UNIVERSITY "UKSHIN HOTI" PRIZREN
Faculty of Philology

BA Albanian Language and Literature

Re-accreditation

REPORT OF THE EXPERT TEAM

Prishtina, May 2024

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1. INTRODUCTION

1.1. Context

Date of site visit: 29. 4. 2024

Expert Team (ET) members:

- *Prof. Dr. Dhurata Shehri*
- *Prof. Dr. Dr. Georg Schuppener (Online)*
- *Giga Khositashvilli, Student Expert*

Coordinators from Kosovo Accreditation Agency (KAA):

- *Ilirjana Ademaj Ahmeti*
- *Arianit Krasniqi*

Sources of information for the Report:

- *KAA Accreditation Manual (2021)*
- *KAA Manual for external evaluation of higher education institutions (2021)*
- *KAA Manual Annex 4.4. Template of the External Review Report*
- *Self Evaluation Report "Albanian Language and Literature" provided by* UNIVERSITY "UKSHIN HOTI" PRIZREN, Faculty of Philology
- *Study Program*
- *Course syllabi*
- *CVs of the Academic Staff*
- *additional materials provided on request of the expert team*

Criteria used for institutional and program evaluations

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

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1.2. Site visit schedule

Programme Accreditation Procedure at University "Ukshin Hoti" in Prizren	
Programs:	**Albanian Language and Literature, BA, 240 ECTS (Re-accreditation)** **German Language and Literature, BA, 180 ECTS (Re-accreditation)**
Site visit on (hybrid):	**29 April 2024**
Expert Team:	Dr. Dhurata Shehri Dr. Georg Schuppener (Online) Giga Khositashvilli, Student Expert
Coordinators of the KAA:	Ilirjana Ademaj Ahmeti, KAA Arianit Krasniqi, KAA

Site Visit Program

	Time	Meeting	Participants
1)	09:30 – 10:10	Meeting with the management of the faculty where the programme is integrated	
2)	10.10 – 10.50	Meeting with quality assurance representatives and administrative staff	
3)	10:55 – 11:55	Meeting with the heads of the study programme **Albanian Language and Literature, BA** (room 1) Dr. Dhurata Shehri	Xhafer Beqiraj Teuta Kafexholli Vjollca Dibra Ibrahimi Manjolla Brahaj
4)	10:55 – 11:55	Meeting with the heads of the study programme **German Language and Literature, BA** (room 2) Dr. Georg Schuppener (Online) Giga Khositashvilli	Ilir Krusha Izer Maksuti Elsev Brina Lopar
5)	11:55 – 12:55	Lunch break	
6)	12:55 – 13.25	Visiting Facilities	
7)	13:25 – 14:15	Meeting with teaching staff	
8)	14:15 – 15:05	Meeting with students	
9)	15:10 – 16:10	Meeting with graduates and external stakeholders	
10)	16:10 – 16:15	Internal meeting of KAA staff and experts	
11)	16:15 – 16:20	Closing meeting with the management of the faculty and program	

1.3. A brief overview of the institution under evaluation

University "Ukshin Hoti" based in Prizren, was founded by decision no. 01/87 of the Government of the Republic of Kosovo on 09.10.2009 as the second public university in the Republic of Kosovo which started with the first generation of students in the academic year

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2009/10, respectively 01.10.2010. The University "Ukshin Hoti" with its six academic units currently offers Bachelor and Master degree studies and by statute the same can organize doctoral studies.

As part of University "Ukshin Hoti" in Prizren operates the Faculty of Philology (FPh), which was founded in 2010. The initial idea for establishing the Faculty of Philology came as an immediate market need for specialists in the field of linguistics, teaching and intercultural communication in the region of Prizren and beyond. In addition, the Faculty of Philology contributes to education through training and preparing of teaching and research staff in the field of philology.

The Faculty of Philology currently offers bachelor study programs and plans to offer master studies in the near future as well. The development of these programs is closely linked to the needs of the labor market and the development of language education and communication.

The Bachelor degree programs are:

- *German Language and Literature (2010-ongoing)*
- *Albanian Language and Literature (2010-ongoing)*
- *English Language and Literature (2010-ongoing)*

2. PROGRAM EVALUATION

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

2.1. Mission, Objectives and Administration

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

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

The didactic concept of the study program was demonstrated. It is quite good. However, there is still a clear need for improvement in the conceptual consideration of research. The research component is not sufficiently developed; there is no clear concept in this area, only a few

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approaches and plans, but nothing consistent. In this respect, standard 1.3 is not sufficiently fulfilled.

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

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

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

Although almost all standards of this criterion have been met at the formal level, the team of experts also sees some weaknesses in the program's objectives and administration. In particular, the underutilized opportunities for the administrative promotion of international cooperation should be mentioned here. These could serve to further develop the quality of the program. In addition to ERASMUS+, the CEEPUS or Visegrad Fund programs could also offer opportunities for funding in this area. From the perspective of the expert team, efforts in this regard are currently still insufficiently developed.

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

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are reviewed at least once every two years and amended as required in the light of changing circumstances.		

Compliance level: Substantially compliant

ET recommendations:
1. *Establish a unit on faculty level that collects and distributes information about current grant opportunities.*
2. *The efforts to strengthen international cooperation should be intensified, esp. the number of ERASMUS+-opportunities has to be enhanced.*
3. *Develop a realistic concept of how research can be better integrated into the study program.*

2.2. Quality Management

The team of experts held detailed discussions on the topic of quality management. The responsible discussion partners were able to convincingly explain the efforts and measures that have been undertaken in the area of quality management to date. It became clear that the topic is receiving increased attention, which is a very good basis for implementing the measures in practice.

A great part of the members of staff take part in regular self-evaluations, standard 2.1 is clearly met.

During the discussions, it also became clear that these evaluation processes are integrated into the normal work and planning processes so that they are a natural part of the regular course of processes. Standard 2.2 is therefore fulfilled.

Quality assurance is fully developed and covers all areas specified in standard 2.3. The corresponding requirement level is therefore clearly achieved. The same statement also applies to standards 2.4 and 2.5. The team of experts considers the fact that international cooperation is also covered by quality assurance to be positive. This means that the quality assurance processes go well beyond the normal level.

The team of experts also agrees that standard 2.6 is met. As a prerequisite for the validity of the data collected, students and academic staff are given the opportunity not only to regularly assess quality, but also to make specific suggestions for improving the standards and content of the study program. These suggestions are taken into account appropriately in the further development of the study program. This became impressively clear in the discussions with all those involved during the evaluation. Standard 2.7 is therefore also clearly fulfilled.

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The expert team was satisfied that the quality of the study program is regularly presented and that strengths and weaknesses (e.g. in the form of a SWOT analysis) are clearly identified. Standard 2.8 can therefore be considered fulfilled.

In discussions with those responsible for quality assurance, the team of experts determined that the quality assurance processes are also subject to regular review and are improved on the basis of the results achieved. Standard 2.9 is therefore fulfilled.

Standard	Compliance	
	Yes	No
Standard 2.1. All staff participate in self-evaluations and cooperate with reporting and improvement processes in their sphere of activity.	x	
Standard 2.2. Evaluation processes and planning for improvement are integrated into normal planning processes.	x	
Standard 2.3. Quality assurance processes deal with all aspects of program planning and delivery, including services and resources provided by other parts of the institution.	x	
Standard 2.4. Quality evaluations provide an overview of quality issues for the overall program as well as of different components within it; the evaluations consider inputs, processes and outputs, with particular attention given to learning outcomes for students.	x	
Standard 2.5. Quality assurance processes ensure both that required standards are met and that there is continuing improvement in performance.	x	
Standard 2.6. Survey data is being collected from students, graduates and employers; the results of these evaluations are made publicly available.	x	
Standard 2.7. Results of the internal quality assurance system are taken into account for further development of the study program. This includes evaluation results, investigation of the student workload, academic success and employment of graduates.	x	
Standard 2.8. The institution ensures that reports on the overall quality of the program are prepared periodically (eg. every three years) for consideration within the institution indicating its strengths and weaknesses.	x	
Standard 2.9. The quality assurance arrangements for the program are themselves regularly evaluated and improved.	x	

Compliance level: Fully compliant

ET recommendations:

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none

2.3. Academic Staff

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

The expert team was able to satisfy itself that sufficient job descriptions are available for the full-time positions. The qualifications and tasks of the individual members of the academic staff were discussed intensively with the team of experts. The number of teaching hours was also considered in detail, but a great part of the staff was involved in teaching more than 5-7 subjects, some of whom are very different. In this respect, standard 3.1 is substantially fulfilled.

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

The same applies to standards 3.3 and 3.4. Here too, the team of experts was able to satisfy itself that the conditions were met. The CVs of the academic staff provide important information in this regard.

The contractual employment of 9 professors guarantees the 3.5 standard. An increase in the number of staff with a PhD qualification is nevertheless desirable, also in order to be able to easily compensate for any short-term absences or to replace the retiring of experienced professor in a long term.

With regard to professional development opportunities for academic staff, the expert team found that although these are offered, they are still underutilized. In this respect, standard 3.6 is only fulfilled on a formal level; there is still a clear need for improvement in terms of content. The range of further training on offer should also be significantly increased, especially in new methodology of teaching. This could be achieved through international cooperation.

In the expert team's discussions with members of the teaching staff as well as with students and graduates, it became very clear that, in addition to their commitment to the academic community, the teaching staff are also available for consultations and advice with students to a large extent. As some of the students are already in employment and are therefore subject to time constraints, the expert team suggests that more opportunities for online consultation should be offered and used.

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

Efforts to improve quality are recognizable, but not yet sufficient in the view of the expert team. Particularly in the area of teaching materials, the team of experts was unable to demonstrate any convincing development steps. Further efforts are needed here, in which

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international cooperation can be helpful. It would also be conceivable to develop special teaching material that focuses more strongly on the qualification requirements and needs of the students. This is particularly important in view of the multi-ethnic composition of the student body. Standard 3.9 is therefore not sufficiently fulfilled.

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

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

Standard	Compliance	
	Yes	No
Standard 3.1. Candidates for employment are provided with full position descriptions and conditions of employment. To be presented in tabular form data about full time (FT) and part time (PT) academic/ artistic staff, such as: name, qualification, academic title, duration of official (valid) contract, workload for teaching, exams, consulting, administrative activities, research, etc. for the study program under evaluation.	x	
Standard 3.2. The teaching staff must comply with the legal requirements concerning the occupation of teaching positions included in the Administrative instruction on Accreditation.	x	
Standard 3.3. Academic staff do not cover, within an academic year, more than two teaching positions (one full-time, one part-time), regardless of the educational institution where they carry out their activity.	x	
Standard 3.4. At least 50% of the academic staff in the study program are full time employees, and account for at least 50% of the classes of the study program.	x	
Standard 3.5. For each student group (defined by the statute of the institution) and for every 60 ECTS credits in the study program, the institution has employed at least one full time staff with PhD title or equivalent title in the case of artistic/applied science institutions.	x	
Standard 3.6. Opportunities are provided for additional professional development of teaching staff, with special assistance given to any who are facing difficulties.	x	
Standard 3.7. The responsibilities of all teaching staff, especially full-time, include the engagement in the academic community, availability for consultations with students and community service.	x	
Standard 3.8. Academic staff evaluation is conducted regularly at least through self-evaluation, students, peer and superiors' evaluations, and	x	

occur on a formal basis at least once each year. The results of the evaluation are made publicly available.		
Standard 3.9. Strategies for quality enhancement include improving the teaching strategies and quality of learning materials.		**X**
Standard 3.10. Teachers retired at age limit or for other reasons lose the status of full-time teachers and are considered part-time teachers.	**x**	

Compliance level: Fully compliant

ET recommendations:
1. *Reducing the number of subjects in different fields a professor holds.*
2. *Increase the variety of provided opportunities for professional development for the teaching staff, especially in the modernization of teaching methodology*

2.4. Educational Process Content

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

The SER, the syllabi submitted and the comments of the teaching staff convincingly show that the study program has a qualification-related orientation. But, several subjects cover quite the same field: Antique literature and World Literature 1; Language Culture, Practicum of Albanian Language, Spelling. Also, the elective course instead of being for narrow aspects, they are broad and general. Also, there is not yet a balance between subjects that cover Albanian literature and world literature. Overall, standard 4.1 is not fulfilled.

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

As the team of experts was able to see from the overview of the curriculum and the individual syllabi, the study program is structured quite correctly. In this way, it is possible to achieve a a good level in all subject areas, as was also made clear in discussions with students, graduates and employers. As a sufficient number of useful and plausible learning outcomes were also presented, standard 4.3 is met overall.

The team of experts checked the content and completeness of the syllabi provided. Great part of resulting questions were answered during the evaluation in a sufficient and plausible

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manner. The course descriptions within the syllabus comprehensively fulfill the requirements set. With regard to the recommended literature given, however, it would be desirable if electronic resources could be used to a greater extent in future, given the changes in students' working conditions.. Overall, standard 4.4 is met overall.

As the language of instruction is Albanian, but the students have 2 semesters of English language, to fulfill the needs for consulting the literature not only in Albanian. Standard 4.5 is fulfilled.

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

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

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

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

	Compliance	
Standard	**Yes**	**No**
Standard 4.1. The study program is modelled on qualification objectives. These include subject-related and interdisciplinary aspects as well as the acquisition of disciplinary, methodological and generic skills and competencies. The aspects refer especially to academic or artistic competencies, to the capability of taking up adequate employment, contributing to the civil society and of developing the students' personality.		x
Standard 4.2. The study program complies with the National Qualifications Framework and the Framework for Qualifications of the European Higher Education Area. The individual components of the program are combined in a way to best achieve the specified qualification objectives and provide for adequate forms of teaching and learning.	X	

Standard 4.3. The disciplines within the curriculum are provided in a logical flow and meet the definition and precise determination of the general and specific competencies, as well as the compatibility with the study programs and curricula delivered in the EHEA. To be listed at least 7 learning outcomes for the study program under evaluation.	**X**	
Standard 4.4. The disciplines within the curriculum have analytical syllabuses which comprise at least the following: the discipline's objectives, the basic thematic content, learning outcomes, the distribution of classes, seminars and applicative activities, students' assessment system, the minimal bibliography, etc. The full course description/ syllabuses of each subject/ module should be attached only in electronic form to the self-assessment report for the study program under evaluation.	**X**	
Standard 4.5. If the language of instruction is other than Albanian, actions are taken to ensure that language skills of both students and academic staff are adequate for instruction in that language when students begin their studies. This may be done through language training prior to the commencement of the program.	**X**	
Standard 4.6. The student-teacher relationship is a partnership in which each assumes the responsibility of reaching the learning outcomes. Learning outcomes are explained and discussed with students from the perspective of their relevance to the students' development.	**X**	
Standard 4.7. Teaching strategies are fit for the different types of learning outcomes programs are intended to develop. Strategies of teaching and assessment set out in program and course specifications are followed with flexibility to meet the needs of different groups of students.	**X**	
Standard 4.8. Student assessment mechanisms are conducted fairly and objectively, are appropriate for the different forms of learning sought and are clearly communicated to students at the beginning of courses.	**X**	
Standard 4.9. Appropriate, valid and reliable mechanisms are used for verifying standards of student achievement. The standard of work required for different grades is consistent over time, comparable in courses offered within a program, and in comparison with other study programs at highly regarded institutions.	**X**	
Standard 4.10. Policies and procedures include actions to be taken in to dealing with situations where standards of student achievement are inadequate or KAA inconsistently assessed.	**X**	
Standard 4.11. If the study program includes practice stages, the intended student learning outcomes are clearly specified and effective processes are followed to ensure that those learning outcomes and the strategies to develop that learning are understood by students. The practice stages are allocated ETCS credits and the work of the students at the practical training organisations is monitored through activity reports; students during practice stages have assigned tutors among the academic staff in the study program.	**x**	

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Standard 4.12. In order to facilitate the practice stages, the higher education institution signs cooperation agreements, contracts or other documents with institutions/organisations/practical training units. *To be inserted the overview of the program (with all areas to be filled out)*	**X**	

Compliance level: Fully compliant

ET recommendations:
1. *Create the opportunity to introduce a new technology strategy in teaching methodology*
2. *Balance the subjects of Albanian literature and world literature.*
3. *Avoid that different subjects cover quite the same field.*

2.5. Students

There is a clear and formally adopted admission procedure that the Study Program uses when organizing student recruitment. Admission requirements are consistently and fairly applied for all applicants. According to the University's procedures all individuals who have finished their secondary education, including those from Kosovo and other countries, are eligible to enroll in this academic program. Additionally, candidates who have successfully completed the state "Matura" exam qualify for admission.

Regarding admission criteria for the Bachelor of Albanian Philology program: Completion of high school with success; Passing the Matura exam; Achieving a satisfactory score in the entrance examination.

The Faculty of Philology has established official procedures to validate the high school diplomas of all students enrolled in its study program. This process is designed to ensure transparency and accuracy in verifying applicants' documents, confirming that each candidate possesses a high school diploma issued by the Ministry of Education, Science, and Technology (MEST). The study program adheres to and implements the standards outlined by MEST for the required level of education, recognizing equivalencies to the high school diploma.

Following the entrance exam, only candidates who achieve a minimum of 40% of the total points as per the competition criteria outlined previously are eligible for ranking. Candidates scoring below 40% are not accepted, even if there are vacancies remaining within the quota determined by MEST and KAA. Once candidates attain student status at the Faculty of

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Philology, they receive detailed information about the study program, its organization, exam schedules, and other relevant aspects.

As it was stated by the students, during the first week of the academic year, newly admitted students are welcomed by the Dean, academic and administrative staff, and receive guidance on administrative, academic, and ethical matters. Additionally, the university organizes a Welcome Week at the beginning of the first semester for new students. Each academic unit, including the Faculty of Philology, hosts an annual Welcome Week dedicated to newly enrolled students. During this event, students are introduced to the study program by the program's head, familiarized with the Code of Ethics, and informed about career opportunities by the Career and Alumni Center officer. The Career Center aims to facilitate student career development and serves as a link between graduates and the job market. Throughout this week, new students explore the university campus, interact with students from other cohorts, faculty members, and program leaders, helping them adjust to university life.

As the submitted documents and the results of the interviews outline that the variety of the resources and support services are available to students at the University, particularly within the Faculty of Philology. Students are informed about their rights and responsibilities, with access to the Code of Ethics, Student Manual, and Rules of Study and Handbook on the university website.

Additionally, academic counseling and psychological counseling services are offered by qualified staff members throughout the students' academic journey. The academic counseling services aim to assist students with academic and career planning, coordinate programs for students with special needs, and provide professional advice. Psychological counseling services are geared towards supporting students' mental and physical well-being, addressing mental health issues, and aiding in improving the learning process for those who require assistance.

Furthermore, the courses within the Albanian language and literature program are structured into semesters, each with its own syllabus detailing course objectives, learning outcomes, evaluation criteria, and student obligations, ensuring a comprehensive understanding of the curriculum. As students noted they do have access to the syllabus via the study information system.

All students must attend lectures and exercises and complete all learning-related tasks throughout their studies. Upon meeting program requirements, students are entitled to take exams, which may be written, oral, or a combination of both. Additionally, other assessment methods such as tests, papers, projects, and presentations are considered for evaluating student performance. Participation and engagement in classes are also factors in performance assessment. Regular attendance is confirmed by students' signatures on attendance sheets.

As stated during the interview if students experience academic challenges, they can seek extra guidance through additional consultations. They can also access support services like the Practical Guide to Career Development.

The final results of student assessments are promptly released, typically within three days following the exam. Professors are encouraged to engage in consultations with students both before and after the exam. These post-exam sessions are open to all students seeking to review their exams and discuss areas for improvement with their professors. Following consultations, the professor assesses the students' performance. Students are given a 72-hour window to accept or contest their grades. Subsequently, each professor compiles individual and group reports of student results. These reports are authenticated by the Student Services officer and archived in each student's portfolio. Records of exam grades are stored both electronically and in hard copies for reference.

Each instructor regularly verifies the authenticity of students' work. Moreover, the University has established and operates an Anti-Plagiarism System (SAP) to monitor plagiarism across all university levels. Students submit their assignments to SAP, which assesses the similarity of their work to other submissions within the system and online publications. If the similarity index from both internal and external sources exceeds 20%, the instructor either approves the thesis or returns it to the student for revision.

The University has developed and made available the Student Handbook, accessible on the institution's website. This handbook serves as a condensed version of the University's Charter and Regulations, outlining students' status, rights, and responsibilities. Students can refer to this handbook for guidance throughout their academic journey, offering comprehensive information and assistance. It covers various aspects of university life, including services, processes, library resources, student platforms, fees, and more. The manual was last updated in 2022 to incorporate new information.

It was stated during the interviews that students are able to make transfer between the programs and universities, if they wish to, however none of the student's expert team met has used this possibility. Both the students and the academic staff confirmed that they are arranging consultation hours for students whenever it is needed.

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

Compliance level: Fully compliant

ET recommendations:

N/A

2.6. Research

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

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

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

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

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

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

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

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

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

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

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

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

Standard	Compliance	
	Yes	No
Standard 6.1. The study program has defined scientific/applied research objectives (on its own or as part of a research centre or interdisciplinary program), which are also reflected in the research development plan of the institution; sufficient financial, logistic and human resources are allocated for achieving the proposed research objectives.		x
Standard 6.2. Expectations for teaching staff involvement in research and scholarly activities are clearly specified, and performance in relation to these expectations is considered in staff evaluation and promotion criteria.	x	
Standard 6.3. Clear policies are established for defining what is recognized as research, consistent with international standards and established norms in the field of study of the program.	x	
Standard 6.4. The academic staff has a proven track record of research results on the same topics as their teaching activity.	x	
Standard 6.5. The academic and research staff publish their work in speciality magazines or publishing houses, scientific/applied/artistic products are presented at conferences, sessions, symposiums, seminars etc. and contracts, expertise, consultancy, conventions, etc. are provided to partners inside the country and/or abroad.	x	

Standard 6.6. Research is validated through: scientific and applied research publications, artistic products, technological transfer through consultancy centres, scientific parks and other structures for validation.	x	
Standard 6.7. Each academic staff member and researcher has produced at least an average of one scientific/applied research publication or artistic outcome/product per year for the past three years.	x	
Standard 6.8. Academic and research staff publish under the name of the institution in Kosovo they are affiliated to as full time staff.	x	
Standard 6.9 Academic staff are encouraged to include in their teaching information about their research and scholarly activities that are relevant to courses they teach, together with other significant research developments in the field.		X
Standard 6.10. Policies are established for ownership of intellectual property and clear procedures set out for commercialization of ideas developed by staff and students.	x	
Standard 6.11. Students are engaged in research projects and other activities.	x	

Compliance level: Substantially compliant

ET recommendations:

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

2.7. Infrastructure and Resources

After the observation of the university facilities, it was determined that the infrastructure of the faculty includes 9 classrooms, 1 amphitheatre, 8 offices for academic staff, 1 room designated for professors, and 2 offices for faculty management, administrative, and technical personnel. The buildings have been renovated currently, as it looks fresh from both exterior and interior. The classrooms and labs are furnished with computers, projectors, and maintenance systems, all readily accessible to both faculty and students. Oversight of these resources falls under the responsibility of the IT office, staffed by three IT experts, who ensure their smooth functioning. Additionally, the IT team offers technical assistance to faculty and students in utilizing information technology. The University "Ukshin Hoti" in Prizren employs a learning system to facilitate teaching and learning activities. A dedicated platform automatically presents

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virtual tools, materials, and relevant information regarding modules, exams, and student development activities, offering easy access to all facets of academic life upon enrolment.

The University's Central Library is housed within both the Faculty of Philology and the Faculty of Education, offering a wide range of books covering various fields within philology, such as linguistics, literature, pedagogy, and methodology. These books are available in multiple languages including Albanian, Bosnian, Turkish, English, and German. The development of the Faculty of Philology's Library has been facilitated through collaborations with several institutions, including the Academy of Sciences and Arts of Kosovo, the Institute of History "Ali Hadri" in Pristina, Kosovo Pedagogical Institute, the Albanological Institute of Kosovo, and others.

In addition to this, as stated by the university representatives few Academic Database is accessible for within the university. During the interviews students state that they use library often, borrowing some text books. However, when asking whether they had used any academic database that might be accessible in the library, no one could name any, in addition to this student cannot remember any academic service library is offering them. It is recommended that library design a training session for students (in information seeking, referencing, etc.) and also promote the usage of academic databases widely.

The University assists students with disabilities in achieving their educational goals. Those with physical disabilities or health issues must register after the admission process to receive necessary support throughout their academic pursuits. The academic faculty of the Department of Albanian Language and Literature has shown collaboration and assistance to these students to help them realize their academic potential. The infrastructure of the Faculty of Philology is designed to meet the needs of students with special requirements. The infrastructure is currently fully adapted to students with special need, having the parking slots, and all the infrastructure in the building.

Standard	Compliance	
	Yes	No
Standard 7.1. The adequate long-term implementation of the study program is ensured in quantitative terms as regards premises, human resources and equipment. At the same time, it is guaranteed that qualitative aspects are also taken into account.	x	

Standard 7.2. There is a financial plan at the level of the study program that would demonstrate the sustainability of the study program for the next minimum three years.	**x**	
Standard 7.3. The higher education institution must demonstrate with adequate documents (property deeds, lease contracts, inventories, invoices etc.) that, for the study program submitted for evaluation it possesses the following, for the next at least three years: a) owned or rented spaces adequate for the educational process; b) owned or rented laboratories, with the adequate equipment for all the compulsory disciplines within the curriculum, wherever the analytical syllabus includes such activities; c) adequate software for the disciplines of study included in the curriculum, with utilisation licence; d) library equipped with reading rooms, group work rooms and its own book stock according to the disciplines included in the curricula.	**x**	
Standard 7.4. The number of seats in the lecture rooms, seminar rooms and laboratories must be related to the study groups' size (series, groups, subgroups); the applicative activities for the speciality disciplines included in the curricula are carried out in laboratories equipped with IT equipment.	**x**	
Standard 7.5. The education institution's libraries must ensure, for each of the study programs: a) a number of seats in the reading rooms corresponding to at least 10% of the total number of students in the study program; b) a number of seats in the group work rooms corresponding to at least 10% of the total number of students in the study program; c) their own book stock from Albanian and foreign speciality literature, enough to cover the disciplines within the curricula, out of which at least 50% should represent book titles or speciality courses of recognised publishers, from the last 10 years; d) a book stock within its own library with a sufficient number of books so as to cover the needs of all students in the cycle and year of study the respective discipline is provided for; e) a sufficient number of subscriptions to Albanian and foreign publications and periodicals, according to the stated mission.		**X**
Standard 7.6. The infrastructure and facilities dedicated to the implementation of the program is adapted to students with special needs.	**x**	

Compliance level: Substantially compliant

ET recommendations:

1. *It is recommended that the library designs a training session for students (in information seeking, referencing, etc.) and also promotes the usage of academic databases widely.*
2. *It is recommended that the library resources are being renewed and updated more actively to fully meet the demands of the students.*
3. *It is recommended that the university finds the way to keep the Austrian reading-hall open for extra hours, that would enhance students learning outcomes.*

3. FINAL RECOMMENDATION OF THE ET

As part of the evaluation, the team of experts was able to gain an intensive and impressive insight into the implementation of the study program. It became clear that a very good level has already been achieved in most areas, but that it will be a challenge to maintain this level in the coming years. It is clear that the study programme suffers from the limited financial and organizational possibilities that influence its development due to the current circumstances.

However, there are certainly areas in which further improvements can realistically be implemented under our own steam. This is particularly true in the area of research. More attention should be paid to this topic. Through international cooperation, especially through joint projects, qualitative development can be achieved here, which can also have a positive influence on the qualifications of members of academic staff. This would be an important step towards securing the long-term future of the program.

Smaller improvements are also advisable in the area of infrastructure and equipment. These are possible even with modest financial resources, especially if further opportunities are opened up through international cooperation. The existing international collaborations should therefore be expanded.

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

Compliance level: Fully compliant

In conclusion, in line with the requirements, the Expert Team recommends to accredit the program for 5 years.

Student quota recommended: 40

Expert Team

Member

23.05.2024

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(Signature)   (Prof. Dr. Dhurata Shehri)   (Date)

Member

24.05.2024

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(Signature)   (Prof. Dr. Georg Schuppener)   (Date)

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24.05.2024

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(Signature)   (Giga Khositashvilli, Student Expert)   (Date

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