaching methodologies and participation in conferences and international exchanges. However, increased participation in Erasmus programs, scientific conferences, and language training is recommended to enhance staff competencies.

The French Department is actively engaged in international scientific conferences and hosts various events celebrating Francophonie and French culture. Initiatives such as establishing the University Francophonie and collaborating with the French Embassy, the Francophone University Agency (AUF), and the Association of Professors of French in Kosovo (APFK) enhance the department's educational activities.

Procedures for staff advancement are to a degree transparent and based on excellence, including teaching performance, publications, and project involvement. However, systematic implementation of feedback mechanisms in promotion decisions is encouraged.

External collaborators, primarily from the French Embassy and *Institut Français*, bring valuable expertise to the program. They are involved in teaching and project supervision, though budget constraints may limit their participation.

The program administrators are encouraged to strengthen professional development opportunities, enhance international collaborations, and expand support for academic staff in assessment methods and broader language training.

Compliance level: 80 % (Substantially compliant)

ET recommendations:

1. Increase the number of Erasmus visits, training, and attendance at scientific conferences for all academic staff. (*This recommendation needs to be implemented within the first year.*)

2. More language training, particularly in English (but also German / Italian / Spanish), which would assist internationalisation beyond *La Francophonie* and participation in international projects, also involving the teaching of other languages and literatures (e.g. English or other Romance ones).
3. More support should be given by the HEI to the academic staff regarding training in assessment methods. (*This recommendation needs to be implemented within the first year.*)

4. EDUCATIONAL PROCESS CONTENT

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

The study program's intended learning outcomes are aligned with the institution's/academic unit's mission and its strategic goals (proof of alignment of each intended learning outcome with the mission and strategic goals of the higher education institution).

The study program is aligned with UP academic mission as published on its website [<https://www.uni-pr.edu/page.aspx?id=2,47>] and with that of the Faculty of Philology, its constituting a standard course in language and literature, in this case, French / Francophone.

The intended learning outcomes are aligned with the general goals and objectives of the study program (proof of alignment of each intended learning outcome with the stated goals and objectives of the study program).

The SER does not distinguish in a systematic way between goals and outcomes. It states “The French Language and Literature study program at the Master's level is a study program which aims to develop cadres, professionally competent and capable of permanent and creative contribution to the educational environment of institutions and scientific research in Kosovo.” (p.14). The SER (p.30) specifies: “The program aims at professional training of students in the field of linguistics, literature and teaching, where at the end of the studies he will have these competencies and will have developed the necessary skills to research, translate and master the teaching profession.” It then lists eight specific descriptors.

Examination of the syllabus of each of 14 constituent courses and its learning outcomes can be seen to align with the aim of preparing students for a career in teaching French language and literature, as a French-Albanian translator / interpreter, or as university researcher in the field of French linguistics or literature.

The program’s intended learning outcomes are written from a student perspective; they describe what a graduate of the study program will know and will be able to do (published and explained on the HEI website).

SER (p.30) “The intended learning outcomes of the program are written from the student’s perspective; they describe what a graduate of the study program will know and be able to do (published and explained on the HEI website).” The same document (p. 30-31) continues “The French language and literature program consists of professional preparation and training based on skills and competencies according to CECR [sic: presumably the CECR: CEFR in English] as well as the realization of the intended learning outcomes with the mission and strategic goals of the higher education institution.” As such, the learning outcomes are written in the form of “can-do statements” designed to describe observable performance rather than abstract competency, which experts agree are more user- (or student-) friendly. They are published in the syllabi distributed to students in the first lesson (SER: 34) and verifiable through the SEMS (SER: 30).

The HEI proves that it used examples of good practices in defining intended learning outcomes (ECTS Guide, 2015)

The SER (p.30) cites the ECTS guide, and gives a (broken) link, but does not state where specifically or how, it has used good practices in defining intended learning outcomes.

Intended learning outcomes are of the indicated level of studies and include the development of generic and specific competencies, and are divided in knowledge, skills, and competences.

SER deals with this point on p.29. Examination of individual course syllabi reveals that they do indeed cover the generic and specific competences and are broadly divided into knowledge, skills, and competences, but this is not clearly signposted as such by using these terms consistently within individual syllabi and across the entire range of syllabi. This undoubtedly causes confusion and indicates a lack of clarity on this point at the conception stage of the syllabi. Eleven of the 16 syllabi (in the “MA silab eng 2024” document submitted to the ET, which are different from the syllabi given in the SER, and containing 2 extra subjects: “Selected Author 1” and “Comparative Phraseology”) talk about knowledge, and 4 about skills. Only one refers to competences.

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Intended learning outcomes are comparable with similar study programs in EHEA, and the mapping of learning outcomes against other programs in EHEA has been performed.

SER (p.34) “The programs of the universities of Tirana, Athens and France (Toulouse) were used as a model for the design of the Master's study plan [http://fgjh.edu.al/?page_id=276] [<https://fr.frl.uoa.gr/les-etudes/niveaux-master-bac-5-et-doctorat-bac-8.htm>]; [<https://www.univ-tlse2.fr/master-etudes-francaises-et-francophones-e2f--386247.kjsp>] But our program is specifically designed according to the Belgian university ‘Ku Leuven’. At this university, excellence in teaching is a priority, the program of which aims or specifically aims for students to take courses or train as university staff in French as a foreign language at a very high level.”

As regards mapping “Comparability of the study program with the University [Ku Leuven] (percentage) 50%” The link in the SER to the Ku Leuven website is broken but a copy is available as Appendix 4 in the SER.

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

The study program’s intended learning outcomes comply with the National Qualification Framework and the European Qualifications Framework level descriptors (study program syllabus and curriculum).

SER (p. 31) “The study program is in line with the National Qualifications Framework and the Qualifications Framework of the European Higher Education Area. This study program belongs to its 7th level, which includes the preparation of students for such study levels. Also, this field of study is in accordance with Erasmus Subject Area Codes (ESAC) points; 15, 15.0, 15.1, 15.2, 15.3, 15.9. The individual components of the program are combined into the order to best achieve the specified objectives of the qualification and provide adequate forms of teaching and learning.” The ET verifies this by examining the study program syllabus and curricula of individual courses and how they relate to one another.

If the study program is delivered at the graduate level, its intended learning outcomes differ from the learning outcomes achieved at the undergraduate level of the study program.

The one-year Master’s program is obviously partly designed as a continuation of the four-year BA program, partly to allow those graduates, who wish to either become state school teachers, PhD students, or specialised translators. The BA program is published on the UP

website: <https://filologjia.uni-pr.edu/desk/inc/media/2EFCF1FA-9B37-4C2C-B93B-9E25FC1A89EC.pdf>.

The intended learning outcomes of the study program are aligned with the level and profile of qualification gained, and they avoid overlapping across different study programs.

The program aligns with an MA level and profile of a high-school teacher or professional translator, as well as with a PhD student ready to undertake original and innovative academic / scientific research.

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

The courses 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.

The sequence of courses in the curriculum is organised in a rational, systematic manner – see Program Table (SER: 35). There is a mix of obligatory and elective subjects, the former providing basic knowledge, skills and competences necessary for all students, the latter providing the individual student to specialise in, or explore for the first time, areas of their choice. For example, in the second semester, Text Analysis is obligatory, but the more specialised related subject, Text grammar, is offered as an option.

The rules defining the order of students' progression through the program courses ensure that the learning outcomes of previously successfully passed courses are sufficient to meet the prerequisites of the next courses in the curriculum.

Looking at the individual syllabi given in the SER (pp. 36-51) and at the Program Table (SER: 35) it would appear that this criteria is met. For example, in the first semester students study “Comparative literature” and then in the second (marked on the table erroneously as the “First semester” – there is also the inclusion of a course entitled “Master Program” which is obviously another typographical error), “Francophone literature”. Learning how to compare the literature of different genres, regional areas and time periods, obviously equips the student with the competences and skills to look at the different literatures in French found around the world.

The core disciplines necessary for achieving the learning outcomes and acquiring competencies in the respective fields are adequately covered by the program courses.

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(mapping of competences on course level against the program learning outcomes has been performed).

The mapping of the competences on the course level would seem to match the program learning outcomes (bearing in mind that few of the syllabi draw a consistent distinction between knowledge, competences and skills). Inevitably, given the wealth and diversity of research in the areas of language, literature, and translation, the curriculum will contain gaps and some notable subjects will be left out. For example, pragmatics (related to semantics), consecutive / simultaneous interpreting (related to translation), or advanced courses on Stylistics or French for Specific Purposes (introduced on the BA program, but still very useful for professional translators). That said, a one-year program of this sort could never aim to cover everything.

The study program is comparable with similar study programs abroad and enables graduate students horizontal and vertical mobility and employability in the European and global market (comparative analysis of the proposed study program in relation to similar accredited study programs in the EHEA).

Within the field of foreign languages and literature, a stable of most conservative universities, this study program is of a standard content and format. In the SER (p.34), it states that the Master's study plan was modelled on the programs of Tirana, Athens and Toulouse universities, but the program was specifically designed on that of 'Ku Leuven' University. This should, in theory, enable graduate students horizontal and vertical mobility and employability in the European and global market.

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

The study program is compatible with prescribed conditions defined in EU Directives. (Mapping of the program content and parameters against the requirements of all relevant directives has been performed).

SER (p.32) "The program is provided through collaborations and agreements reached with other European Universities such as Caen and Montpellier, equipping students with degrees in professions regulated in accordance with EU Directives." This implies that, at some level, mapping has been performed.

The contents of the study program and other aspects of its delivery have taken into account and applied the recommendations issued by professional associations (opinion of the professional chamber, possibility of license examination, etc.).

SER (p.32) “The content of the study program and other aspects of its implementation have taken into account and implemented the recommendations given by the professional associations (opinion of the professional chamber, possibility of license examination, etc).” Kosovan laws relating to education mandate that senior high school teachers hold a master’s degree. This MA program, which includes courses in the methodology and didactics of teaching French as a foreign language, equips graduates for employment in various educational institutions, such as public or private schools. Additionally, graduates of this program can pursue careers as translators, administrators, attachés, or guides both in public and private sectors. The program also provides a pathway for further academic advancement through doctoral studies.

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

The institution has addressed this standard on pages 32-33 of the SER. However, following a review of the master's curriculum and discussions during the site visit, the ET determined that the program does not include professional practice. Consequently, the ET concludes that this standard is not applicable. This issue was also highlighted in the ET's previous report. Since the program neither incorporates professional practice nor allocates credits for internships, the standards in question cannot be applied.

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

The study program is delivered through various pedagogical methods that align with the intended learning outcomes and are adequate for the level of studies.

The study program utilizes a range of pedagogical methods designed to align with the intended learning outcomes and the academic level of students, as outlined in the SER within the course description section (pages 34-50). Each subject employs a specific teaching methodology, tailored to its objectives and content. According to the SER, corroborated by observations during the site visit and discussions with faculty, students, and graduates, the teaching and learning formats include lectures, exercises, presentations, debates, seminars, and tests. Multimedia and IT tools, such as texts, charts, audio-visual aids, audio-lingual resources, computers, and video projectors, are also integrated to enhance the learning process.

Various teaching methods are used that encourage interactive and research-based learning, problem-solving and creative and critical thinking, with clearly defined instructions aligned with the learning outcomes.

The program includes a diverse typology of subjects—linguistics, literature, translation, and didactics—which necessitates the use of varied teaching methods. Activities such as literary and textual analysis, translation exercises, and the development of the master's thesis promote interactive and research-oriented learning, encouraging students to engage deeply with the material and develop critical and analytical skills.

To deliver the study program, teaching methods and different modes of program delivery are continually evaluated and adapted.

The UP website offers a guide for reviewing and revising syllabi <https://uni-pr.edu/desk/inc/media/967F33CB-9DA9-4C1F-AA01-9E837047AC70.pdf>

However, the ET has noted that the SER does not provide evidence of any changes made to the syllabi over the past three years, nor was such information presented during the evaluation process.

Teaching methods are adapted to support a diverse student population on demand (part time students, mature students, international students, students with learning difficulties and disabilities, etc.).

In April 2024, the University of Prishtina inaugurated the Center for Students with Special Needs <https://uni-pr.edu/page.aspx?id=1,246> . The institution provides a service for the support and development of students, where several services are offered, such as: support for students with special needs and students from marginalized groups. In the case of the Program under evaluation, no cases of such students have been reported, but ET finds that the institution provides regulatory and infrastructural conditions for these cases.

The delivery of the study program is ensured through the use of modern technology.

Modern technology in the program incorporates digital tools such as computers, video projectors, online platforms (Sems, Moodle, Kahoot, Opal), multimedia resources, etc. The department is developing a project supported by *Agence Universitaire de la Francophonie* (AUF) in collaboration with the University of Caen, France, to create audiovisual teaching materials.

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

The program clearly describes the relation between the overall intended learning outcomes (knowledge, skills and competences) and the contribution made by each individual module to achieve those learning outcomes.

Expected learning outcomes are outlined in every syllabus presented in the Self-Evaluation Report (SER) (pages 34-50), along with Forms of Teaching and Learning, Assessment Methods, and Passing Criteria. In all courses, the assessment includes the First Assessment, Second Assessment, Attendance at Lectures, Final Exam, and their respective weightings, which are specified in the syllabus. The syllabus is presented to students at the beginning of the academic year and is accessible on the university's platform.

Assessment methodologies which are implemented in the program ensure systematic assessment of individual learning outcomes related to all relevant areas of knowledge, skills and competences as defined in the program learning outcomes (a mapping of assessment methods against the learning outcomes of the study program has been performed).

The grading system and distribution of ECTS credits are outlined clearly, ensuring consistency. The coherence of workload across courses and semesters, as well as continuous assessment, helps students track their progress. However, while this demonstrates a structured approach to student evaluation, the relationship between individual modules and the overall program outcomes remains implicit rather than explicitly described.

The assessment criteria and methods, as well as grading criteria for the study program, are published in advance and all students are informed about it.

The program ensures transparency by publishing evaluation criteria, methods, and grading criteria in advance, and students are informed about them. This indicates a well-defined approach to assessment.

The study program ensures objective and reliable grading of students.

The syllabi demonstrate a combination of continuous and final assessments and include interactive methods such as discussions, individual or group projects, seminar papers, translation activities, and more. The ratio between the final and the ongoing assessment is observed to be balanced.

Students receive timely feedback on the evaluation results that identify their strengths and weaknesses, and if necessary, guidelines for the learning process based on these evaluations.

This aspect was validated through discussions with representatives of professors and students, who independently affirmed that this practice is consistently applied. The electronic evaluation system ensures and mandates the timely delivery of results and feedback.

A functional student appeals procedure for the study program is in place (examples of appeals procedures).

The Self-Evaluation Report (SER) and discussions with students clearly indicated that the appeal procedure is well-regulated and implemented in accordance with the statute. Policies and procedures address cases of inadequate or inconsistent student assessment. Students who fail an exam have the right to retake it up to three times, with the possibility of a fourth attempt upon a justified appeal to the dean. The fourth exam is conducted by a committee of three members appointed by the dean.

Standard 4.8 Learning outcomes are evaluated in terms of student workload and expressed in ECTS. (ECTS 1.2)

Assessment criteria must express what students know and can do as a result of demonstrating the learning outcomes.

The SER (p.35) does not explicitly answer this question. Looking at the individual syllabi (SER: 36-51), it transpires that none give details about this, limiting themselves simply to the percentage of the final mark is allocated to each test (or to attendance).

The workload is calculated and ECTS assigned to all learning activities that lead to the program learning outcomes including the learning outcomes of the program components.

This is done in the SER (pp. 61-64), Appendixes 1-3.

General Assessment of Standard 4: Educational Process Content

The program's intended learning outcomes are aligned with the institution's mission and strategic goals. They are also framed from a student perspective, and designed to meet National and European Qualifications Frameworks. However, the need for clearer differentiation between knowledge, skills, and competencies across syllabi is noted. The program aligns with similar curricula in European universities, ensuring comparability and mobility for graduates.

The curriculum is logically structured with a mix of core and elective courses, enabling students to develop the competencies needed for careers in teaching, translation, or

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research. While as comprehensive as possible within the limits of a one-year 60-ECT program, there is scope for periodic updates to ensure alignment with evolving labor market demands and emerging academic trends.

The program complies with EU directives and Kosovan laws, equipping graduates with the qualifications required for regulated professions such as teaching and translating, while also providing pathways for further academic pursuits.

A variety of pedagogical methods, including multimedia tools, interactive exercises, and research-based approaches, ensures student engagement and skill development. Efforts to accommodate diverse student needs and integrate modern technology are highlighted. Regular updates to teaching methods, especially those associated with new and emerging technology, are recommended.

The program employs transparent and balanced evaluation methods, combining continuous and final assessments. Assessment criteria and grading methods are communicated clearly to students, though further explicit mapping of assessments to program outcomes and detailed descriptions of evaluation criteria in syllabi are encouraged.

ECTS credits are calculated based on workload, but greater detail in syllabi regarding the expected outcomes for specific grades is recommended

Compliance level: Substantially compliant (71.43%)

ET recommendations:

1. Syllabi should be written in such a manner that the development of generic and specific competencies of the intended learning outcomes are clearly indicated, and are divided into knowledge, skills, and competences. In this way, students may see the difference between these concepts in each syllabus and compare them in different syllabi. *(This recommendation needs to be implemented within the first year.)*
2. Standard 4.8 should be met. Syllabi should include assessment criteria for the various tests included in the course, making the student aware of what he/she is expected to know or be able to do to get a given mark.
3. The current program, introduced in 2016, has remained unchanged in terms of content. It is recommended to implement regular and periodic updates to the program's content to align with the evolving competency profiles required by young people to meet labor market demands. *(This recommendation needs to be implemented within the first year.)*

4. The "Course Description" section of the syllabus could be elaborated in greater detail by providing a more comprehensive breakdown of the topics covered over the 15 weeks. This would help clarify the mapping of knowledge and skills offered by the program. *(This recommendation needs to be implemented within the first year.)*
5. Follow a SWOT analysis approach to have a clear picture of the aspects that need to be improved in the program, for example regarding the integration of technology into teaching/learning or new scientific concepts or new subjects that will help make the MA program more competitive and attractive.

5. STUDENTS

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

The requirements and criteria for admission to the study program, as well as the entire processes are defined clearly and comprehensively and they are published (admission criteria refer both to national and international students, national requirements separately for the bachelor and master level, additional assessments of knowledge and skills, etc).

The SER indicates that admission requirements for the study program are published and aligned with national regulations. However, details specific to international students and additional assessments (if any) are not explicitly mentioned. The university's website includes general admission criteria, but there is no dedicated section for the program-specific admission requirements or additional assessments.

Students enrolled in a bachelor study program, possess a high school graduation diploma or other equivalent documents of study (State Matura results) according to national requirements. For a master study program, students must possess a bachelor's degree diploma.

The SER states that bachelor's program applicants must possess a high school diploma and master's program applicants must hold a bachelor's degree, in line with national requirements. However, specific documentation requirements (e.g., State Matura results) are not elaborated. General eligibility requirements for bachelor's and master's levels are mentioned, but there is limited information on equivalent qualifications.

The SER mentions a decision-making process for admissions but does not provide details about the evaluation of prior knowledge or competencies. The admission process is outlined generically without a focus on evaluating candidate competencies.

The SER emphasizes adherence to non-discriminatory policies, but it does not include examples or evidence of how fairness is ensured. The website does not explicitly address how fairness and non-discrimination are maintained in admissions.

The admission process of the study program ensures the selection of candidates with appropriate prior knowledge and competencies (for example, defined decision-making procedure in relation to the admission criteria.)

Procedures for recognizing prior study periods are briefly mentioned but lack detail. The website has limited information on how periods of prior study are recognized or transferred.

The admission criteria and process are consistently applied and fairly applied for all students, and they prevent discrimination.

The SER highlights a centralized student management system (SEMS) for tracking progress. However, there is limited mention of specific support or counseling mechanisms for students facing difficulties. The website does not provide detailed information about counseling or support services for struggling students.

The HEI has adequate procedures for recognising periods of the study.

The SER indicates that progression and completion rates are monitored but does not detail how this data is used to make improvements. There is no visible information about progression or completion rates for the program.

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

A functional system for monitoring students' progress is established and gives assistance and/or counselling to those who face difficulties.

There is no explicit mention in the SER about sharing student progression results with staff or students. No evidence of publicly distributed monitoring results is found on the website.

The study program is subject to regular monitoring of student progression rates and student completion rates. Appropriate actions are taken if necessary.

The SER mentions that the program prepares students for further studies or careers but does not detail the pathways or communicate these clearly. There is limited information on progression possibilities after completing the program.

Results of regular monitoring of student's progression are distributed to staff and students.

The SER references policies for recognizing qualifications from other institutions but does not provide procedural details. The website briefly mentions recognition of qualifications but lacks clear procedural steps or criteria.

The study program clearly defines the progression possibilities in terms of continuation of study or change of study. Students are informed about what they can achieve with their qualifications).

The study program is subject to policies in place for the transfer or recognition of qualifications gained by other institutions.

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

Students enrolled in the study program are regularly informed about the possibilities of international exchange mobility programs.

The SER mentions that students are regularly informed about international exchange mobility programs. It appears that students are provided with information through the University's Office for International Cooperation. The website highlights available exchange opportunities, but more direct visibility on exchange program deadlines and benefits could improve accessibility.

Students enrolled in the study program are supported and stimulated to be involved in international exchange mobility programs (for example, Office for International Cooperation).

The SER states that students are supported and stimulated by the Office for International Cooperation, with guidance offered on application procedures. The website confirms this support but lacks detailed examples of specific initiatives to promote student involvement.

The HEI has regulations for the recognition of ECTS credits.

The SER confirms that the university has regulations for recognizing ECTS credits, with specific mention of how credits are transferred and recognized for international mobility programs. This is a standard process, and details are available.

The HEI publishes information on application procedures and conditions as well as study program admission in foreign language.

According to the SER, the university provides detailed admission information, including the process and criteria for both domestic and international students. The website provides application forms and guidance in multiple languages, making it accessible to international applicants.

The HEI actively attracts foreign students and provides support when studying at a domestic HEI.

The university appears to engage in international recruitment efforts and offers support for foreign students, including guidance on visas and accommodation. The website emphasizes these services but lacks specific details on tailored support for foreign students studying in the program.

The HEI provides courses on foreign language to foreign students.

The SER confirms that foreign language courses are available for international students, which aids in their integration. The website mentions language courses, but it would benefit from more detailed information on the specific language offerings for foreign students.

The HEI collects and analyses feedback from national and international students and takes appropriate measures to improve procedures of international exchange.

The university gathers feedback from students to improve exchange processes. However, the website and SER do not provide detailed insights on how feedback is collected, analyzed, and acted upon.

The HEI provides information on how many students enrolled in the study program participated in international mobility for up to three months and more than three months in the period of the last five years (incoming and outgoing mobility).

This information is not explicitly mentioned in the SER or on the website. Providing data on student mobility would help prospective students assess the global engagement of the program.

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

The number of professional, administrative, and technical staff who are involved in providing student support for the study program are sufficient and adequately qualified.

The SER mentions that the university employs a sufficient number of staff for student support, with roles clearly defined in terms of academic counseling and career planning.

Students are informed about services (information packages for new students, regulations on the study, and regulations on the internal organization etc.) that are publicly available.

The SER outlines that new students receive information packages with all necessary documents, including study regulations. The website also provides information on study regulations, but further clarity could be provided on the services available.

Students enrolled in the study program are provided with guidance on study and career opportunities (for example, tutors, supervisors and other advisers to support student learning and progress).

The SER highlights that academic counselors and career advisors are available for students, and staff members offer guidance through regular consultations. The website mentions these services but lacks detail about how to access them.

Structures and procedures for appeals and complaints for the study program are clearly defined and are transparent to all students.

The appeal and complaint mechanisms are described in the SER. The website also provides information, but further emphasis could be placed on the accessibility and clarity of these procedures.

Students enrolled in the study program are informed about extracurricular activities and the HEI has available funds to support their initiatives (for example, HEI has spaces for sports and recreation, for cultural and voluntary activities).

The university offers extracurricular activities, with information available in the SER. The website confirms the availability of spaces for recreation and cultural activities.

General Assessment of Standard 5: Students

Admission criteria and processes align with national regulations and are publicly available. However, program-specific requirements, particularly for international students and the evaluation of prior competencies, are not detailed. The university's centralized system (SEMS) ensures fairness, but more clarity on non-discrimination practices and recognition of prior studies is recommended.

While student progression and completion rates are monitored, the mechanisms for analyzing and acting on this data remain vague. Counselling and support systems for students facing academic difficulties are mentioned but the processes ensuring their implementation remain unclear and require greater communication.

Students are informed and supported through the Office for International Cooperation for mobility opportunities like ERASMUS+. ECTS credit recognition processes are in place, and language courses are offered for international students. However, the lack of detailed mobility statistics and specific feedback analysis limits the evaluation of global engagement.

Adequate staff resources and structured guidance on academic and career planning are available, supported by information packages for new students. Appeals and complaints processes are defined, though their accessibility could be enhanced. Extracurricular activities and spaces for cultural, recreational, and voluntary initiatives are provided.

Compliance level: Substantially compliant (75%)

ET recommendations:

1. Explore ways to publish program-specific admission criteria, separating requirements for national and international students, and include details on additional assessments and required documentation. *(This recommendation needs to be implemented within the first year.)*
2. Explore ways to define and publish procedures for assessing prior knowledge and competencies, giving examples of assessment criteria.

3. Publish policies ensuring fairness and non-discrimination in admissions, and include a complaints mechanism for applicants.
4. Provide detailed guidelines for recognizing prior study periods, including examples of acceptable credits and procedures. *(This recommendation needs to be implemented within the first year.)*
5. Enhance the monitoring system with alerts for at-risk students and publish information about available academic and psychological counselling services. *(This recommendation needs to be implemented within the first year.)*
6. Regularly publish progression and completion rates, distribute aggregated results, and use these to inform stakeholders.
7. Clearly define pathways for further study or career opportunities, and provide case studies or testimonials from alumni.
8. Increase visibility of exchange opportunities, provide detailed information on international mobility programs, and strengthen promotional efforts. *(This recommendation needs to be implemented within the first year.)*
9. Ensure regulations and admission procedures are easily accessible on the website, and make application materials available in major international languages.
10. Clearly list staff involved in student support services, offer training opportunities for staff, and ensure information packages are easily downloadable and regularly updated. *(This recommendation needs to be implemented within the first year.)*
11. Feature a formalized feedback system for students to share exchange experiences, publishing improvements made based on their input.
12. Provide step-by-step guidance on complaints and appeals, with clear timelines, contact details, and information on students' rights.
13. Highlight extracurricular activities, funding options, and student initiatives with a calendar of events for easy planning. *(This recommendation needs to be implemented within the first year.)*

6. RESEARCH

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

The study program has defined scientific/applied research objectives that are reflected in the research development plan of the HEI (research strategy).

Although the SER does not explicitly state the scientific/applied research objectives of the program, the ET's review of the mission and vision <https://filologjia.uni-pr.edu/page.aspx?id=1,9> of the faculty as the parent unit of the program and of the UP

strategic plan shows that the institution has clear objectives and a development plan (research strategy <https://uni-pr.edu/page.aspx?id=1,49>) for scientific research which also pertains to the program under evaluation.

The implementation of the study program is ensured through sufficient financial, logistic, and human resources provided by the institution for achieving the proposed research objectives.

Scientific research is comprehensively addressed in the regulatory documents of the institution where the program is implemented. These include the University Statute, Regulation No. 465 (dated 02.03.2018), Administrative Instruction No. 1/2018 issued by MEST, the Strategic Development Plan of the University of Pristina, the regulation governing Master's studies, and others. A review of the lecturers' CVs and their documented scientific activities highlights the tangible capacity for conducting research within the program under evaluation.

The study program is subject to clear policies that define recognized research and relate to international standards and established norms in the field of study program.

The study program adheres to clear policies that define recognized research and ensure compliance with international benchmarks in the relevant field of study. Official documents of the University of Pristina outline clear policies and guidelines for recognized research, ensuring alignment with international standards and norms in the field of study. These documents include: Regulation No. 465 (dated 02.03.2018), Administrative Instruction 1/2018 of the Ministry of Education, Science, and Technology, Regulation No. 2/747 (dated 01.10.2019), Institutional Research Strategy.

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

The academic staff research and/or professional activity is validated through scientific and applied research publications, artistic products, technological transfers, consultancy centres, scientific parks and/or professional activity.

The evidence provided, including the Regulation on Scientific Research, the List of Financed Scientific Publications from the University of Prishtina 2023/2024 (<https://uni-pr.edu/page.aspx?id=1,104>), the CVs of academic staff, the list of publications and links to papers, publications in the Journal of the Faculty of Philology "Filologjija," participation of academic staff in national and international conferences, involvement in Erasmus and AUF projects, and membership in the Association of French Teachers, aligns with the

indicator. This demonstrates that the academic staff's research and professional activities are systematically validated and supported through institutional frameworks and resources.

The academic staff publish their work in high-quality scientific or professional publications, research or professional achievements are presented at national and international conferences, they participate in projects as consultants (for example, for academic and scientific study programs, national requirements about publication and promotion purposes must be respected).

The academic staff of the French Language and Literature Department actively contribute to high-quality scientific research, as demonstrated by their publications in journals indexed on the Web of Science and Scopus platforms. They also present their research at national and international conferences and collaborate with external colleagues in collective journals. Additionally, the staff engage in training sessions informed by their research findings and participate in consultancy roles for academic and scientific projects.

The academic staff who are involved in delivering professional bachelor study programs have a minimum master's degree and at least five years of relevant professional activities.

The academic staff involved in the evaluated program includes three professors, three assistant professors, and one lecturer. This composition demonstrates that the indicator is fulfilled.

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

The academic staff engaged in the study program is involved in identifying and capitalizing on its expertise and providing research and development services to the community.

The academic staff at the University of Pristina demonstrates their commitment to community engagement through research and professional activities. Their involvement is evidenced by publications in high-quality journals, consulting roles, and participation in projects that address community needs. The university supports these initiatives through structured activities, such as the publication of university books, fostering the dissemination of research results and expertise to the broader community.

The academic staff engaged in the study program is involved in developing collaborative research arrangements with colleagues from other HEIs from the country and abroad.

From the SER and the site visit it was found active participation by the academic staff in national and international conferences, including collaborations with institutions such as the Academy of Sciences of Kosovo and Albania, University of Pristina, University of Tirana (Faculty of Foreign Languages)) and international (University of Naples, University of Bordeaux, of Bratislava,). This engagement underscores their commitment to fostering collaborative research networks, both domestically and internationally, advancing shared academic goals and innovation.

The teaching staff engaged in the study program is supported to cooperate with local business partners through joint research projects, cooperative strategies for development, and shared use of equipment when it is possible.

While the SER does not provide explicit examples of collaboration with local businesses, the university's support for applied research and consulting projects implies a pathway for such cooperation. Encouraging partnerships with local enterprises could align with the university's objectives for community integration and mutual benefit through knowledge exchange and shared resources.

The teaching staff engaged in the study program is supported and involved in technology transfer and cooperation to transfer knowledge with the industry and public sector.

The University of Pristina's initiatives to promote academic staff publications, both in books and journals, highlight efforts to support knowledge transfer. However, direct involvement in technology transfer with the industry or public sector is not explicitly mentioned in the text. Expanding efforts in this area could enhance the institution's role in bridging academic research with practical applications.

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

Academic staff engaged in the study program are encouraged to include in their teaching the results of their research and information about their scholarly activities relevant to the courses they teach.

Although the SER does not directly address this indicator, a review of academic staff CVs and publication records confirms that their scholarly outputs are closely related to their teaching subjects.

Students enrolled in the study program are engaged in research activities with the academic staff.

While the SER does not sufficiently elaborate on student research involvement, additional documentation reveals cases of joint publications between staff and students. However, the primary engagement comes from seminar paper topics and thesis supervision, which allow students to explore research under faculty guidance.

General Assessment of Standard 6: Scientific Research

The program benefits from clear institutional research goals that guide its academic activities. These goals are supported by comprehensive frameworks, such as the Institutional Research Strategy, ensuring that the program operates within a structured, goal-oriented environment. The academic staff possess strong qualifications and have a proven track record of research outputs in high-impact journals, presentations at conferences, and participation in collaborative international projects. These efforts reinforce the program's scholarly credibility. The program actively fosters collaboration with both national and international partners. This includes partnerships with esteemed institutions and participation in Erasmus and AUF projects, contributing to its global academic presence and community service. Resources provided by the university, including funding, infrastructure, and policies for research, lay a solid foundation for achieving the program's research objectives.

While some students participate in research through seminar papers and theses, broader initiatives to involve students directly in research projects, joint publications, and conferences are limited. Expanding opportunities for active student participation is essential. The program has limited engagement in technology transfer and collaboration with local businesses or industries. Establishing partnerships to apply research findings practically could enhance the program's societal impact and align more closely with labor market demands. Although the broader institutional research strategy is robust, a tailored research strategy specific to the French MA program would strengthen its identity and provide a clear roadmap for future development. Introducing measurable indicators, such as citation counts, H-indexes, or student participation in research outputs, would help assess the program's academic contributions more comprehensively.

Compliance level: Substantially compliant (75%)

ET recommendations:

1. Establish structured mechanisms to ensure all staff members consistently publish in high-impact journals. Introduce regular workshops on academic writing and publishing in collaboration with international partners. *(This recommendation needs to be implemented within the first year.)*

2. Develop a specific research fund to support larger projects and purchase tools or subscriptions for advanced linguistic and literary analysis, such as corpus databases or specialized software.
3. Establish formalized partnerships with public institutions and private industries to enhance the applicability of research. For instance, creating a professional center for translation or cultural consultancy could foster stronger ties between academia and society.
4. Introduce a comprehensive annual research report that includes quantitative metrics (e.g., citation counts, H-index, funded projects) to evaluate and showcase the program's research impact. *(This recommendation needs to be implemented within the first year.)*
5. Design and implement strategies to enhance student engagement in research activities. *(This recommendation needs to be implemented within the first year.)*

7. INFRASTRUCTURE AND RESOURCES

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

The HEI has adequate premises and equipment for performing educational activities and research.

The SER describes the university as equipped with classrooms, a library, and IT infrastructure to support the Master's program. However, the specifics of how these facilities cater directly to the needs of the French Language and Literature program are not well-documented. Research spaces or resources (e.g., access to databases or journals in French studies) are not explicitly mentioned.

The laboratories (if applicable) for all compulsory activities within the curriculum of the study program, wherever the analytical syllabus includes such activities, are well equipped with IT technologies.

The SER does not indicate the presence of specialized laboratories for activities related to the program. IT-equipped classrooms and a language center with projectors and smartboards are mentioned, but their role in meeting analytical syllabus requirements is not clear.

The HEI has adequate software for the disciplines of study included in the curriculum, with a valid license.

The SER doesn't mention the availability or use of licensed software specific to the study program. For a program in French Language and Literature, this could include tools for linguistic analysis, translation, or bibliographic management.

The space, equipment, and entire infrastructure (laboratories, IT services, work facilities, etc.) are fully functional and capable of catering for the number of students enrolled in the program. They support the achievement of the study program's intended learning outcomes separately from other study programs offered by the institution. (panel member tour of the facilities during the site visit to the HEI, information about facilities, ownership documents, the document proving the right to use the premises and equipment in the period of five years, optimal number of students enrolled in the study program with regard to available space, equipment and the number of teachers).

The department reports a controlled student-teacher ratio and adequate facilities like classrooms and smartboards. However, the extent to which these facilities are shared with other programs or dedicated exclusively to the French Language and Literature program is unclear.

Premises and equipment dedicated to the implementation of the study program are adjusted to students with special needs.

The SER does not detail whether premises and equipment are adjusted for students with special needs. Accessibility features like ramps, elevators, adaptive IT tools, and accommodations for visually or hearing-impaired students are not mentioned.

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

Library is equipped with reading rooms, group work rooms and its own book stock according to the courses included in the study program.

SER (pp. 12-13): "The Library of the Faculty of Philology possesses a book fund of about 15,000 units (not new titles) and about 300 doctoral and master theses. [...]. Within the Faculty is also the Austrian library which is provided every year with literature by the Austrian Government." This was verified on the site visit by the ET. The ET was told that the faculty library has a collection of books dating back to the time of the former Yugoslavia, which has grown over the years with donations from schools, cultural

organizations, and authors. Today, it has around 20,000 books and 1,214 doctoral and master's theses. In 2024, about 30 new books were donated. The department has the right to suggest book titles, but their purchase must be foreseen in the central budget. The faculty is also within 300 m of the Kosovo National Library, which students and staff have access to. The AUF resource center within the same building complex as the faculty also has a large independent collection of general reading material and media.

Library and its services are available for extended hours beyond normal class time to ensure access when required by users.

From the library website [<https://library.uni-pr.edu/>], the UP main library is open from 8.00-16.00, and closed at the weekend. This would mostly coincide with normal class time and not extend beyond it.

Library ensures that the number of seats in the reading rooms is sufficient to the total number of students enrolled in the study program.

SER (pp. 13) “The library has a reading room in capacity of 80 seating places as well as a computer room where 20 students can work comfortably.” Verified by on the site visit, with the observation that such spaces are used on a “first come, first served” basis and there are no mechanisms in place to ensure that these library seats and workspaces are exclusively used by students from specific programs or levels of study.

Library must ensure that the number of seats in the group work rooms is sufficient with the total number of students enrolled in the study program.

Group work rooms would include spaces outside but adjacent to the library where students can sit and work individually or together. The areas that the ET were shown were more than sufficient in this respect, with the observation that no mechanisms exist to ensure that these library seats and workspaces are exclusively used by students from specific programs or levels of study.

Library has its own book stock and other electronic resources from Albanian and foreign specialty literature, sufficient to cover the specific courses within the curricula and the needs of all students. The library should represent adequate and recent book titles or specialty courses of recognized publishers.

SER deals with this point on p. 60. Looking at the syllabi it can be seen that only one required students to study texts which were published since 2019. Approximately third (5/16 – excluding “Selected Author 1”) used texts published since 2014 (i.e. ten years old). Of the rest, nine, used books published between 2000 and 2012 (i.e. 24-10+ years old) and on one course, “Constrastive Grammar”, the main text was published in 1969, in terms of

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the constantly changing field of linguistics, this is relatively very old indeed. Modernisation of the library catalogue and the books taught from on courses, especially in more scientific subjects, would seem in order.

Library has a sufficient number of subscriptions to domestic and foreign publications and periodicals.

SER (p. 60) states that the library has a sufficient number of subscriptions to local and foreign publications and periodicals.

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

The HEI ensures that there is a financial plan at the level of the study program which demonstrates the sustainability of the study program for the next five years.

The SER mentions that the university's budget is centralized and students do not pay fees, relying mainly on government funding. While this ensures the sustainability of the study program for the next five years, the report does not provide detailed financial projections at the study program level. The absence of the disaggregated financial data could limit ET ability to assess specific program level fiscal sustainability.

The HEI gains additional sources for funding the study program through national and international projects, and through cooperation with business partners and the local community.

The SER highlights international collaborations and partnerships (e.g., ERASMUS+ agreements, Francophone agencies). However, it does not specify whether these partnerships directly contribute additional funding to the MA program. The engagement with businesses and the local community for funding opportunities is also not elaborated upon.

The HEI uses additional financial resources for study program development and improvement.

The SER suggests that the department invests in staff training, research collaborations, and library improvements. However, there is limited evidence on how these investments directly benefit the development and quality enhancement of the MA French Language and Literature program.

General Assessment of Standard 7: Infrastructure and Resources

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The program has access to an adequate number of classrooms, IT-equipped spaces, and a language center to support educational activities. However, there is a lack of specific resources tailored to the needs of the French Language and Literature program, such as software for linguistic analysis, translation or access to specialized research databases. Specific provisions for students with special needs who enroll in the program are also insufficiently documented.

The Faculty of Philology's library houses approximately 20,000 books and students have access to the Kosovo National Library, which is only 300 m away, and a Francophone (AUF) resource centre in the same building. While library resources are adequate for general use, some outdated course materials and the limited operating hours of the libraries suggest a need for modernization of catalogue and extended access to better support students.

The program is funded primarily through government allocations within a centralized university budget, ensuring sustainability for the next five years. While international collaborations (e.g., ERASMUS+ and Francophone agencies) are mentioned, their direct financial impact on the program is unclear. Additional funding sources from local businesses or the community are not detailed.

In conclusion, it would be advisable to enhance program-specific infrastructure, modernize library collections, extend library hours, and explore diversified funding opportunities to further support the program's development and alignment with contemporary academic and professional needs.

Compliance level: Fully compliant (100 %)

ET recommendations:

1. Highlight relevant research infrastructure, such as language labs and collaboration spaces, and invest in creating or expanding these spaces.
2. Provide a breakdown of IT-enabled facilities used for teaching and research, and invest in updating and maintaining equipment.
3. Acquire and integrate software like translation tools and corpus analysis tools, and provide access to licensed digital resources.
4. Conduct an accessibility audit, implement adjustments for inclusivity, and include accessibility planning in future facility upgrades. *(This recommendation needs to be implemented within the first year.)*
5. Explore ways to enable the faculty library to acquire electronic reading materials and extend its opening hours. *(This recommendation needs to be implemented within the first year.)*

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6. Explore ways to create partnerships for additional funding, develop strategies for funding calls.
7. Explore ways to allocate funds specifically for student-focused initiatives, such as academic mobility programs, extracurricular activities, and enhanced learning experiences. *(This recommendation needs to be implemented within the first year.)*

Overall evaluation and judgments of the ET

Standard	Compliance level
1. Mission, objectives and administration	Substantially compliant (80%)
2. Quality management	Substantially compliant (75%)
3. Academic staff	Substantially compliant (80%)
4 Educational process content	Substantially compliant (71.43%)
5. Students	Substantially compliant (75%)
6. Research	Substantially compliant (75%)
7. Infrastructure and resources	Fully compliant (100%)
Overall compliance	Substantially compliant

The University "Hasan Prishtina" of Pristina, MA French Language and Literature study program demonstrated an overall compliance, with 6 (six) substantially compliant areas and 1 (one) fully compliant area of evaluation including the mandatory areas. According to the Manual requirements, the Expert Team recommends *to accredit* the study program MA French Language and Literature at the institution University "Hasan Prishtina" of Pristina for a duration of **3 years** with a number of **20 students** to be enrolled in the program.

Expert Team

Chair



Anida Kisi

12/01/2025

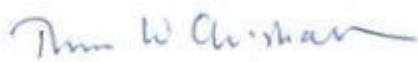
(Signature)

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Member



Thomas W. Christiansen

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