



ANNUAL QUALITY REPORT
FACULTY OF ENGLISH LANGUAGE
AKADEMIC YEAR: OCTOBER 2024 – JUNE 2025

September 2025

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1. EXECUTIVE SUMMARY

This Quality Report presents a comprehensive, systematic, and evidence-based evaluation of the academic and institutional performance of the Faculty of English Language at UBT College for the Academic Year 2024/2025. The report has been prepared in alignment with the institutional mission and strategic objectives, the standards of the Kosovo Accreditation Agency (KAA), and the European Standards and Guidelines for Quality Assurance in Higher Education (ESG).

The primary purpose of this report is to assess and analyze the quality of teaching and learning processes, the achievement of intended learning outcomes, the effectiveness of internal quality assurance mechanisms, the development of scientific research and innovation, and the level of academic and administrative support provided to students. The report is grounded in empirical data collected through student evaluations, academic staff reports, analysis of examination results, and systematic internal quality monitoring.

The findings indicate that the Faculty of English Language maintained a stable and satisfactory level of academic quality throughout the Academic Year 2024/2025. Teaching and learning processes were delivered in accordance with approved syllabi, clearly defined learning outcomes, transparent assessment structures, and a balanced integration of theoretical and practical teaching methods. Data from regular and irregular examination terms demonstrate high student participation and consistent academic progression across the majority of courses, particularly in intermediate and advanced years of study.

At the same time, the report identifies several foundational and theory-intensive courses—especially in the first year of study—where pass rates were comparatively lower. These findings have been analyzed within the context of the academic nature and complexity of the courses and have been addressed through targeted support measures, including additional consultations, continuous monitoring of attendance, and refinement of pedagogical practices.

In the area of scientific research and innovation, the Faculty recorded positive developments through academic staff participation in conferences, scientific publications, and research initiatives, as well as the gradual involvement of students in research-related activities. Initiatives such as Nucleus Lab represent a significant step toward strengthening pedagogical innovation, enhancing digital competencies, and integrating language, research, and technology within academic practice.

The report further confirms the effective functioning of the internal quality assurance system, which is based on the principle of continuous improvement (Plan–Do–Check–Act). Students, academic staff, and management structures are actively involved in evaluation, monitoring, and quality enhancement processes. Collected data are systematically analyzed and translated into concrete improvement measures, which are documented within this report.

Based on the findings and analyses presented, this Quality Report serves as the foundation for the development of the Annual Monitoring Plan for Quality Improvement for the Academic Year 2025/2026, ensuring continuity between evaluation, planning, and implementation of actions aimed at further strengthening the academic and institutional quality of the Faculty of English Language.

2. INTRODUCTION

Following the Executive Summary, which provides an overview of key findings and quality trends, this Introduction outlines the institutional context and rationale of the Quality Report. Quality assurance and continuous improvement constitute a core component of the academic and institutional functioning of the Faculty of English Language. In line with the mission and strategic objectives of the institution, and in compliance with national and European standards for higher education, the English Faculty has established and implemented a sustainable internal quality assurance system.

This Quality Report presents an analytical overview of the academic performance and quality-related processes of the Faculty of English Language for the Academic Year 2024/2025. The report evaluates the effectiveness of teaching and learning processes, learning outcomes, assessment practices, governance structures, and quality assurance mechanisms.

The report is based on empirical data collected through student evaluations, analysis of learning outcomes, academic staff reports, and internal quality assurance reviews. It aims to identify strengths, areas for improvement, and concrete actions for quality enhancement, following a continuous improvement approach.

Furthermore, this Quality Report serves as a key supporting document for the Self-Evaluation Report (SER) 2024–2029, demonstrating the operational effectiveness of the internal quality assurance system and its alignment with accreditation standards and European Standards and Guidelines (ESG).

2.1 Purpose of the Quality Report

The main purpose of the Quality Report is to provide a comprehensive, systematic, and evidence-based evaluation of the academic and institutional performance of the Faculty of English Language for the Academic Year 2024/2025. The report serves as a key instrument for monitoring, analyzing, and continuously improving quality in teaching, learning, assessment, scientific research, and student support services.

More specifically, this report aims to:

- Assess the level of fulfillment of the institutional and program mission by analyzing the degree of alignment between the mission and academic practices, curriculum structure, teaching methodologies, and assessment mechanisms. This analysis ensures that academic activities are consistent with the institution's strategic objectives and comply with the requirements of the National Qualifications Framework and the European Higher Education Area (EHEA).
- Analyze the effectiveness of the internal quality assurance system through the review of monitoring mechanisms, self-evaluation processes, and feedback from students, academic staff, and other stakeholders. The report evaluates how collected data are translated into academic decision-making and concrete actions for continuous improvement.
- Evaluate the quality of the teaching–learning process and student learning outcomes by analyzing the achievement of learning outcomes at both program and course levels, the coherence between learning outcomes, teaching methods, and assessment forms, as well as the fairness and transparency of assessment practices.
- Identify strengths and areas requiring improvement in the academic and organizational functioning of the Faculty, based on data analysis, comparisons across semesters, and performance trend evaluations. This process aims to strengthen a culture of critical reflection and institutional accountability.

- Propose concrete and feasible improvement measures, which are incorporated into the Improvement Plan and monitored through the relevant quality assurance structures. These measures aim to enhance academic quality, improve the student experience, and support the professional development of academic staff.
- Serve as a supporting document within the re-accreditation process, demonstrating the Faculty of English Language's compliance with the standards of the Kosovo Accreditation Agency, the European Standards and Guidelines for Quality Assurance (ESG), and the applicable legal and institutional requirements for higher education

Therefore, the Quality Report seeks to strengthen transparency, accountability, and continuous improvement, placing students at the center of the educational process and contributing to the sustainable academic and institutional development of the Faculty of English Language.

3. Teaching and Learning – Overview

Teaching and learning at the Faculty of English Language are organized in accordance with approved study programs and institutional regulations, ensuring consistency, transparency, and academic coherence across all study years. The teaching process is structured around clearly defined syllabi that specify intended learning outcomes, course content, teaching methods, and assessment criteria. Academic staff deliver courses in line with these syllabi, ensuring that learning outcomes are achievable and aligned with the objectives of the study program and the institutional mission.

A student-centred approach underpins the teaching and learning process, placing active student engagement, participation, and academic development at the core of instructional practices. Teaching methodologies are designed to encourage interaction, critical thinking, and reflective learning through discussions, group work, presentations, and applied tasks. Students are supported through regular consultations, continuous feedback, and academic guidance, enabling them to take an active role in their learning process and progression.

The alignment between teaching activities, intended learning outcomes, and assessment methods is systematically ensured through syllabus design and internal quality assurance mechanisms. Learning outcomes are assessed through a combination of formative and summative assessments, including in-class activities, written assignments, presentations, examinations, and project-based tasks. This constructive alignment ensures coherence between what is taught, how students learn, and how their achievement is evaluated.

Teaching delivery combines lectures and practical sessions in order to balance theoretical knowledge with applied skills development. Lectures provide students with foundational disciplinary knowledge, while practical sessions, exercises, and seminars enable the application of concepts in language use, linguistic analysis, translation practice, and academic writing. This combination supports progressive learning across semesters and contributes to the development of both academic and professional competencies.

The teaching and learning process is further supported by the use of digital platforms, particularly Moodle, as an integral component of blended learning. Course materials, reading lists, assignments, and announcements are regularly uploaded to Moodle, ensuring equal access to learning resources and supporting independent study. Digital tools are used to complement face-to-face teaching, facilitate communication, and enhance student engagement. The integration of Moodle within the teaching process contributes to flexibility, transparency, and the overall quality of learning experiences.

4. Curriculum Delivery and Staff Engagement

The Faculty of English Language has a total of 26 academic staff members. Twenty-five of them are employed on a full-time basis, while one is engaged as part-time staff.

4.1 Winter Semester – Academic Year 2024-2025

In the winter semester, 11 teachers were engaged in teaching.

4.1.1 Courses during winter semester

Semester 1

Courses	Lectures hrs	Practice hrs	Total Hrs
English Language Skills 1	24	24	48
British Literature 1	24	/	24
Introduction to Linguistics	24	12	36
Cultural Aspects of ELT	24	/	24
Albanian Morphology	24	12	36
Legal English	24	/	24
Creative Writing	24	/	24
Total	168	48	216

Table 1. Winter Sem. Generation 2425

Semester 3

Courses	Lectures	Practice	Total hrs
English Language Skills 3	24	24	48
British Literature 3	24	/	24
English Morphology	24	12	36
Introduction to Translation and Interpretation	24	12	36
Varieties of English Language	24	/	24
Intercultural Communication	24	/	24
Introduction to Diplomacy	24	/	24
Total	168	48	216

Table 2. Winter Sem. Generation 2324

Semester 5

Courses	Lectures	Practice	Total Hrs
Theory and Practice of Translation	24	12	36
American Literature 1	24	/	24
Research Methods	24	12	36
Lexicology	24	12	36
Semantics	24	/	24
English for Journalism	24	/	24
Computer Assisted Language Learning	24	/	24
Total	168	36	204

Table 3. Winter Sem. Generation 2223

During the Winter Semester of the Academic Year 2024/2025, the teaching process at the Faculty of English Language was supported by the engagement of 11 academic staff members. These staff members were responsible for delivering courses across different cohorts and study years, ensuring continuity, academic coherence, and effective implementation of the curriculum at faculty level.

Teaching activities during the winter semester covered Semester 1, Semester 3, and Semester 5, corresponding to three different student generations. The distribution of courses and teaching hours reflects a balanced allocation of lectures and practical sessions, aligned with the learning objectives and academic requirements of each study level.

For first-year students, teaching focused on foundational language skills, linguistic knowledge, and introductory subject areas. A total of seven courses were delivered, comprising 168 lecture hours and 48 practice hours, amounting to 216 total teaching hours. The inclusion of practice hours in core courses such as *English Language Skills 1*, *Introduction to Linguistics*, and *Albanian Morphology* supported the development of essential academic and language competencies.

In Semester 3, the curriculum emphasized the further development of language proficiency, linguistic analysis, translation, and intercultural awareness. Teaching consisted of seven courses, with 168 lecture hours and 48 practice hours, again totaling 216 teaching hours. Practical components were incorporated into key courses such as *English Language Skills 3*, *English Morphology*, and *Introduction to Translation and Interpretation*, ensuring a balanced theoretical and applied learning experience.

For third-year students, teaching activities focused on advanced disciplinary knowledge, research skills, and professional language applications. Semester 5 included seven courses, delivered through 168 lecture hours and 36 practice hours, resulting in a total of 204 teaching hours. Practice-oriented courses such as *Theory and Practice of Translation*, *Research Methods*, and *Lexicology* supported students’ preparation for research activities and professional engagement. The engagement of academic staff during the winter semester ensured effective coverage of all planned courses and study levels. The distribution of teaching hours demonstrates consistency across semesters, while the inclusion of practical components reflects the English Faculty’s commitment to applied learning and skills development. Staff engagement during this period contributed positively to the smooth functioning of the teaching process and the achievement of academic objectives at faculty level.

4.2 Summer Semester Academic Year 2024-2025

In the winter semester, 12 teachers were engaged in teaching.

4.2.1 Courses during summer semester

Semester 2

Courses	Lectures hrs	Practice hrs	Total Hrs
English Language Skills 2	24	24	48
British Literature II	24	/	24
Academic Writing	24	/	24
Phonetics and Phonology	24	24	48
Albanian Syntax	24	12	36
Psychology of Language and Communication	24	/	24
English for Business and Economy	24	/	24
Total	168	60	228

Table 4. Summer Sem. Generation 2425

Semester 4

Courses	Lectures	Practice	Total hrs
English Language 4	24	24	48
British Literature 4	24	/	24
English Syntax	24	12	36
Stylistics	24	12	36
Translation in Public and Private Institutions	24	/	24
Public Speaking	24	/	24
Medical English	24	/	24
Total	168	48	216

Table 5. Summer Sem. Generation 2324

Semester 6

Courses	Lectures	Practice	Total Hrs
Micro-Thesis	24	/	36
Sociolinguistics	24	/	24
American Literature 2	24	/	36
Discourse Analysis	24	/	36
English for Tourism	24	/	24
Introduction to Logic and Critical Thinking	24	/	24
	144	/	204
Total	168		204

Table 6. Summer Sem. Generation 2223

During the Summer Semester of the Academic Year 2024–2025, the Faculty of English Language ensured the structured and effective delivery of teaching activities across Semesters 2, 4, and 6 of the Bachelor program. Teaching was implemented in accordance with approved curricula, workload regulations, and the academic calendar. A total of 12 academic staff members were engaged in teaching during the Winter Semester, with continuity maintained into the Summer Semester through coordinated course delivery.

Semester 2 included a balanced combination of theoretical instruction and practical engagement, particularly in language skills and linguistics-related courses. A total of 228 teaching hours were delivered, consisting of 168 lecture hours and 60 practice hours. Courses such as *English Language Skills 2* and *Phonetics and Phonology* integrated substantial practical components, supporting the development of students' communicative and analytical skills. Other courses, including *Academic Writing*, *British Literature II*, and *Psychology of Language and Communication*, focused primarily on lecture-based instruction, ensuring a strong theoretical foundation.

In Semester 4, teaching activities emphasized advanced language proficiency, linguistic analysis, and applied communication skills. The semester comprised a total of 216 teaching hours, with 168 lecture hours and 48 practice hours. Courses such as *English Language Skills 4*, *English Syntax*, and *Stylistics* incorporated both lectures and practice sessions, reflecting the increasing academic complexity of the program. Professionally oriented courses, including *Translation Practice in Public and Private Institutions*, *Public Speaking*, and *Medical English*, supported students' preparation for real-world linguistic and professional contexts.

Semester 6 focused on advanced academic development and preparation for graduation. Teaching activities amounted to a total of 204 teaching hours, primarily lecture-based, reflecting the research-oriented and analytical nature of final-year courses. Subjects such as *Discourse Analysis*, *American Literature II*, and *Introduction to Logic and Critical Thinking* emphasized critical thinking and independent academic work. The *Micro-Thesis* course played a central role in this semester, supporting students in conducting structured research and

Summer Semester 2024–2025 was characterized by well-organized teaching delivery, appropriate distribution of lecture and practice hours, and clear alignment between course content and program learning outcomes. The progressive structure across Semesters 2, 4, and 6 ensured a logical academic trajectory from skills development and theoretical grounding to advanced analysis and independent research. The data confirm the English Faculty’s commitment to maintaining instructional consistency, academic rigor, and quality assurance throughout the Summer Semester.

4.3 Student Engagement and Attendance

During the Winter Semester, student attendance at the Bachelor level in the Faculty of English Language remained consistently high across the majority of courses. Core first-year courses, such as *Introduction to Linguistics* and *Cultural Aspects in the English Language*, recorded average attendance rates exceeding 91%, indicating strong student engagement and regular participation in face-to-face teaching activities.

Language skills based courses and literature modules maintained attendance levels ranging between 88% and 84%, reflecting stable learning continuity throughout the semester. Courses in Albanian language studies also demonstrated solid attendance, with rates exceeding 83%, confirming sustained student involvement across different areas of the curriculum.

During the Summer Semesters of the Academic Year 2024–2025, the Faculty of English Language ensured systematic monitoring of student attendance across all Bachelor-level courses. Teaching activities in both summer semesters were delivered primarily in a physical (on-site) format, enabling continuous interaction between students and academic staff and supporting effective curriculum implementation.

Attendance levels during the Summer Semester remained generally high and stable, particularly in compulsory and skills-based courses such as *English Language Skills*, *Syntax*, *Stylistics*, *Translation Practice*, and *Micro-Thesis*. While minor fluctuations were observed in some introductory and lecture-based courses during the initial weeks of the semester, overall participation remained satisfactory and improved as the semester progressed. Advanced-year courses demonstrated particularly strong attendance, reflecting increased academic responsibility and engagement among senior students.

Across both semesters, attendance data confirm that the Faculty of English Language maintained a high level of academic discipline and instructional reliability. Stable participation rates contributed positively to learning continuity, achievement of intended learning outcomes, and overall teaching effectiveness. Regular monitoring of attendance also functions as an important internal quality assurance indicator, supporting transparency, accountability, and the continuous improvement of teaching and learning processes.

4.4 Strengths and Improvement Measures

The analysis of teaching and learning practices at the Faculty of English Language during the Academic Year 2024–2025 highlights several key strengths that contribute to the overall quality and effectiveness of the educational process.

One of the primary strengths lies in the **stable organization of teaching**, with courses delivered consistently in face-to-face format and in accordance with approved timetables and syllabi. High student attendance rates across both Winter and Summer semesters reflect strong student engagement, instructional reliability, and effective classroom management. The alignment between teaching activities, learning outcomes, and assessment practices further supports coherent curriculum delivery and academic progression.

The Faculty also demonstrates strength in the **use of blended learning tools**, particularly through the systematic use of the Moodle platform. Timely enrolment of students in courses, regular uploading of teaching materials, and weekly monitoring by the Faculty Coordinator ensure transparency, accessibility, and continuity of learning. These practices support student-centred learning and accommodate diverse learning needs.

Assessment data from regular and irregular examination terms indicate **overall satisfactory to very good student performance**, with clear progression across semesters. High success rates in advanced courses confirm effective pedagogical approaches and appropriate alignment between teaching content and assessment criteria.

Despite these strengths, the analysis also identifies areas for **continuous improvement**. Foundational and analytically demanding first-year courses show comparatively lower success rates in certain examination terms, suggesting the need for enhanced academic support mechanisms, such as additional tutorials, targeted consultation hours, or early diagnostic assessment. Minor fluctuations in attendance during initial weeks of some semesters also indicate the potential benefit of strengthened orientation activities and early student engagement strategies.

To address these areas, the Faculty plans to implement targeted improvement measures, including enhanced academic mentoring, increased coordination among teaching staff, and the continued monitoring of attendance, assessment outcomes, and Moodle usage. These measures are integrated into the Faculty's Quality Improvement and Monitoring Plan for the Academic Year 2025–2026 and are designed to further strengthen teaching effectiveness, student achievement, and overall academic quality.

5. Assessment and Examination

The Faculty of English Language organizes examination activities in accordance with the academic calendar and institutional regulations, ensuring regular assessment opportunities for students across all cohorts.

5.1 Regular Examination Terms

During the relevant academic cycle, the following regular examination terms were conducted:

- February 2024
- June 2024
- September 2024

These regular terms represent the main assessment periods during which students complete course requirements and demonstrate achievement of learning outcomes.

5.2 Irregular Examination Terms

In addition to the regular terms, the English Faculty provided irregular examination terms to support student progression and address specific academic needs:

- April 2024
- November 2024

Irregular terms serve as supplementary assessment opportunities and contribute to flexibility within the assessment system, particularly for students who require additional attempts to fulfill course obligations.

February Examination Term Academic Year 2024/2025 - Regular Term

Code	Course	Semester	February Term 2024	Academic Year	Level	Program	Faculty	Students No	Students Participation	Positive Grades
230-ITL-103	Introduction to Linguistics	1	February Term 2024	2024/2025	Bachelor	English Language	English Language	24	21	21
230-BL1-102	British Literature I (Humanism and Renaissance)	1	February Term 2024	2024/2025	Bachelor	English Language	English Language	25	22	20
230-ELS1-101	English Language Skills 1	1	February Term 2024	2024/2025	Bachelor	English Language	English Language	22	19	12
230-AM-104	Albanian Morphology	1	February Term 2024	2024/2025	Bachelor	English Language	English Language	28	21	9
230-CAEL-105	Cultural Aspects in English Language	1	February Term 2024	2024/2025	Bachelor	English Language	English Language	29	17	15
230-LE-106	Legal English	1	February Term 2024	2024/2025	Bachelor	English Language	English Language	24	22	21
230-CW-109	Creative Writing	1	February Term 2024	2024/2025	Bachelor	English Language	English Language	26	20	19
230-PHPH-152	Phonetics and Phonology	2	February Term 2024	2024/2025	Bachelor	English Language	English Language	2	1	0
230-EBE-159	English for Business and Economics	2	February Term 2024	2024/2025	Bachelor	English Language	English Language	8	3	3
230-BL2-153	British Literature II (Romanticism)	2	February Term 2024	2024/2025	Bachelor	English Language	English Language	9	4	3
230-PLC-158	Psychology of Language and Communication	2	February Term 2024	2024/2025	Bachelor	English Language	English Language	4	1	1
230-ELS2-151	English Language Skills 2	2	February Term 2024	2024/2025	Bachelor	English Language	English Language	8	5	2
230-AWE-154	Academic Writing in English	2	February Term 2024	2024/2025	Bachelor	English Language	English Language	5	2	2

230-AS-155	Syntax of the Albanian Language	2	February Term 2024	2024/2025	Bachelor	English Language	English Language	12	5	2
230-SD-208	Shakespearean Drama	3	February Term 2024	2024/2025	Bachelor	English Language	English Language	2	1	1
230-ID-209	Introduction to Diplomacy	3	February Term 2024	2024/2025	Bachelor	English Language	English Language	34	34	34
230-ITI-205	Introduction to Translation and Interpretation	3	February Term 2024	2024/2025	Bachelor	English Language	English Language	38	33	33
230-IC-206	Intercultural Communication	3	February Term 2024	2024/2025	Bachelor	English Language	English Language	36	30	22
230-BL3-202	British Literature III (Victorianism)	3	February Term 2024	2024/2025	Bachelor	English Language	English Language	40	30	27
230-EM-203	English Morphology	3	February Term 2024	2024/2025	Bachelor	English Language	English Language	35	30	29
230-ELS3-201	English Language Skills 3	3	February Term 2024	2024/2025	Bachelor	English Language	English Language	38	35	24
230-VOE-204	Varieties of the English Language	3	February Term 2024	2024/2025	Bachelor	English Language	English Language	43	32	18
230-BL4-253	British Literature IV (Modernism)	4	February Term 2024	2024/2025	Bachelor	English Language	English Language	10	5	4
230-TPPP-254	Translation Practice in Public and Private Institutions	4	February Term 2024	2024/2025	Bachelor	English Language	English Language	1	1	1
230-ELS4-251	English Language Skills 4	4	February Term 2024	2024/2025	Bachelor	English Language	English Language	2	1	1
230-ES-252	Syntax of the English Language	4	February Term 2024	2024/2025	Bachelor	English Language	English Language	20	16	12
230-STI-255	Stylistics	4	February Term 2024	2024/2025	Bachelor	English Language	English Language	17	13	4
230-PSIE-259	Public Speaking in English	4	February Term 2024	2024/2025	Bachelor	English Language	English Language	5	1	1

230-EFM-256	Medical English	4	February Term 2024	2024/2025	Bachelor	English Language	English Language	4	3	3
230-EFJ-307	English for Journalism	5	February Term 2024	2024/2025	Bachelor	English Language	English Language	37	28	25
230-LEX-304	Lexicology	5	February Term 2024	2024/2025	Bachelor	English Language	English Language	35	30	26
230-AL1-302	American Literature 1	5	February Term 2024	2024/2025	Bachelor	English Language	English Language	35	28	28
230-CALL-309	Language Learning through Computers	5	February Term 2024	2024/2025	Bachelor	English Language	English Language	34	31	30
230-RM-303	Research Methods	5	February Term 2024	2024/2025	Bachelor	English Language	English Language	34	31	29
230-SEM-305	Semantics	5	February Term 2024	2024/2025	Bachelor	English Language	English Language	37	31	31
230-TPT-301	Theory and Practice of Translation	5	February Term 2024	2024/2025	Bachelor	English Language	English Language	35	28	24
230-THESIS-351	Micro- Thesis	6	February Term 2024	2024/2025	Bachelor	English Language	English Language	1	0	0
230-AL2-352	American Literature II	6	February Term 2024	2024/2025	Bachelor	English Language	English Language	7	5	5
230-DA-354	Discourse Analysis	6	February Term 2024	2024/2025	Bachelor	English Language	English Language	3	3	1
230-ILCT-358	Introduction to Logic and Critical Thinking	6	February Term 2024	2024/2025	Bachelor	English Language	English Language	2	2	2
230-ELFT-357	English for Tourism	6	February Term 2024	2024/2025	Bachelor	English Language	English Language	1	0	0
230-SOC-353	Sociolinguistics	6	February Term 2024	2024/2025	Bachelor	English Language	English Language	0	0	0

The February Examination Term for the academic year 2024-2025 represents the first regular examination period of the most recently completed academic cycle. Data from this term are used in the Quality Report as baseline indicators for evaluating assessment effectiveness and student progression in the Academic Year 2024/2025.

The results of the February Examination Term 2024 provide an overview of student participation and academic performance across all semesters of the Bachelor program in English Language at the Faculty of English Language. The data serve as baseline indicators for monitoring assessment effectiveness and student progression during the Academic Year 2024/2025.

Overall, the examination results show high student participation in most courses, particularly in core language, translation, literature, and applied linguistics subjects. First-year courses demonstrate strong engagement, with high success rates in Introduction to Linguistics, Legal English, Creative Writing, and British Literature I, while more challenging subjects such as Albanian Morphology and English Language Skills 1 show lower proportions of positive grades, reflecting the academic demands of foundational courses.

In the middle semesters, performance remains generally strong. Courses in translation, diplomacy, morphology, and language skills record high numbers of positive grades, indicating steady academic development. Some variability is observed in analytically demanding courses such as Varieties of the English Language and Intercultural Communication, which is consistent with their conceptual complexity.

Advanced semesters show very high success rates, especially in Semantics, American Literature I, Research Methods, and Computer-Assisted Language Learning, demonstrating effective learning progression and alignment between teaching and assessment. Final-year courses involve smaller cohorts, and results reflect individualized academic paths rather than broad trends.

In summary, the February Term 2024 results indicate overall satisfactory academic performance, strong student engagement, and clear progression across semesters. The data also highlight specific courses where targeted academic support and pedagogical refinement may further enhance student achievement in the Academic Year 2024/2025.

April Examination Term Academic Year 2024/2025 – Irregular Term

Code	Course	Semester	April Term 2024/2025	Academic Year	Level	Program	Faculty	Students No	Students Participation	Positive Grades
230-LE-106	Legal English	1	April Term	2024/2025	Bachelor	English Language	English Language	1	1	1
230-CAEL-105	Cultural Aspects in the English Language	1	April Term	2024/2025	Bachelor	English Language	English Language	5	5	3
230-GER1-107	German Language I	1	April Term	2024/2025	Bachelor	English Language	English Language	1	1	1
230-ITL-103	Introduction to Linguistics	1	April Term	2024/2025	Bachelor	English Language	English Language	2	0	0
230-BL1-102	British Literature I (Humanism and Renaissance)	1	April Term	2024/2025	Bachelor	English Language	English Language	1	1	0
230-AM-104	Albanian Language Morphology	1	April Term	2024/2025	Bachelor	English Language	English Language	11	6	2
230-ELS1-101	English Language Skills 1	1	April Term	2024/2025	Bachelor	English Language	English Language	4	3	3
230-CW-109	Creative Writing	1	April Term	2024/2025	Bachelor	English Language	English Language	2	1	1
230-PHPH-152	Phonetics and Phonology	2	April Term	2024/2025	Bachelor	English Language	English Language	5	2	1
230-EBE-159	English for Business and Economics	2	April Term	2024/2025	Bachelor	English Language	English Language	1	0	0
230-BL2-153	British Literature II (Romanticism)	2	April Term	2024/2025	Bachelor	English Language	English Language	3	2	1
230-ELS2-151	English Language Skills 2	2	April Term	2024/2025	Bachelor	English Language	English Language	2	1	0
230-AWE-154	Academic Writing in English	2	April Term	2024/2025	Bachelor	English Language	English Language	1	0	0
230-AS-155	Syntax of the Albanian Language	2	April Term	2024/2025	Bachelor	English Language	English Language	3	1	1
230-ID-209	Introduction to Diplomacy	3	April Term	2024/2025	Bachelor	English Language	English Language	1	1	1
230-ITI-205	Introduction to Translation and Interpreting	3	April Term	2024/2025	Bachelor	English Language	English Language	1	0	0
230-IC-206	Intercultural Communication	3	April Term	2024/2025	Bachelor	English Language	English Language	8	5	5
230-BL3-202	British Literature III (Victorianism)	3	April Term	2024/2025	Bachelor	English Language	English Language	6	6	4
230-EM-203	English Language Morphology	3	April Term	2024/2025	Bachelor	English Language	English Language	3	3	3
230-ELS3-201	English Language Skills 3	3	April Term	2024/2025	Bachelor	English Language	English Language	11	10	8
230-VOE-204	Varieties of the English Language	3	April Term	2024/2025	Bachelor	English Language	English Language	14	11	8
230-EFM-256	English for Medical Purposes	4	April Term	2024/2025	Bachelor	English Language	English Language	1	1	1
230-BL4-253	British Literature IV (Modernism)	4	April Term	2024/2025	Bachelor	English Language	English Language	2	2	0
230-ELS4-251	English Language Skills 4	4	April Term	2024/2025	Bachelor	English Language	English Language	1	0	0

230-ES-252	Syntax of the English Language	4	April Term	2024/2025	Bachelor	English Language	English Language	5	4	4
230-STI-255	Stylistics	4	April Term	2024/2025	Bachelor	English Language	English Language	11	8	5
230-PSIE-259	Public Speaking in English	4	April Term	2024/2025	Bachelor	English Language	English Language	1	1	1
230-EFJ-307	English for Journalism	5	April Term	2024/2025	Bachelor	English Language	English Language	4	4	4
230-LEX-304	Lexicology	5	April Term	2024/2025	Bachelor	English Language	English Language	3	3	3
230-AL1-302	American Literature I	5	April Term	2024/2025	Bachelor	English Language	English Language	5	4	4
230-CALL-309	Computer-Assisted Language Learning	5	April Term	2024/2025	Bachelor	English Language	English Language	1	1	1
230-SEM-305	Semantics	5	April Term	2024/2025	Bachelor	English Language	English Language	1	1	1
230-TPT-301	Theory and Practice of Translation	5	April Term	2024/2025	Bachelor	English Language	English Language	8	7	6
230-ITF-356	Introduction to Prose	6	April Term	2024/2025	Bachelor	English Language	English Language	1	1	1
230-LA2-352	American Literature II	6	April Term	2024/2025	Bachelor	English Language	English Language	1	1	1
230-THESIS-351	Micro-Thesis	6	April Term	2024/2025	Bachelor	English Language	English Language	1	1	1
230-SOC-353	Sociolinguistics	6	April Term	2024/2025	Bachelor	English Language	English Language	0	0	0

The April Examination Term of the Academic Year 2024/2025 served as an irregular assessment period, primarily supporting student progression through additional examination opportunities across all semesters of the Bachelor program in English Language. The data indicate moderate to high student participation, particularly in core language, literature, translation, and applied linguistics courses.

In Semester 1, student participation was generally satisfactory, with strong outcomes in Legal English, English Language Skills 1, Creative Writing, and Cultural Aspects in the English Language. Lower participation and achievement were observed in Introduction to Linguistics, British Literature I, and Albanian Language Morphology, reflecting the continued academic challenges associated with foundational theoretical and linguistic subjects.

Semester 2 results show limited participation overall, which is typical for an irregular examination term. Courses such as British Literature II, Syntax of the Albanian Language, and Phonetics and Phonology recorded partial success among participating students, while skill-based and writing-focused courses demonstrated lower pass rates, indicating areas where further academic support may be beneficial. In Semester 3, the results were notably stronger. High participation and positive grade rates were recorded in Intercultural Communication, English Language Morphology, English Language Skills 3, and Varieties of the English Language, confirming steady academic progression and effective alignment between teaching and assessment at this stage of study.

Semester 4 outcomes show mixed performance. Courses such as Syntax of the English Language, Public Speaking in English, and English for Medical Purposes achieved high success rates, whereas British Literature IV, English Language Skills 4, and Stylistics exhibited lower proportions of positive grades, reflecting the increased analytical demands of advanced coursework.

In Semesters 5 and 6, performance was generally strong, with high success rates in Semantics, Lexicology, American Literature I and II, Theory and Practice of Translation, and Computer-Assisted Language Learning. Final-year courses involved small cohorts, and results reflect individualized academic pathways rather than broad performance trends.

Overall, the April Term 2024/2025 results demonstrate that the irregular examination period effectively supports student continuity and progression. While participation levels are naturally lower than in regular terms, the data highlight generally satisfactory academic performance, clear progression across semesters, and specific courses where targeted academic interventions could further enhance student success.

June Examination Term Academic Year 2024/2025 - Regular Term

Code	Course	Semester	JuneTerm 2024/2025	Academic Year	Level	Program	Faculty	Students No	Students Participation	Positive Grades
230-LE-106	Legal English	1	June Term	2024/2025	Bachelor	English Language	English Language	1	0	0
230-CAEL-105	Cultural Aspects in the English Language	1	June Term	2024/2025	Bachelor	English Language	English Language	12	5	2
230-GER1-107	German Language 1	1	June Term	2024/2025	Bachelor	English Language	English Language	2	0	0
230-ITL-103	Introduction to Linguistics	1	June Term	2024/2025	Bachelor	English Language	English Language	2	1	1
230-BL1-102	British Literature I (Humanism and Renaissance)	1	June Term	2024/2025	Bachelor	English Language	English Language	5	1	1
230-AM-104	Albanian Language Morphology	1	June Term	2024/2025	Bachelor	English Language	English Language	10	9	7
230-ELS1-101	English Language Skills 1	1	June Term	2024/2025	Bachelor	English Language	English Language	7	3	2
230-CW-109	Creative Writing	1	June Term	2024/2025	Bachelor	English Language	English Language	2	2	2
230-PHPH-152	Phonetics and Phonology	2	June Term	2024/2025	Bachelor	English Language	English Language	26	23	8
230-EBE-159	English for Business and Economics	2	June Term	2024/2025	Bachelor	English Language	English Language	21	19	19
230-BL2-153	British Literature II (Romanticism)	2	June Term	2024/2025	Bachelor	English Language	English Language	22	17	17
230-PLC-158	Psychology of Language and Communication	2	June Term	2024/2025	Bachelor	English Language	English Language	21	18	16
230-ELS2-151	English Language Skills 2	2	June Term	2024/2025	Bachelor	English Language	English Language	21	18	16
230-AWE-154	Academic Writing in English	2	June Term	2024/2025	Bachelor	English Language	English Language	20	18	15
230-AS-155	Syntax of the Albanian Language	2	June Term	2024/2025	Bachelor	English Language	English Language	24	20	17
230-ID-209	Introduction to Diplomacy	3	June Term	2024/2025	Bachelor	English Language	English Language	2	0	0
230-SD-208	Shakespeare Drama	3	June Term	2024/2025	Bachelor	English Language	English Language	2	1	1
230-GEL-207	Globalisatio and English LAnguage	3	June Term	2024/2025	Bachelor	English Language	English Language	1	1	1
230-ITI-205	Introduction to Translation and Interpreting	3	June Term	2024/2025	Bachelor	English Language	English Language	5	3	3
230-IC-206	Intercultural Communication	3	June Term	2024/2025	Bachelor	English Language	English Language	5	2	2
230-BL3-202	British Literature III (Victorianism)	3	June Term	2024/2025	Bachelor	English Language	English Language	5	2	2
230-EM-203	English Language Morphology	3	June Term	2024/2025	Bachelor	English Language	English Language	2	2	1
230-ELS3-201	English Language Skills 3	3	June Term	2024/2025	Bachelor	English Language	English Language	7	7	6
230-VOE-204	Varieties of the English Language	3	June Term	2024/2025	Bachelor	English Language	English Language	8	4	3
230-EFM-256	English for Medical Purposes	4	June Term	2024/2025	Bachelor	English Language	English Language	34	30	29
230-BL4-253	British Literature IV (Modernism)	4	June Term	2024/2025	Bachelor	English Language	English Language	39	25	25
230-TPPP-254	Translation Practice in	4	June Term	2024/2025	Bachelor	English Language	English Language	34	24	23

	Public and Private Institutions									
230-ELS4-251	English Language Skills 4	4	June Term	2024/2025	Bachelor	English Language	English Language	35	29	18
230-ES-252	Syntax of the English Language	4	June Term	2024/2025	Bachelor	English Language	English Language	42	32	13
230-STI-255	Stylistics	4	June Term	2024/2025	Bachelor	English Language	English Language	44	35	20
230-PSIE-259	Public Speaking in English	4	June Term	2024/2025	Bachelor	English Language	English Language	34	24	23
230-RMJ-303	Research Methods	5	June Term	2024/2025	Bachelor	English Language	English Language	7	4	4
230-EFJ-307	English for Journalism	5	June Term	2024/2025	Bachelor	English Language	English Language	4	4	4
230-LEX-304	Lexicology	5	June Term	2024/2025	Bachelor	English Language	English Language	9	6	6
230-AL1-302	American Literature I	5	June Term	2024/2025	Bachelor	English Language	English Language	6	1	1
230-CALL-309	Computer-Assisted Language Learning	5	June Term	2024/2025	Bachelor	English Language	English Language	1	0	0
230-SEM-305	Semantics	5	June Term	2024/2025	Bachelor	English Language	English Language	5	2	2
230-TPT-301	Theory and Practice of Translation	5	June Term	2024/2025	Bachelor	English Language	English Language	8	4	2
230-ELFT-357	English For Tourism	6	June Term	2024/2025	Bachelor	English Language	English Language	36	32	32
230-LA2-352	American Literature II	6	June Term	2024/2025	Bachelor	English Language	English Language	34	29	27
230-DA-354	Discourse Analysis	6	June Term	2024/2025	Bachelor	English Language	English Language	36	29	28
230-THESIS-351	Micro-Thesis	6	June Term	2024/2025	Bachelor	English Language	English Language	29	11	11
230-SOC-353	Sociolinguistics	6	June Term	2024/2025	Bachelor	English Language	English Language	5	2	2
230-ILCT-358	Introduction to Logic	6	June Term	2024/2025	Bachelor	English Language	English Language	33	30	30
230-ITF-356	Introduction to Prose	6	June Term	2024/2025	Bachelor	English Language	English Language	2	0	0

The June Examination Term of the Academic Year 2024/2025 represents the main regular assessment period for the Bachelor program in English Language at the Faculty of English Language. The data indicate high student participation and generally strong academic performance, particularly in core courses, applied linguistics, literature, and professional English modules.

In Semester 1, student participation varied across courses. Strong performance was observed in Albanian Language Morphology, Creative Writing, and Introduction to Linguistics, while lower participation and pass rates were noted in Legal English and German Language 1, reflecting selective exam attendance typical of this cohort. Overall, foundational courses showed moderate success, highlighting the academic transition challenges faced by first-year students.

Semester 2 demonstrated very strong outcomes, with high participation and high numbers of positive grades across most courses. Subjects such as English for Business and Economics, British Literature II, Psychology of Language and Communication, English Language Skills

2, Academic Writing in English, and Syntax of the Albanian Language recorded particularly high success rates, indicating effective teaching–learning alignment and student preparedness.

In Semester 3, results were mixed but generally satisfactory. Courses such as English Language Skills 3, Introduction to Translation and Interpreting, and Globalisation and the English Language showed positive outcomes, while lower participation was noted in Introduction to Diplomacy and Introduction to Prose, which is consistent with elective course patterns.

Semester 4 recorded high enrolment and strong participation, reflecting the central role of these courses in the curriculum. Notably strong performance was achieved in English for Medical Purposes, British Literature IV, Translation Practice in Public and Private Institutions, and Public Speaking in English. Some variability in success rates was observed in analytically demanding courses such as Syntax of the English Language and Stylistics, reflecting the increased cognitive and theoretical demands at this level.

In Semester 5, participation was moderate, with strong outcomes in Research Methods, English for Journalism, Lexicology, and Semantics. Lower participation in Computer-Assisted Language Learning and American Literature I reflects individual academic trajectories rather than systemic issues.

Semester 6 showed very high participation and success rates, particularly in English for Tourism, American Literature II, Discourse Analysis, and Introduction to Logic, confirming strong academic maturity and readiness for graduation. The Micro-Thesis results indicate successful completion among participating students, while small cohorts in selected courses reflect individualized final-year study plans.

To conclude, June Term 2024/2025 results confirm satisfactory to very good academic performance, high student engagement, and clear progression across semesters. The data demonstrate the effectiveness of teaching, assessment practices, and curriculum structure, while also identifying specific courses where targeted academic support could further enhance student success.

September Examination Term Academic Year 2024/2025 – Regular Term

Code	Course	Semester	September Term 2024/2025	Academic Year	Level	Program	Faculty	Students No	Students Participation	Positive Grades
230-LE-106	Legal English	1	September Term	2024/2025	Bachelor	English Language	English Language	1	1	1
230-CAEL-105	Cultural Aspects in the English Language	1	September Term	2024/2025	Bachelor	English Language	English Language	10	4	2
230-GER1-107	German Language 1	1	September Term	2024/2025	Bachelor	English Language	English Language	2	1	1
230-ITL-103	Introduction to Linguistics	1	September Term	2024/2025	Bachelor	English Language	English Language	1	1	0
230-BL1-102	British Literature I (Humanism and Renaissance)	1	September Term	2024/2025	Bachelor	English Language	English Language	7	1	1
230-AM-104	Albanian Language Morphology	1	September Term	2024/2025	Bachelor	English Language	English Language	11	6	3
230-ELS1-101	English Language Skills 1	1	September Term	2024/2025	Bachelor	English Language	English Language	3	1	0
230-CW-109	Creative Writing	1	September Term	2024/2025	Bachelor	English Language	English Language	4	3	3
230-PHPH-152	Phonetics and Phonology	2	September Term	2024/2025	Bachelor	English Language	English Language	19	13	1
230-EBE-159	English for Business and Economics	2	September Term	2024/2025	Bachelor	English Language	English Language	6	5	5
230-BL2-153	British Literature II (Romanticism)	2	September Term	2024/2025	Bachelor	English Language	English Language	8	2	1
230-PLC-158	Psychology of Language and Communication	2	September Term	2024/2025	Bachelor	English Language	English Language	6	2	2
230-ELS2-151	English Language Skills 2	2	September Term	2024/2025	Bachelor	English Language	English Language	8	3	3
230-AWE-154	Academic Writing in English	2	September Term	2024/2025	Bachelor	English Language	English Language	6	3	2
230-AS-155	Syntax of the Albanian Language	2	September Term	2024/2025	Bachelor	English Language	English Language	9	4	3
230-ID-209	Introduction to Diplomacy	3	September Term	2024/2025	Bachelor	English Language	English Language	1	0	0
230-SD-208	Shakespeare Drama	3	September Term	2024/2025	Bachelor	English Language	English Language	4	1	1
230-GEL-207	Globalisatio and English LAnguage	3	September Term	2024/2025	Bachelor	English Language	English Language	2	1	1
230-ITI-205	Introduction to Translation and Interpreting	3	September Term	2024/2025	Bachelor	English Language	English Language	5	3	3
230-IC-206	Intercultural Communication	3	September Term	2024/2025	Bachelor	English Language	English Language	5	3	0
230-BL3-202	British Literature III (Victorianism)	3	September Term	2024/2025	Bachelor	English Language	English Language	7	4	4
230-EM-203	English Language Morphology	3	September Term	2024/2025	Bachelor	English Language	English Language	2	1	1
230-ELS3-201	English Language Skills 3	3	September Term	2024/2025	Bachelor	English Language	English Language	5	4	1
230-VOE-204	Varieties of the English Language	3	September Term	2024/2025	Bachelor	English Language	English Language	14	7	4
230-EFM-256	English for Medical Purposes	4	September Term	2024/2025	Bachelor	English Language	English Language	5	4	4
230-BL4-253	British Literature IV (Modernism)	4	September Term	2024/2025	Bachelor	English Language	English Language	15	13	12
230-TPPP-254	Translation Practice in	4	September Term	2024/2025	Bachelor	English Language	English Language	11	09	53

	Public and Private Institutions									
230-ELS4-251	English Language Skills 4	4	September Term	2024/2025	Bachelor	English Language	English Language	18	13	12
230-ES-252	Syntax of the English Language	4	September Term	2024/2025	Bachelor	English Language	English Language	28	16	11
230-STI-255	Stylistics	4	September Term	2024/2025	Bachelor	English Language	English Language	30	22	9
230-PSIE-259	Public Speaking in English	4	September Term	2024/2025	Bachelor	English Language	English Language	5	4	4
230-RMJ-303	Research Methods	5	September Term	2024/2025	Bachelor	English Language	English Language	7	4	4
230-EFJ-307	English for Journalism	5	September Term	2024/2025	Bachelor	English Language	English Language	4	4	4
230-LEX-304	Lexicology	5	September Term	2024/2025	Bachelor	English Language	English Language	3	2	1
230-AL1-302	American Literature I	5	September Term	2024/2025	Bachelor	English Language	English Language	3	3	3
230-CALL-309	Computer-Assisted Language Learning	5	September Term	2024/2025	Bachelor	English Language	English Language	2	0	0
230-SEM-305	Semantics	5	September Term	2024/2025	Bachelor	English Language	English Language	2	1	1
230-TPT-301	Theory and Practice of Translation	5	September Term	2024/2025	Bachelor	English Language	English Language	5	2	2
230-ELFT-357	English For Tourism	6	September Term	2024/2025	Bachelor	English Language	English Language	5	5	5
230-LA2-352	American Literature II	6	September Term	2024/2025	Bachelor	English Language	English Language	5	4	4
230-DA-354	Discourse Analysis	6	September Term	2024/2025	Bachelor	English Language	English Language	6	4	3
230-THESIS-351	Micro-Thesis	6	September Term	2024/2025	Bachelor	English Language	English Language	2	1	1
230-SOC-353	Sociolinguistics	6	September Term	2024/2025	Bachelor	English Language	English Language	5	2	2
230-ILCT-358	Introduction to Logic	6	September Term	2024/2025	Bachelor	English Language	English Language	4	4	4
230-ITF-356	Introduction to Prose	6	September Term	2024/2025	Bachelor	English Language	English Language	1	0	0

The September Examination Term of the Academic Year 2024/2025 represents the final regular and corrective assessment period, providing students with an additional opportunity to complete course requirements and progress academically. As expected for a concluding examination term, student participation was lower than in the June term, yet the results indicate generally satisfactory performance among participating students.

In Semester 1, participation was selective, with strong outcomes in Legal English, Creative Writing, and German Language 1, where all participating students achieved positive grades. Courses such as Introduction to Linguistics, English Language Skills 1, and Albanian Language Morphology showed lower success rates, reflecting the continued challenges of foundational theoretical and skills-based subjects when taken in later examination periods.

Semester 2 demonstrated moderate participation with stable results. High success rates were recorded in English for Business and Economics, English Language Skills 2, Psychology of Language and Communication, and Syntax of the Albanian Language, indicating effective consolidation of knowledge among participating students. Lower participation and mixed results were observed in British Literature II and Academic Writing in English, which is consistent with the analytical demands of these courses.

In Semester 3, results were mixed but overall satisfactory. Courses such as Introduction to Translation and Interpreting, British Literature III, Globalisation and the English Language, and English Language Morphology showed positive outcomes, while Intercultural Communication and English Language Skills 3 recorded lower proportions of positive grades, highlighting areas where additional academic support may be beneficial.

Semester 4 recorded relatively strong participation and success, particularly in British Literature IV, English Language Skills 4, Public Speaking in English, English for Medical Purposes, and Translation Practice in Public and Private Institutions. Some variability in outcomes was observed in Syntax of the English Language and Stylistics, reflecting the advanced analytical nature of these courses.

In Semester 5, participation remained moderate, with strong performance in Research Methods, English for Journalism, American Literature I, and Semantics, while lower engagement was noted in Computer-Assisted Language Learning. These patterns reflect individualized academic pathways rather than systemic performance issues.

In Semester 6, results indicate high success rates among participating students, particularly in English for Tourism, American Literature II, Discourse Analysis, Introduction to Logic, and Micro-Thesis. Limited participation in selected courses is typical for the final semester and reflects the nearing completion of degree requirements.

Overall, the September Term 2024/2025 fulfilled its role as a corrective and concluding assessment period. While participation levels were lower compared to the main June term, the results demonstrate satisfactory academic achievement, effective assessment practices, and successful student progression toward program completion.

November Examination Term Academic Year 2024/2025 - Irregular Term

Code	Course	Semester	November Term 2024/2025	Academic Year	Level	Program	Faculty	Students No	Students Participation	Positive Grades
230-LE-106	Legal English	1	November Term	2024/2025	Bachelor	English Language	English Language	4	0	0
230-CAEL-105	Cultural Aspects in the English Language	1	November Term	2024/2025	Bachelor	English Language	English Language	1	0	0
230-GER1-107	German Language 1	1	November Term	2024/2025	Bachelor	English Language	English Language	2	1	0
230-ITL-103	Introduction to Linguistics	1	November Term	2024/2025	Bachelor	English Language	English Language	1	0	0
230-BL1-102	British Literature I (Humanism and Renaissance)	1	November Term	2024/2025	Bachelor	English Language	English Language	2	1	0
230-AM-104	Albanian Language Morphology	1	November Term	2024/2025	Bachelor	English Language	English Language	3	3	3
230-ELS1-101	English Language Skills 1	1	November Term	2024/2025	Bachelor	English Language	English Language	1	0	0
230-CW-109	Creative Writing	1	November Term	2024/2025	Bachelor	English Language	English Language	4	2	4
230-PHPH-152	Phonetics and Phonology	2	November Term	2024/2025	Bachelor	English Language	English Language	11	7	3
230-EBE-159	English for Business and Economics	2	November Term	2024/2025	Bachelor	English Language	English Language	1	1	1
230-BL2-153	British Literature II (Romanticism)	2	November Term	2024/2025	Bachelor	English Language	English Language	4	2	1
230-PLC-158	Psychology of Language and Communication	2	November Term	2024/2025	Bachelor	English Language	English Language	2	2	2
230-ELS2-151	English Language Skills 2	2	November Term	2024/2025	Bachelor	English Language	English Language	3	2	2
230-AWE-154	Academic Writing in English	2	November Term	2024/2025	Bachelor	English Language	English Language	3	3	0
230-AS-155	Syntax of the Albanian Language	2	November Term	2024/2025	Bachelor	English Language	English Language	2	1	0
230-SD-208	Shakespeare Drama	3	November Term	2024/2025	Bachelor	English Language	English Language	2	2	2
230-ITI-205	Introduction to Translation and Interpreting	3	November Term	2024/2025	Bachelor	English Language	English Language	1	1	1
230-IC-206	Intercultural Communication	3	November Term	2024/2025	Bachelor	English Language	English Language	2	2	1
230-BL3-202	British Literature III (Victorianism)	3	November Term	2024/2025	Bachelor	English Language	English Language	1	0	0
230-ELS3-201	English Language Skills 3	3	November Term	2024/2025	Bachelor	English Language	English Language	1	0	0
230-VOE-204	Varieties of the English Language	3	November Term	2024/2025	Bachelor	English Language	English Language	4	2	2
230-BL4-253	British Literature IV (Modernism)	4	November Term	2024/2025	Bachelor	English Language	English Language	2	1	1
230-TPPP-254	Translation Practice in Public and Private Institutions	4	November Term	2024/2025	Bachelor	English Language	English Language	2	2	2
230-ELS4-251	English Language Skills 4	4	November Term	2024/2025	Bachelor	English Language	English Language	3	0	0

230-ES-252	Syntax of the English Language	4	November Term	2024/2025	Bachelor	English Language	English Language	7	6	5
230-STI-255	Stylistics	4	November Term	2024/2025	Bachelor	English Language	English Language	14	10	3
230-PSIE-259	Public Speaking in English	4	November Term	2024/2025	Bachelor	English Language	English Language	3	2	2
230-RMJ-303	Research Methods	5	November Term	2024/2025	Bachelor	English Language	English Language	1	0	0
230-LEX-304	Lexicology	5	November Term	2024/2025	Bachelor	English Language	English Language	1	1	1
230-AL1-302	American Literature I	5	November Term	2024/2025	Bachelor	English Language	English Language	1	1	0
230-LA2-352	American Literature II	6	November Term	2024/2025	Bachelor	English Language	English Language	1	1	0
230-DA-354	Discourse Analysis	6	November Term	2024/2025	Bachelor	English Language	English Language	1	1	1
230-THESIS-351	Micro-Thesis	6	November Term	2024/2025	Bachelor	English Language	English Language	9	8	8
230-SOC-353	Sociolinguistics	6	November Term	2024/2025	Bachelor	English Language	English Language			
230-ILCT-358	Introduction to Logic	6	November Term	2024/2025	Bachelor	English Language	English Language	1	1	1

The November Examination Term of the Academic Year 2024/2025 represents an irregular assessment period, designed to provide students with a limited opportunity to improve academic progression. In accordance with institutional regulations, students are permitted to apply for a maximum of two examinations during irregular examination terms, which directly influences participation levels and the overall volume of assessment activity.

As expected, student participation during the November term was low, reflecting both the regulatory limitations and the corrective nature of this examination period. Participation was primarily observed among students seeking to complete outstanding course requirements rather than across entire cohorts.

In Semester 1, participation was minimal, with successful outcomes recorded mainly in Albanian Language Morphology and Creative Writing, while several courses registered no participation or no positive grades. This pattern is typical for first-year courses in irregular terms, as most students complete requirements during regular examination periods.

Semester 2 demonstrated selective participation with generally satisfactory outcomes among participating students. Strong performance was recorded in English for Business and Economics, Psychology of Language and Communication, and English Language Skills 2, whereas Academic Writing in English and Syntax of the Albanian Language showed lower success rates, indicating the need for continued academic support in analytically demanding courses.

In Semester 3, results were mixed. Courses such as Shakespeare Drama, Introduction to Translation and Interpreting, and Varieties of the English Language recorded positive results, while limited or no participation was observed in British Literature III and English Language Skills 3, consistent with the optional and corrective nature of the November term.

Semester 4 results indicate moderate engagement and solid achievement in Translation Practice in Public and Private Institutions, Syntax of the English Language, and Public Speaking in English. Performance in Stylistics shows variability, reflecting the advanced analytical requirements of the course.

In Semesters 5 and 6, participation was very limited, with most courses registering one or two candidates only. Notably, Micro-Thesis recorded a high success rate among participating students, confirming effective supervision and student readiness for program completion. Courses such as Lexicology and Discourse Analysis also showed positive outcomes despite small cohorts.

So, November Term 2024/2025 fulfilled its role as a corrective and supplementary examination period. While participation was intentionally restricted due to institutional policy limiting students to two exams, the results indicate that students who engaged were

largely successful. The data confirm the effectiveness of the examination framework and support mechanisms while highlighting the importance of regular examination terms as the primary means of academic progression.

6. Scientific Research and Innovation

During the reporting period, the Faculty of English Language actively participated in and contributed to research-oriented and academic development activities, most notably through its involvement in the Summer Academy organized within the framework of the UBT Global Fest. The Summer Academy functioned as an important academic platform that integrated learning, research, and intercultural exchange, supporting both staff and student engagement beyond the standard curriculum.

The activities implemented within the Summer Academy included thematic lectures and workshops, student research presentations, academic writing and research methodology sessions, as well as interactive discussions facilitated by academic staff and invited guests. These activities promoted interdisciplinary learning, strengthened students' academic and research skills, and encouraged critical thinking and scholarly communication. Student participation in research presentations and methodology sessions contributed to increased academic confidence and preparedness for advanced studies and professional engagement.

In addition, the Faculty of English Language actively participated in the UBT Conference, thereby contributing to the institution's research culture, academic visibility, and international outreach. Academic staff and students were involved as presenters, panel participants, and contributors to conference sessions. The conference provided a structured platform for the dissemination of research findings, the exchange of academic ideas and best practices, and the strengthening of collaboration between UBT faculties and external academic institutions.

Participation in these research-related activities reinforced the Faculty's commitment to research-based teaching, academic innovation, and internationalization. Furthermore, the coordinated functioning of the Faculty Council, academic sub-committees, diploma defense procedures, the Summer Academy, and conference participation reflects a strong institutional framework supporting research development, academic governance, and student-centered education. Collectively, these activities contributed to the continuous enhancement of teaching quality, research engagement, and academic management within the Faculty of English Language during the Academic Year 2024–2025. In parallel with the development of teaching, assessment, and research activities, the English Faculty places strong emphasis on the systematic monitoring and enhancement of academic quality through a structured internal quality assurance framework.

7. Internationalization, Mobility, and Partnerships

During the Academic Year 2024–2025, the Faculty of English Language actively participated in the Erasmus+ mobility program, supporting both student and staff exchange as a key component of its internationalization strategy. These activities contributed to strengthening academic cooperation, enhancing intercultural competence, and promoting the exchange of best practices in teaching and learning.

Within the framework of Erasmus+ student mobility, two students from Turkey attended courses at the Faculty of English Language for one semester. During their stay, they participated regularly in academic activities and were fully integrated into the teaching and learning process. Their engagement in coursework and interaction with local students contributed positively to the international and multicultural learning environment.

In addition, two former Erasmus students decided to continue their higher education at UBT by formally enrolling in degree programs following the completion of their mobility period. These students have continued to attend classes regularly and actively participate in

academic activities, reflecting their satisfaction with the academic quality, institutional support, and learning environment provided by UBT.

The Faculty of English Language also maintained Erasmus+ cooperation with partner universities in Sweden, supporting academic exchange, experience sharing, and the strengthening of international collaboration. These partnerships have contributed to the enhancement of academic quality, intercultural awareness, and the international profile of the Faculty.

Furthermore, during the reporting period, the Faculty established a Memorandum of Understanding (MoU) with Trabzon University, Turkey, expanding its network of institutional partnerships. This agreement creates new opportunities for future student and staff mobility, joint academic activities, and collaborative research initiatives.

Overall, Erasmus+ mobility and international cooperation activities have had a positive impact on academic quality, international visibility, and cultural exchange. These efforts reinforce the Faculty of English Language's commitment to internationalization and continuous improvement, in full alignment with the strategic objectives of UBT and the standards of the Kosovo Accreditation Agency (KAA).

8. Internal Quality Assurance Mechanisms

During the Academic Year 2024–2025, the Faculty of English Language ensured systematic academic governance and quality oversight through the regular and structured functioning of the Faculty Council and its respective sub-committees. Faculty Council meetings were held periodically in accordance with institutional regulations and the academic calendar, serving as a central mechanism for academic decision-making and quality monitoring.

The meetings addressed key academic and administrative matters directly linked to quality assurance, including syllabus compatibility, approval and monitoring of teaching and examination processes, analysis of student performance and academic progression, compliance with accreditation standards, curriculum-related decisions, and academic planning. Issues related to staffing, workload distribution, and academic responsibilities were also discussed to ensure adequate resources for the effective delivery of study programs.

In parallel, specialized sub-committees—such as the Syllabus Compatibility Sub-Committee, Quality Assurance Sub-Committee, Scientific Research Sub-Committee, Transfer Sub-Committee, Appeals Sub-Committee, Industrial Board Sub-Committee, Ethics Sub-Committee, and Discipline Sub-Committee—convened regularly to address specific academic and quality-related tasks. The coordinated work of these bodies supported evidence-based decision-making, strengthened transparency and accountability, and ensured that recommendations were systematically reviewed and validated by the Faculty Council.

The Diploma Defense process for Bachelor-level students was conducted in full compliance with UBT regulations and internal quality assurance standards. Diploma Defense Committees were formally appointed by the Faculty Council and consisted of qualified academic staff with relevant disciplinary expertise. The process included verification of thesis originality and academic integrity, evaluation of written theses against approved learning outcomes, and public oral defenses conducted in a structured and professional academic environment.

Through the diploma defense process, students demonstrated satisfactory levels of analytical thinking, research competence, academic writing, and oral presentation skills. Defense sessions were conducted transparently, and students received constructive academic feedback. The successful completion of diploma defenses confirmed the achievement of program learning outcomes and represented an essential component of the Faculty's internal quality assurance framework and continuous improvement cycle.

9. Student Support and Administration

During the Academic Year 2024/2025, the Faculty of English Language ensured the effective organization and monitoring of student admission and registration processes in accordance with institutional regulations and approved enrollment capacities. Student registration was managed systematically at faculty level, enabling accurate monitoring of cohort size, academic progression, and resource planning.

For the Academic Year 2024/2025, student enrollment was recorded across three cohorts, as follows:

- **Cohort 2024/2025:** 29 registered students
- **Cohort 2023/2024:** 52 registered students
- **Cohort 2022/2023:** 56 registered students

This results in a total of **137 registered students** across the three academic years of the Bachelor program in English Language. The distribution of students across cohorts reflects stable enrollment patterns and supports the effective organization of teaching, assessment, and academic support services at faculty level.

The systematic monitoring of student registration data enables the Faculty to plan teaching workloads, allocate academic staff, organize examination terms, and provide targeted academic and administrative support to students. Registration data are also used as an important indicator for quality assurance purposes, supporting evidence-based decision-making and compliance with accreditation standards.

Through coordinated collaboration between academic and administrative units, the Faculty ensures transparency, accuracy, and continuity in student records, thereby contributing to a supportive academic environment and the smooth progression of students throughout their studies.

9.1 Use of Moodle Platform for Academic Support

The Faculty of English Language utilizes the Moodle learning management system as an integral digital platform supporting teaching, learning, and student access to academic materials. At the beginning of each semester, students are formally enrolled in their respective courses on the Moodle platform, ensuring timely and structured access to all course-related content from the start of the academic period.

All courses delivered during the Academic Year 2024/2025 were supported through Moodle, where academic staff systematically uploaded lecture materials, course outlines, reading resources, assignments, and assessment-related information. This centralized digital environment ensures equal and continuous access to learning resources for all students and supports independent study, transparency, and effective communication.

The Faculty Coordinator plays an active role in monitoring the effective use of the Moodle platform. On a weekly basis, the Faculty Coordinator reviews course pages to ensure that lectures and relevant teaching materials are uploaded in accordance with the approved syllabi. In addition, the Faculty Coordinator responds to and addresses any issues or questions related to course availability, access to materials, or platform use, thereby ensuring continuity and consistency in the teaching process.

The use of Moodle contributes significantly to the organization and continuity of teaching, supports blended learning practices, and accommodates diverse student learning needs. It also serves as an important academic and administrative support mechanism, enabling the English Faculty to maintain structured course documentation and monitor course delivery in alignment with institutional quality assurance requirements.

Through the systematic integration and monitoring of Moodle, the Faculty strengthens digital accessibility, supports student engagement, and enhances the overall quality of academic support services provided to students.

9.2 Cancellation

During the Winter Semester, the Faculty of English Language successfully implemented the scheduled teaching hours in physical (on-site) format, ensuring continuity and stability in the delivery of the academic process at the Bachelor level. Teaching activities were conducted in accordance with the approved timetable, and courses were delivered exclusively through face-to-face instruction, which contributed positively to student engagement and learning continuity. An analysis of class cancellations indicates that the overall number of disruptions during the Winter Semester remained limited and was effectively managed. The majority of cancelled classes occurred **with prior notification**, allowing students to be informed in advance and minimizing any negative impact on the teaching–learning process. As illustrated in **Figure 1**, the highest number of cancellations with prior notification was recorded in November, followed by December, while no such cancellations were reported from January onwards. Cancellations **without prior notification** were minimal and confined primarily to the month of October, with isolated cases reported in April, May, and June, as shown in **Figure 2**. Importantly, no unnotified cancellations were recorded during November, December, January, February, or March. This pattern reflects a high level of organizational discipline, accountability, and effective communication between academic staff and students. Overall, the data demonstrate that the Faculty of English Language maintained a high level of instructional reliability and academic discipline throughout the Winter Semester. The limited number of cancellations, particularly those without prior notification, confirms the Faculty’s commitment to transparent communication, responsible scheduling, and the safeguarding of academic quality and student learning continuity

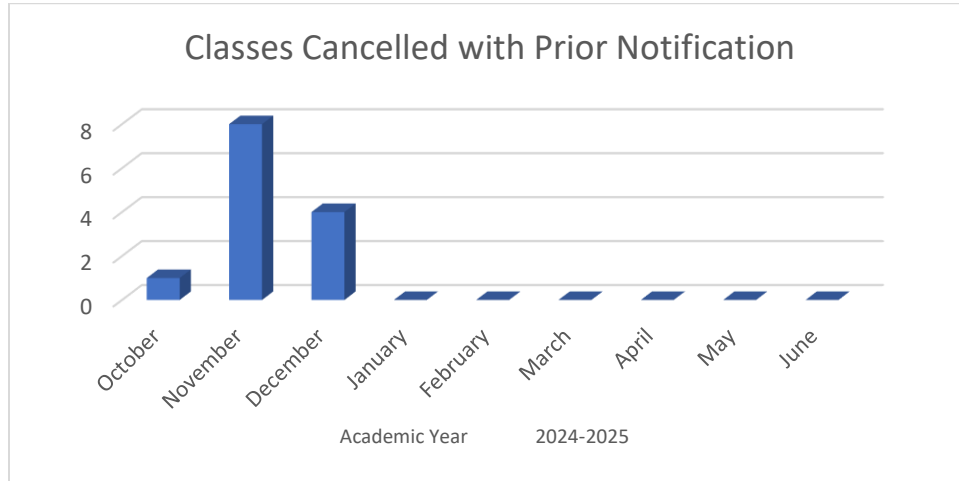


Figure 1. Classes Cancelled with Prior Notification

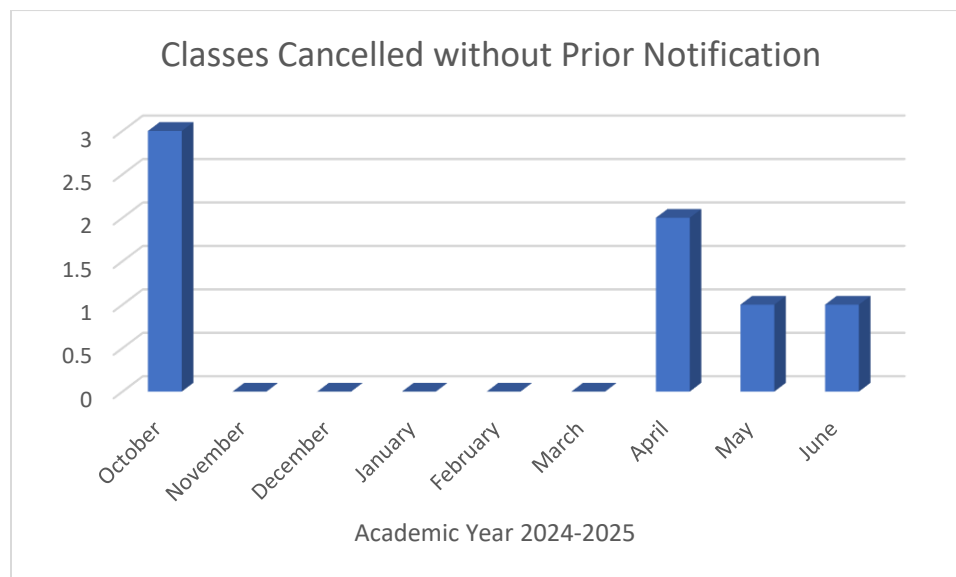


Figure 2. Classes Cancelled without Prior Notification Bottom of Form

9.3 Student Transfers and ECTS Credit Recognition

During the academic year 2024–2025, the Faculty of English Language at UBT processed a number of student transfer applications in accordance with institutional regulations, national higher education legislation, and internal quality assurance procedures. Transfer students were admitted from external higher education institutions as well as through internal transfers within UBT, ensuring transparency, fairness, and academic continuity.

9.3.1 Transfer Procedure and Credit Alignment

All transfer requests were reviewed through a structured and standardized procedure coordinated by the Faculty administration, the Study Program Committee, and the Academic Affairs Office. The process began with the formal submission of required documentation by each student, including transcripts of records, course syllabi, and official confirmation of previously completed coursework.

A course-by-course comparison was conducted to ensure full academic compatibility and transparency in the transfer process. The evaluation focused on the following key elements:

- Course alignment with the study program curriculum;
- Intended learning outcomes, ensuring equivalence in knowledge, skills, and competencies;
- Course content and workload (ECTS credits), verifying proportionality and academic rigor;
- Level and academic relevance of each course in relation to the English Language study program.

This structured evaluation ensured fair recognition of previously completed courses and supported students' smooth academic continuation within the program.

Based on this analysis, credits were recognized, partially recognized, or reallocated to equivalent courses within the UBT curriculum. Only courses that fully met academic equivalency standards were accepted, ensuring compliance with the European Credit Transfer and Accumulation System (ECTS) and institutional quality standards.

9.3.2 Individual Academic Counseling and Decision-Making

To ensure full transparency and student support, a special individual meeting was held with each transfer student followed by email as needed. During these meetings, students were:

- informed in detail about the credit recognition decisions,
- guided through the structure of the study program,
- informed about courses that were fully recognized, conditionally recognized, or required to be completed,
- advised on their continuation semester and academic standing.

These meetings served as an essential advisory mechanism, allowing students to clearly understand their academic pathway and obligations, while also enabling the English Faculty to address questions and ensure informed consent regarding transfer decisions.

9.3.3 Continuation of Studies

Following the completion of the transfer and recognition process, students were officially placed in the appropriate semester of the English Language study program, based on the number of recognized ECTS credits and program requirements. All transferred students continued their studies without academic interruption and have been attending courses regularly.

9.3.4 Quality Assurance and Institutional Impact

The transfer process was implemented in line with UBT's commitment to:

- academic integrity,
- student-centered decision-making,
- consistency in credit recognition,
- alignment with national and European higher education standards.

Overall, the transfer of students during the academic year 2024–2025 was conducted in a systematic, transparent, and academically sound manner, contributing positively to student retention, program flexibility, and institutional openness.

9.4 Student Development, Guest Lectures, and Skills Enhancement Initiatives

During the academic year, the Faculty Council organized quarterly workshops (every three months) aimed at strengthening students' transversal, academic, and professional skills beyond the formal curriculum. These activities addressed key areas such as academic writing, research methodology, presentation and communication skills, digital literacy, and career development. In several instances, the workshops were enriched through the participation of guest speakers, including academics, industry professionals, and international partners, who shared practical insights, professional experiences, and current trends relevant to the field of English Language studies.

These initiatives significantly enhanced student engagement and exposure to real-world academic and professional contexts. Building on the success of these workshops and the growing demand for structured student support, the Faculty initiated the establishment of the **Nucleus Center**, envisioned as a dedicated hub for academic mentoring, skills development, innovation, and interdisciplinary collaboration. The implementation of the Nucleus Center is scheduled to begin in **October 2025**, with the aim of institutionalizing these activities and expanding opportunities for student development and collaboration with both national and international stakeholders.

The establishment of the Nucleus Center demonstrates the Faculty's commitment to student-centered education, continuous quality enhancement, and alignment with the standards of the **Kosovo Accreditation Agency (KAA)** and the **European Standards and Guidelines for Quality Assurance (ESG)**

10. Internal Quality Assurance Mechanisms

In parallel with the development of teaching, assessment, research, internationalization, and student support activities, the Faculty of English Language applies a structured internal quality assurance (IQA) framework aimed at continuous monitoring, evaluation, and enhancement of academic quality. This framework operates in alignment with institutional policies of UBT, national higher education legislation, and the standards of the Kosovo Accreditation Agency (KAA), as well as the European Standards and Guidelines for Quality Assurance (ESG).

During the Academic Year 2024–2025, the Faculty of English Language ensured systematic academic governance and quality oversight through the regular and structured functioning of the Faculty Council and its respective sub-committees. Faculty Council meetings were held periodically in accordance with institutional regulations and the academic calendar, serving as a central mechanism for academic decision-making, coordination, and quality monitoring.

The meetings addressed key academic and administrative matters directly linked to quality assurance, including syllabus compatibility, approval and monitoring of teaching and examination processes, analysis of student performance and academic progression, compliance with accreditation standards, curriculum-related decisions, and academic planning. Issues related to staffing, workload distribution, and academic responsibilities were also discussed to ensure the effective allocation of human and academic resources for the delivery of study programs.

In parallel, specialized sub-committees—such as the Syllabus Compatibility Sub-Committee, Quality Assurance Sub-Committee, Scientific Research Sub-Committee, Transfer and Recognition Sub-Committee, Appeals Sub-Committee, Industrial Board Sub-Committee, Ethics Sub-Committee, and Discipline Sub-Committee—convened regularly to address specific academic, administrative, and quality-related tasks. The coordinated work of these bodies supported evidence-based decision-making, strengthened transparency and accountability, and ensured that recommendations were systematically reviewed and validated by the Faculty Council.

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Through the diploma defense process, students demonstrated satisfactory levels of analytical thinking, research competence, academic writing, and oral presentation skills. Defense sessions were conducted transparently, and students received constructive academic feedback. The successful completion of diploma defenses confirmed the achievement of program learning outcomes and represented a key component of the Faculty’s internal quality assurance cycle and continuous improvement process.

Beyond formal governance structures, internal quality assurance mechanisms also encompassed continuous monitoring of teaching delivery, assessment outcomes, student attendance, use of digital learning platforms, and academic support services. Data from regular and irregular examination terms, student feedback, and course implementation were systematically analyzed to identify strengths and areas for enhancement, particularly in foundational and analytically demanding courses.

The outcomes of internal evaluations, Faculty Council decisions, and sub-committee recommendations are documented and integrated into the Faculty’s **Quality Improvement and Monitoring Plan for the Academic Year 2025–2026**. This plan defines targeted actions, responsibilities, timelines, and performance indicators, ensuring a sustainable, transparent, and evidence-based approach to academic quality development.

The internal quality assurance mechanisms of the Faculty of English Language reflect a strong and embedded quality culture characterized by collegial governance, accountability, and continuous enhancement. Through systematic monitoring and reflective practice, the English

Faculty ensures the sustainability of academic standards and the consistent improvement of teaching, learning, research, and institutional performance.

11. Conclusions and Recommendations

This Quality Report for the Academic Year 2024–2025 shows that the Faculty of English Language at UBT has continued to function in a stable, responsible, and quality-oriented manner. Throughout the year, teaching, assessment, research, international cooperation, and student support activities were carried out in line with approved curricula, institutional regulations, and academic standards, ensuring continuity and coherence across the study program.

Teaching and learning processes were delivered consistently and predominantly in a face-to-face format, which supported strong interaction between students and academic staff. High levels of student attendance across most courses reflect active engagement and a shared commitment to the learning process. Examination results from regular and irregular terms indicate generally satisfactory to very good academic performance and clear progression across semesters. At the same time, the analysis has helped identify courses—particularly at the introductory level—where students face greater challenges, highlighting opportunities for additional academic support and pedagogical adjustment.

The English Faculty placed strong emphasis on student support and academic guidance. Transparent registration procedures, structured transfer and credit recognition processes, individual counseling, and careful management of class scheduling contributed to a smooth academic experience for students. Beyond formal teaching, workshops, guest lectures, and skills-enhancement activities provided students with opportunities to develop academic, professional, and transversal skills. The planned establishment of the Nucleus Center represents an important step toward strengthening and sustaining these initiatives in the coming years.

Research and innovation activities, including participation in conferences and the Summer Academy, supported research-informed teaching and encouraged student involvement in academic inquiry. Internationalization efforts, particularly through Erasmus+ mobility and new institutional partnerships, enriched the academic environment, promoted intercultural learning, and enhanced the Faculty's international visibility.

Internal quality assurance mechanisms functioned effectively through the regular work of the Faculty Council and its sub-committees. Ongoing monitoring of teaching delivery, assessment outcomes, student feedback, and academic governance ensured that decisions were informed by evidence and aligned with both institutional objectives and accreditation standards. This continuous reflective approach has supported a strong quality culture within the English Faculty.

11.1.1 Recommendations

Building on the experiences and findings of the Academic Year 2024–2025, the English Faculty identifies the following priorities for further improvement:

1. Provide additional academic support in introductory and analytically demanding courses, particularly during the first year of study, through tutorials, consultation hours, or early diagnostic activities.
2. Further develop blended learning practices, using the Moodle platform not only as a repository of materials but also as a space for interaction, feedback, and formative assessment.
3. Strengthen international engagement by encouraging broader participation in Erasmus+ mobility, expanding partnerships, and developing joint academic and research activities with international institutions.
4. Fully implement the Nucleus Center as a structured platform for student mentoring, skills development, innovation, and interdisciplinary collaboration.

5. Maintain and deepen systematic quality monitoring, ensuring that feedback, assessment data, and internal evaluations continue to inform planning and improvement actions.

These recommendations are reflected in the Quality Improvement and Monitoring Plan for the Academic Year 2025–2026, providing a clear and realistic roadmap for continuous development. Overall, the Faculty of English Language demonstrates a committed, reflective, and student-centered approach to academic quality, with a strong foundation for further growth and enhancement.

Prepared by:

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