



Republika e Kosovës
Republika Kosova - Republic of Kosovo
Agjencia e Kosovës për Akreditim
Agencija Kosova za Akreditaciju
Kosovo Accreditation Agency



UNIVERSITY OF GJAKOVA “FEHMI AGANI”
FACULTY OF PHILOLOGY

PROGRAMME
Bachelor in Albanian Language and Literature

REPORT OF THE EXPERT TEAM

30.4.2025, Gjakova

TABLE OF CONTENTS

TABLE OF CONTENTS	2
INTRODUCTION	2
Site visit schedule	3
A brief overview of the institution under evaluation	3
PROGRAMME EVALUATION	3
1. MISSION, OBJECTIVES AND ADMINISTRATION	3
2. QUALITY MANAGEMENT	4
3. ACADEMIC STAFF	5
4. EDUCATIONAL PROCESS CONTENT	6
5. STUDENTS	7
6. RESEARCH	8
7. INFRASTRUCTURE AND RESOURCES	9

INTRODUCTION

Sources of information for the Report:

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

Criteria used for institutional and program evaluations

Site visit schedule

Programme Accreditation Procedure at University “Fehmi Agani”, Philological Faculty, Gjakova	
Programmes:	Albanian Language and Literature, BA (Re-Accreditation)
Site visit on:	30. 04. 2025
Expert Team:	Dhurata Shehri Arlind Farizi Domagoj Svigir
Coordinators of the KAA:	Shpresa Shala, KAA Olsa Ibrahim KAA

Site Visit Program

Time	Meeting	Participants
09:00 – 09:40	Meeting with the management of the faculty where the programme is integrated	Labinot Berisha – Dean of the Faculty Fridrik Dulaj – Head of the Program Albanian Language and Literature (bachelor)

		Mejreme Ymeri – Head of the Program English Language- Translation and Interpretation (bachelor)
09:40 – 10:20	Meeting with quality assurance representatives and administrative staff	Qëndresa Bardhoshi – Quality Assurance Office Abedin Sadrija – Academic Affairs Office Mentore Zejnullahu – Student Service Office Dorina Ponosheci – Finances Office Arianit Kupa – Law Office Bujar Nura- International Relations Office Petrit Duraj – Quality Assurance Committee Coordinator
10:25- 11:10	Meeting with the program holders of the study programme	Senad Neziri Shemsi Haziri Labinot Berisha Gentiana Muhaxhiri
11:15 – 12:15	Lunch break	
12:15 – 13:00	Visiting facilities	
13:00 – 14:45	Meeting with teaching staff	Elsa Vula Yllka Imeri Pranvera Osmani Nazli Tyfekçi Kamber Kamberi Leonita Parallanga
14:45 – 15:25	Meeting with students	Arlinda Aliçkaj Elvis Sutaj Arjeta Nikçi Gentiana Kuqi Trendafille Kiki Arjeta Gjugja
15:25-16:00	Meeting with graduates	Ermira Mehmetaj Arizona Lajqi Besarta Daka Rajmonda Dacaj Arjan Dobraj

16:00- 16:40	Meeting with employers of graduates and external stakeholders	Hysen Brahimaj Yllka Juniku Shehu Engjell Berisha
16: 40 – 16:45	Internal meeting of KAA staff and experts	
16: 50- 16:55	Closing meeting with the management of the faculty and program	Labinot Berisha Fridrik Dulaj Mejreme Ymeri Senad Neziri Shemsi Haziri Labinot Berisha Gentiana Muhaxhiri

A brief overview of the programme under evaluation

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

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

The study program: Ba in Albanian Language and Literature, is a 240 ECT program, offered by the Department of Albanian Language and Literature, at the Faculty of Philology.

PROGRAMME EVALUATION

1. MISSION, OBJECTIVES AND ADMINISTRATION

The primary mission of the *BA in Albanian Language and Literature* is to provide students with advanced linguistic and methodological knowledge, while it also conducts scientific research in the fields of dialects in Kosovo, linguistic contacts, Albanian folklore, etc. The special value of this program is the development of pedagogical skills for teaching *Albanian Language and Literature*.

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 courses and educational experience provided by the department is in line with the higher education institution's mission and strategic goals. The program provides human resources related to the society's needs within the Kosova and Balkan regions. Therefore, the program is in compliance with the Standard 1.1 of the criteria list.

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 rules and the all regulations that governs the study program are declared on the institution's website and open to the public, additionally a section is dedicated for academic policies and code of conduct in all course syllabi. The department uses multiple tools and methods to prevent students from plagiarism. Therefore, the program is in compliance with the Standard 1.2. of the criteria list.

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 institution's information management system is designed to provide relevant, up-to-date, and reliable data, supporting the effective monitoring of the study program's implementation through well-defined action plans. The institution utilizes an electronic learning progress system (SEMS) alongside evidence sheets as a backup in case of technical issues. The department analyses the student data from the system to monitor student achievement and satisfaction from the courses. However, the results of these analyses were not found to be publicly available on the institution's website.

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)

The study program is supported by adequate administrative structures to fulfill its teaching, learning, research, and community service objectives. Policies and regulations are systematically monitored by faculty and university mechanisms, including the Quality Assurance Coordinator, Vice-Dean and Vice-Rector for Learning, Faculty Council, Senate, and other bodies, which are available on the University of Prishtina main website. Therefore, the program is in compliance with the Standard 1.4.

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 program received some feedback from the previous accreditation visit. The same recommendations were not met in the new accreditation application. The recommendations mainly concerned the number of ECTS credits, research-oriented courses, and updating of course readings. From the course documents and curricula, it is clear that the program implemented these recommendations to improve the quality of the program.

ET recommendations:

- 1. Recommend that you be careful in accepting the recommendations and implement them that have to do with the objective, mission and administration**
- 2. To review the previous observations and implement them in this new program requirement.**
- 3. To harmonize the ECTS credits for obligatory and elective subjects and to avoid repeating subjects that are related and have authors and works that are taught in other subjects.**

2. QUALITY MANAGEMENT

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

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

fully align all processes and ensure that feedback mechanisms are consistently translated into actionable improvements.

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

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

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

UFAGj follows a continuous improvement cycle (PDCA) as part of its quality assurance system, ensuring that processes remain dynamic and evolve in response to feedback and analysis. While this approach guarantees that the program consistently meets high standards, there is a possibility that some processes may feel repetitive or cumbersome, particularly when changes are slow to materialize due to internal bottlenecks. This can lead to frustration among stakeholders, particularly when adjustments are necessary but not immediately implemented. All relevant stakeholders, including faculty, students, administrative staff, and external partners, are engaged in the quality assurance process. Feedback is regularly collected from these groups and used to improve the curriculum, teaching methods, and resources. This ensures that the study programs remain aligned with academic and professional standards.

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

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

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

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

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

To ensure ongoing quality, the university has implemented performance indicators to monitor the effectiveness of the study program. These indicators are tracked through periodic evaluations, feedback from both students and faculty, and assessments of program outcomes. However, it is essential that these monitoring results lead to concrete actions to prevent stagnation and promote continuous improvement.

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

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

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

Programs at university undergoes continuous monitoring to assess its relevance to societal needs, with checks to ensure that student workload and learning outcomes are realistic and

achievable. Regular surveys, focus groups, and feedback from stakeholders such as employers and students provide valuable insights into workload, academic success, resources, and employability.

The information collected from all monitoring processes is analyzed, and concrete actions are taken to ensure the program stays relevant. The results of these processes, along with action plans for program improvements, are communicated transparently to all stakeholders via the university website.

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

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

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

A

1. Expand the involvement of alumni and employers in the program's ongoing evaluation and development. This can be done through more structured surveys, focus groups, or advisory committees that provide direct feedback on how well the program is preparing students for real-world challenges.

3. ACADEMIC STAFF

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

The academic staff included in the program has been recruited based on the laws, internal regulations of the institution and transparent procedures. This is verified in the presence of their contracts, but it was also verified during the visit in the questions and answers of the academic staff. But Professor Kamber Kamberi is retired, and Professor Besim Muhadri has a sabbatical year, as we realized in the meetings with the staff and the management.

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

The study program is supported by an academic staff that fully matches the academic qualities of the program. According to the Bachelor Program in Albanian Language and Literature, some members of the staff cover more than two or three subjects, in more than a case 4 subjects, plus two or three other subjects in the Master Program, subjects that are not always in the same field of studies that the professors cover in the Bachelor Program.

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

With the necessary adjustments to the learning load, such as the replacement of the two professors Kamber Kamberi and Besim Muhadri (the first retired and the second in a sabbatical year) the study program can be considered supported by sufficient permanent academic staff who are adequately qualified to deliver the study program.

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

The study program is supported by a teaching staff that advances in career and is supported by transparent procedures (including internal evaluation and continuous evaluation of students). The strategic goals of the institution are in line with the laws in force and regulations.

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

The staff who teach in this program are supported by the institution for their professional development, although this support is not at the appropriate levels due to the lack of sufficient financial resources. The academic staff, especially the Albanian language and literature department) however, was not involved in any exchange program the pedagogical, but participated in seminars and general training.

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

Some of the staff members teaching in this program are from another department, while 2 members are retired or in sabbatical year. The rest of the members are internal members of the Albanian language and literature department.

ET recommendations:

- A. To increase the number of the pedagogical staff, to have a better distribution of subjects and teaching hours.
- B. The Faculty needs to improve the plan of activities, to support the faculty members in terms of Assessment and achievement of learning outcomes.
- C. Improve the strategy of staff mobility and follow up every year.

4. EDUCATIONAL PROCESS CONTENT

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

The Bachelor's program in Albanian language and literature (240 ECTS) is designed to emphasise analytical, interdisciplinary teaching methodology. The program aligns with the institution's commitment to preparing graduates who are not only knowledgeable in their field but also equipped to contribute to the broader academic. The program's teaching methods—primarily seminar-based learning, lectures, independent research, and practical workshops—are structured to develop students' critical thinking and seminar discussions encourage students to engage with diverse perspectives.

Anyway, the bachelor degree is designed with some subjects it's knowledge and skills are partially repeated in other subjects for example, (Literary translation, Theory of translation)

The subject that cover the World literature are not sufficient; the Subject Monographic Course, is not well defined and can cover parts of knowledge and skills taught in other subjects.

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

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

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

The total Credits (ECTS) required for the acquisition of the Ba degree in Albanian Language and Literature amount to 240 ECTS, with each semester carrying 30 ECTS. The study program offers a total of 36 (thirty-six) compulsory courses and 24 (twenty-four) elective courses, where students from the second year choose two elective courses per semester, to prepare for the bachelor's thesis. These compulsory courses introduce linguistic and literary orientations. Elective courses, meanwhile, are an aid to supplement their knowledge, depending on the interests that students have in certain fields. These elements enable them to deepen their knowledge and refine methodological skills in the fields that interest them. In the last semester, after completing the exams, students will complete the bachelor's thesis, conducting research on a specific problem in studies about the Albanian language or literature.

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)

In accordance with European standards, the duration of studies is 4 years (240 ECTS). The courses introduce the essential concepts in Albanian language and literature, criticism and cultural history, followed by specialized elective courses that match the students' preparatory interests. This program includes critical thinking competencies, research skills and advanced communication, knowledge of linguistic and literary analysis. The study program has been designed considering the opinions and recommendations of the Entrepreneurship Advisory Board, which has provided valuable guidance in the relevant areas, ensuring that the program's content is in line with best practices and market demands. Members of the Advisory Board are directors of primary and lower secondary schools, directors of municipal education departments, representatives of institutions dealing with education and teaching, etc.

However, in the list of elective courses, some subjects can be replaced with other subjects that can help students in the job market, such as the subject of Library Science, which their future employers suggested.

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 internship period is held within the framework of the Albanian Language and Literature Methodology course with practical work. Part of this course is held in the faculty auditoriums, while the rest of the students attend different schools doing practical work. The students' practical work lasts two days a week for an entire month (a total of 8 days of practical work). During the period they are in practical work, the subject teacher visits them to see their dedication and the application of learning in practice. Students also appear at the faculty, where they discuss their experience during the practical period with each other and the subject teacher. The entire practical work process is based on the student practical work form.

However, the teaching practice period could be extended from one to two semesters, as emphasized by the students.

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

In the SRV report, the BA program in Albanian Language and Literature at UFAGJ is designed with a student-centered approach to teaching and learning, which ensures that students are at the center of the educational process. The curriculum somehow emphasizes active learning, critical thinking, and independent research, allowing students to engage deeply with texts on linguistic and literary issues. Through a combination of core courses, electives, and individualized exercises, students are somehow encouraged to take ownership of their learning, develop their analytical skills, and pursue their academic interests. The program also can increase the collaboration and dialogue between students and faculty, with an emphasis on feedback and support to guide their academic and professional development, because during the site visit, we did not realize any example of propose made by students in order to improve any aspect of the curriculum.

Anyway, during the site visit, we realized that only one member of the academic staff indicated that she used student-centered teaching methods in her teaching. Also, none of the classrooms we visited had signs of their use or the presence of digital devices.

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

In the BA in Albanian Language and Literature program, assessment methods are carefully designed to be objective and consistent, ensuring that students are assessed in a fair and transparent manner. These assessments align directly with the intended learning outcomes of the program, allowing students to demonstrate their acquisition of general and specific competencies. A variety of assessment tools, such as essays, research projects, presentations, and the BA thesis, are used to measure students' analytical, critical thinking, and research skills. The grading criteria for each assessment are defined and communicated to students in advance (in the syllabus), ensuring transparency in assessment.

Furthermore, the BA thesis module enables students to integrate the knowledge and skills acquired throughout the programme and to apply their research skills and critical thinking to produce an appropriate level academic thesis.

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

The learning outcomes of the program are designed to reflect the level of knowledge, skills, and competencies that students are expected to achieve upon completion of their studies. These outcomes are not merely theoretical, but are consistent with the efforts required to achieve them. This is important because a program of study typically involves independent research, critical analysis, and specialized knowledge of language and literature.

But, in some cases, it is not well defined the reason why for the same amount of ECTS different subjects have different auditory hours, such as Language culture (3+2 – 5 ECTS and History of Albanian Literature II (3+2 – 6 ECTS).

ET recommendations:

1. To be more careful in not repeating the same knowledge in different subjects.
2. To introduce a subject related to Library sciences.
3. To better outline the subject Monographic course in order to be more beneficiary for the student.
4. To increase the number of subjects related to World Literature.

5. STUDENTS

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

Upon review of the self-assessment report and following the on-site visit, the accreditation team has evaluated the admissions policies, requirements, and processes at UFAGj. The team

confirms that the university adheres to a clear and transparent admission process that complies with national and international standards, ensuring fair and equitable access to higher education. The following evaluation summarizes the findings based on the established criteria. The institutional admission policy is well-defined and publicly available, as outlined in the University Statute (Articles 103-108), ensuring clarity in the admission process for new students.

The admission criteria and requirements are clearly articulated in the Call for Applications, which is published on the university's official website each year. This call contains comprehensive details about eligibility, documentation, and procedures, ensuring transparency. The university outlines specific criteria for both domestic and international students, including the necessary qualifications for bachelor's programs.

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

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

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

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

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

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

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

The monitoring of student progress is an integral part of the university's quality assurance framework. This approach helps ensure that programs meet their learning outcomes, as well as the needs of the students. Data gathered through student progress monitoring is utilized to

make informed decisions about curriculum revisions, teaching methods, and additional student support services.

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

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

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

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

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

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

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

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

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)

UFAGj has established strong frameworks and services aimed at promoting inclusivity and supporting a diverse student population, including under-represented groups, part-time students, older students, international students, and students with disabilities. Below is a detailed evaluation of the university's support mechanisms for its diverse student body.

The university conducts outreach initiatives to attract students from rural areas or minority communities. These initiatives are designed to provide additional guidance and support, helping students from diverse backgrounds understand the academic and practical aspects of their studies and gain independence in their learning.

UFAGj places a strong emphasis on student participation in university governance. The university has structures in place to ensure that students are represented at various levels of decision-making. For instance, a student representative is a voting member of the Senate, the Steering Council, and the Study Committee. Additionally, students hold key positions in the Faculty Council and various quality assurance commissions, which ensures that their voices are heard in critical discussions about academic policies and program improvements.

The Student Parliament and Student Council at UFAGj play vital roles in advocating for student rights, organizing events, and ensuring that students have a platform to address their concerns. A certain percentage of students are involved in the university's senior management, further ensuring their representation in strategic decision-making processes.

Faculty members serve as mentors for students, offering personalized academic advice to help students navigate their studies and ensure their progress. This includes guidance on course selection, academic challenges, and thesis or final project development. Additionally, faculty members provide support to students from diverse backgrounds to ensure their academic success.

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

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

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

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

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

ET recommendations:

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

6. RESEARCH

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

The main research objective of the study program is developing skills necessary for conducting scholarly investigations in Albanian language and literary studies which shall be supported by introducing the main research orientations within the fields of Albanian language and literary studies allowing students to explore individual research interests using research methodologies relevant to language and literature studies. These objectives align with research strategy of the university that is reflected in its mission statement and strategic goals.

To achieve the proposed research objectives the university has allocated certain financial resources in its strategic plan and some professors with expertise in various fields of language and literary studies. The infrastructure and library resources, on the other hand, might be one of the areas involved in further improvement.

A good part of the academic personnel involved in the program implementation conducts research in accordance with international standards and norms which is evidenced by the publications indexed in Scopus and WOS. The university encourages research activities of its academic personnel but, some of the research are not within the field of competence of the professors, and some of than has not a special focus in the research.

The program facilitates academic exchanges and networking opportunities, but no one of the graduated students never spend any semester or had a international experience abroad. According to the management and the professors, the lack of the skills in any foreign language is the main reason.

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

The university has allocated certain amount of funds that professors might apply for in case they intend to participate at a conference. However, the professors involved in the program must increase the participation in international research projects more. The university might consider providing regular assistance for participation in international research projects.

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

Academic staff involved in the delivery of the Albanian Language and Literature program are actively encouraged and supported to collaborate with national and international partners. This approach is in line with [the University's Strategic Plan for the period 2021-2025](#), which

emphasizes internationalization, collaboration, and academic excellence.

Faculties are encouraged to collaborate with cultural and educational institutions within Kosovo to strengthen the relevance of the program in the local academic and cultural context. Examples include: Partnerships with local libraries, cultural organizations, and educational institutions for joint research and events, such as public lectures or literary festivals; Participation in national initiatives to promote linguistic and literary studies, such as the development of curricula for secondary education or contributions to local and regional linguistic and literary journals.

But, the SER didn't provide examples of how the academic personnel involved in the study program carries out research useful for the local community.

The academic personnel involved in the study program take advantage of academic (mainly Erasmus+) exchange opportunities provided by the International Office of the university. However, the academic staff involved in Albanian language and literature, have a very low number of international mobility.

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

When comparing research interests and publications of the academic staff engaged in the study program delivery with the content of the courses they offer it becomes evident that some professors include the findings of their research in their teaching. However, due to this correlation, some of the topics involved in the research do not correspond to the field of interest of the teaching staff.

The annual scientific conference organized by the faculty is a very good opportunity to exchange experience and results of the research.

ET recommendations:

1. Professors should be more involved in international mobility.
2. Professors should participate in international projects
3. The faculty should encourage and support knowledge transfer to the public sector by organizing various cultural events.

7. INFRASTRUCTURE AND RESOURCES

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

Premises and classroom technologies used within the Department of Albanian language and literature guarantee a solid development of the work of this program. The department has a

dedicated to many classrooms with modern seats each and access to the other language labs within the faculty. Faculty members have offices and each office is properly marked for the name of ownership and office hours of the faculty. The classrooms are well-equipped with the instructional technologies and internet infrastructure. All classrooms, language labs and technical infrastructure is functional and have ability to deliver educational experience to the students. The department is conveniently located at the ground floor of the faculty which improves accessibility for students with special needs. All classrooms and offices are properly named, and operating hours are marked at the entrance doors.

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

Students in the department have access to the libraries within the University of Gjakova: the main library, the faculty library, and the department library. Each of these libraries offers a diverse range of academic resources, including online databases, printed books, scholarly journals, and specialized book collections relevant to their field of study. The Faculty of Philology has a library that is also used by students of this program and it has the basic books of this program. The department has a wall-to-wall bookshelf within a classroom and all books are specialized and related to the field of study and some of them are up-to-date books in the field. New books are asked by the faculty and arrives in timely manner. Also some NGOs donate books to the faculty's and departmental library. All three libraries have national and international literature in the form in print not in online. All libraries have sufficient seats and seating spaces for students in the program. The main library is open after class hours to accommodate students' needs.

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

According to the regulations, the budget for the department is managed by the rectorate level at the University of Gjakova. The expenses for operating the program and the infrastructure were allocated in the University of Gjakova budget and the plans are prepared in the strategic plan to ensure the sustainability of the program.

ET recommendations:

- 1. A bigger library, equipped with reading rooms, work rooms in groups is needed for the students.*
- 2. Literature included in the course syllabus must be in the library.*

Overall evaluation and judgments of the ET

The University of Gjakova, Faculty of Philology, Bachelor in Albanian Language and Literature program demonstrated Substantial overall compliance, with 3 (three) fully compliant and 4 (four) substantially compliant standards, including the mandatory areas.

According to the Manual requirements, the Expert Team recommends to accredit the study programme BA in Albanian Language and Literature in the Faculty of Philology, University of Gjakova, "Fehmi Agani" for 3 (three) years, with 40 students to be enrolled per year.

1. MISSION, OBJECTIVES AND ADMINISTRATION	<i>Substantially Compliant</i>
2. QUALITY MANAGEMENT	<i>Fully Compliant</i>
3. ACADEMIC STAFF *Mandatory	<i>Substantially Compliant</i>
4. EDUCATIONAL PROCESS CONTENT	<i>Substantially Compliant</i>
5. STUDENTS	<i>Fully Compliant</i>
6. RESEARCH	<i>Substantially Compliant</i>
7. INFRASTRUCTURE AND RESOURCES *Mandatory	<i>Fully Compliant</i>
Overall Compliance	<i>Substantially Compliant</i>

Expert Team

Chair

(Signature) (Print Name) (Date)

Member



Dhurata Shehri **15.05.2025**

(Signature) (Print Name) (Date)

Member



Arlind Farizi **15.05.2025**

(Signature) (Print Name) (Date)

Member



Domagoj Švigir

(Signature)

(Print Name)

15.05.2025.

(Date)