Accreditation Report
External Expert Team
Faculty of Mathematics and Natural Sciences
University of Prishtina

Evaluation Report

by the team of experts,

assessing three study programs of the faculty

May 23, 2017

Table of Contents

1. Introduction

The present document contains the final evaluation report 2017 on Faculty of Mathematics and Natural Sciences, University of Prishtina (FMNS, also *the Faculty*). It is the result of the collegial work of an international team of experts (ET) appointed by the Kosovo Accreditation Agency (KAA) to evaluate three study programs. The report bases on the self evaluation report (SER) of the Faculty, the visit of the expert group in the Faculty on 23rd of May 2017 and further information of the Faculty, asked by the expert group.

1.1. Preparation

The Faculty submitted a detailed SER as the central document for the accreditation of the study programs. The report has 225 pages and contains a brief description of the institution's history, study programmes under evaluation, staff, students, quality assurance, infrastructure, research, financing and a plan for the implementation of recommendations from the last evaluation. The Annexes (including CV-s of academic staff and syllabi of the courses) were presented separately. The SER and other documents were made available to the expert team on 12.05.2017.

1.2. Experts and assigned study programs

- Prof. Dr. Peeter Normak/ Tallinn University (EE): Mathematics (BSc and MSc, reaccreditation)
- Prof. Dr. Mladen Krajacic/ University of Zagreb (HR): General Biology (MSc, reaccreditation)

1.3. On-site visit

On May 22nd, the experts gathered in the evening for a preliminary working dinner together with three members of the KAA:

- Ms. Furtuna Mehmeti, Acting Director
- Mr. Fisnik Gashi, Officer for Evaluation and Monitoring
- Mr. Sokol Daka , Officer for Evaluation and Monitoring

They talked about their first impressions of the SER and the program for the (OSV) at the following day.

The on-site visit (OSV) took place as planned. The scheduled OSV started in the morning of 23rd with a meeting with the management of the Faculty from 9.00-9.30 (see below), followed with the meetings with the responsible persons for the study programmes (9.30-11.30), visit to facilities (11.30-12.30), lunch and discussions of ET and participating KAA members (12.30-14.00), meeting with academic staff (14.00-15.00) and with students (15.00-16.00).
The visit ended with short consultations of ET and KAA (16.00-16.15) and a final meeting with the management of the institution (16.15-16.25).

1.4. Meeting with institutional management

From the management of the university, the following colleagues took part: Tahir Arbneshi – dean of the Faculty, Agim Gashi – vice dean of the Faculty, Kimete Lluga – coordinator for quality assurance, Besnik Loxha – director of the Office for Academic Development, Jeton Hyseni – secretary of the Faculty.

The ET was given an overview of various administrative procedures, qualification of academic staff and of the budget of the Faculty. The lacking financial means for supporting research, for upgrading the facilities and for purchasing learning materials were mentioned as the major bottlenecks.

1.5. Meeting with the academic staff

The following academic staff took part on the meeting: Elver Bajrami, Artan Berisha, Bekim Gashi, Menderes Gashi, Armend Shabani, Ramadan Limani, Elez Krasniqi, Ferdije Zhushi.

The major problems of academic activities and related questions – both of general nature and of the study programmes under assessment – were discussed. Low graduation rate of students, the lack of resources for supporting research (including for supporting sabbaticals) and academic exchange were the major concerns.

***

The ET is indebted to the Faculty for facilitating the site visit – the discussions and the opportunity to see facilities were particularly valuable. The ET would like to thank the Faculty for its hospitality. In addition, the experts warmly thank the KAA and its representatives for their outstanding support and cooperation before, during and after the visit.

2. Mathematics (BSc and MSc reaccreditation)

2.1. Preface

The bachelor and master level study programmes in *Mathematics* have been accredited in 2014 for three years. The ET has made about 25 recommendations of improvement. The SER of 2017 describes the actions taken as "The activity has been postponed" or "The activity is undergoing" for the majority of the recommendations. Even these few that have been claimed as fulfilled were in fact not. For example, a recommendation concerning the correctness of SER was not followed already from the very beginning of 2017 SER: according to the Table of Content, the description of Mathematics bachelor programme was supposed to be on pages 74-128, but was in fact on pages 83-139. As recommendations of 2014 are still topical, we will below focus on additional aspects only and consider the recommendations of 2014 as part of the recommendations of 2017 assessment.

***

The following bases on the documents presented to the expert team, on the site visit and on discussion with the following academic staff members – Ramadan Zejnullahu, Muhib Lohaj, Kajtaz Bllaca, Bujar Fejzullahu, Naim Braha, Rexhep Gjergji, Elver Bajrami, Artan Berisha, Menderes Gashi, Ramadan Limani, Armend Shabani.

We consider the bachelor's and the master's programme together because the teaching staff coincides to a great extent, these programmes were discussed jointly and many of our comments apply equally to both of these study programmes. If a comment or recommendation applies only to one of the two programs we will indicate this explicitly.

2.2. Academic Programmes and Student Management

- Does the academic programme correspond to the institution's mission statement and principles of operation?

FMNS is the only institutions in Kosovo offering university level study programmes in mathematics. As such, the Faculty has a public responsibility for the development of mathematics. Therefore, the academic programmes correspond to the institution's mission statement. On the other hand, the study programmes does not take into account some strategic initiatives listed in "Strategy and Action Plan of the University of Prishtina":

1. *Implement degree programs aligned with market needs*. Comment of the ET: no evidences of a needs analysis were provided.
2. *Develop measurable program outcomes*. Comments of the ET: see the next section.
3. *Increase cooperation with the public and private sector to align degrees with demand, current skills and knowledge requirements, and future needs*. Comment of the ET: about 80% of bachelor graduates continue their studies on teacher training programme to become a mathematics teacher. However, the BSc programme does not take into account the needs of schoolteachers of mathematics.

- Are the programme's quality, range and academic aims appropriate to the academic degree?

Both study programmes have six learning outcomes, all devoted to competences in mathematics. Development of general skills and preparedness of the graduates to the next level of studies are not

included into the expected learning outcomes. The learning outcomes of the MSc programme are obtained from these of the BSc programme by adding in every learning outcome the word "advanced" to "mathematics". The learning outcomes of the courses are partly formulated in quite general manner and often in the language that in fact do not describe actual learning outcomes. For example, the learning outcome of the course *Statistics*: "Students must be able to identify and use basic statistical concepts to interpret and solve real world problems." The study programmes are focused on classical theoretical subjects (mathematical analysis, geometry, algebra etc) and do not contain courses on modern applied mathematics. For example, there is no course on mathematical modelling, and models appear in very few and specific cases in the description of some courses only. Therefore, the expected learning outcome "Produce, solve problems and test different mathematical models and their implementation" cannot be satisfactorily achieved. Moreover, there is only one mandatory course in numerical methods for BSc and MSc programmes combined (for example, the word "interpolation" does not appear in the description of mandatory courses)! However, as such – in theoretical mathematics –, the study programmes are appropriate to the academic degrees; these are suitable for educating mathematicians-scientists.

On the other hand, taken into account the fact that these are the only university level study programmes in mathematics in Kosovo, these are too narrow and are not suitable for educating mathematicians for a broad variety of professions where mathematics has fundamental role to play. For example, according to the staff, about 80% of bachelor graduates proceed there studies in the pedagogical faculty to become a math teacher. As the students explained during the discussions, there is a big gap between school mathematics and the mathematics taught on the bachelor programme which was a challenge to many students during the initial phase of their university studies.

***Recommendations*:**

1. Revise the study programmes and develop two specializations in each programme – focusing on theoretical mathematics and on applied mathematics. For BSc programme, the needs of school mathematics should also be taken into account.
2. Elaborate adequate and proper learning outcomes for all levels: study programme, modules (specializations) and courses (including the thesis).
3. Pay special attention to the emerging and important areas in further development of the academic programmes (for example, formal and statistical modelling and simulation, data analytics etc).
4. Consider the possibilities of including practice (internship) into the study programme.

- Is the programme based on an overarching didactic concept that has been adequately communicated to and adopted by the teaching staff?

SER does not describe any overarching didactic concept. In fact the SER neither the syllabi mention the word "didactic"; under the title "Teaching methodology" standard text "*Lectures, discussions, homework, usage of audiovisuals*" is used in the syllabi. Although some teachers claimed that students use personal laptops and *MathLab* for conducting exercises, the extent of using mathematical software remained unclear. Although computers are mentioned as a concretization tool in some courses, skills in using mathematical software are not mentioned among the learning outcomes of any course in mathematics.

There are no hours assigned to exercises in the MSc courses; it was explained that the lectures and exercises are actually combined and not separated from each other.

Recommendation:

5. Introduce massive application of mathematical software packages into the courses of mathematics.

- Does the academic degree correspond to international standards?

Although the fundamental principles of the design of the programmes were not revealed in the SER nor satisfactory explained during the site visit, the academic degrees correspond to the international standards.

- Does the structure of the programme give sufficient opportunity for independent study, reflection and analysis? (E.g. what is the proportion of independent study time compared to online/distance teaching and classroom units?)

The courses have the size of 5-7 ECTS (BSc programme) or 6-8 ECTS (MSc programme) and weekly 2+2 or 3+2 (BSc programme) or 3+0 (MSc programme), in total up to 15x5 = 75 hours contact hours. Therefore, the number of hours for independent work of the students during a course is supposed to be in the range of 75 ... 155; that gives the students' enough opportunity for independent study, reflection and analysis. The students were satisfied with the supervision and support of their independent work. There are also mid-term tests for the courses that also motivates the students to distribute their time for independent learning more evenly during the semesters.

- Is the allocation of ECTS appropriate and justified?

BSc programme: The focus on mathematical analysis and geometry is not justified: there are 1) four obligatory courses in mathematical analysis in the total volume of 28 ECTS, followed by some related courses like *Complex Analysis*, *Elements of Functional Analysis* and *Ordinary Differential Equations*; 2) alone the total amount of credits for obligatory courses in geometry is 31. At the same time there is only one obligatory course in computing (*Programming and Algorithms*), as well as only one course in numerical analysis, both with the smallest amount of credits (5). Remark that the majority of students considered while meeting with them the courses in geometry as the weakest in the programme and in fact to a great extent unnecessary.

MSc programme: All obligatory courses have 8 ECTS and all elective courses 6 ECTS. The whole study programme is highly theoretical and contains the courses of different significance. For example, having currently only 15 students on the programme, a natural question arises: what is the purpose of offering some relatively specific courses like *Introduction to Homotopy Theory*?

- Is the workload required for the academic programme manageable for students?

The number of hours spent in classes should be bigger as well as the share of hours for exercises, especially during the first study year where students should enhance and develop their habits and skills of independent work. Some students mentioned that the first few months of their studies were particularly difficult, although they have spent in average 30 hours for independent studies every week.

- Are the teaching methods and content of teaching units sufficient for the successful achievement of the programme's goals and outcomes (competences and qualifications, knowledge and skills)?

BSc programme: The amount of learning in computing and physics is so small that mentioning them as one of the aims of the study programme is not justified. Another aim, "the program sharpens students communication skills and lays the groundwork for their future careers in research or teaching in mathematics, or for employment in various modern industries" is not reflected in the

learning outcomes of the whole study programme nor in the syllabi (the term "communication" is not mentioned in any syllabus). The students complained that too much mechanical remembering is required and creative thinking is not enough valued by some teachers.

MSc programme: the programme outcomes are formulated in a way that do not allow to decide whether these are satisfied or not – just by mechanical adding the word "advanced" to the learning outcomes of the BSc programme. Therefore, it is not possible to decide whether and to what extent the content of teaching units are sufficient for the successful achievement of the programme's goals and outcomes.

- How do the admission criteria and admission procedures measure up to international standards?

The admission criteria are set be the Senate of the university, the faculty has introduced an additional admission exam which is relevant and practiced internationally.

- Is the ratio of academic/artistic staff to students appropriate?

There is certain confusion in the total number of students on the mathematics bachelor programme. According to SER (p 174) there are 480 students registered on the mathematics bachelor study programme. On the other hand, the teachers claimed that there are about 150 students on that programme. The ratio (480+15)/15=33 would be above the average universities normally have for mathematics programmes, the ratio (150+15)/15 = 11 below the average (the number of master students is 15). The dropout is laudably small (3-4 students a year), but at the same time number of graduates is too small as well 2016/2017 – 17. The teachers complained that their teaching load is very high because of the lack of staff.

2.3. Staff

- Does the institution have an adequate proportion of permanent staff and appropriate proportions of permanent and external staff?

There are currently 19 permanent and 8 part time academic staff members in the Department of Mathematics. This relation (19:8) of full-time and part-time teachers is adequate.

- Does the academic staff demonstrate proven ability at a high academic and didactic level and are their qualifications appropriate to the positions they hold within the institution according to the basic criteria?

The qualification of the academic staff is appropriate – the big majority of teachers have a PhD degree and have good publication record. The students were in general satisfied with the teaching quality, except a few cases where the teachers required mechanical learning of proofs and did not discuss or encourage the students to find alternative proofs.

2.4. Research and International Cooperation

- Is the teaching staff involved in research activities inside or outside the institution, and do these research activities feed back into teaching/course contents?

The majority of teachers are active and productive researchers. Some teachers have good publication record and the relations between the course contents and research of the teachers can be rated as good. However, there are formed no research groups – the teachers are following their personal research interests and publishing either individually or in co-authorship with colleagues from other institutions. The share of publications with co-authorship of the staff members from the

Department of Mathematics is extremely small. *Approximation Theory*, and possibly also *Operator Theory* and *Finite Geometry* were named as the research topics where significant research groups can be formed.

Recommendation:

6. Determine the research priorities of the department, form research groups and focus the research activities in priority topics.

- Is the extent and the quality of international cooperation in research and teaching adequate?

International cooperation in research is conducted on individual level – there is currently running no international research and development joint project in mathematics. Many teachers have conducted some of their studies in foreign universities and still keep academic contacts with these universities. However, there are no measures in the university supporting international cooperation – even sabbaticals are in fact non-existent.

Recommendations:

7. Find opportunities to be included into international consortia for applying funds by international programs, especially by Horizon 2020.
8. Introduce regular sabbaticals for teaching staff.

- Are students involved in research and cooperation projects?

The staff provided examples of involvement of students – including bachelor students – in research.

2.5. Finances and Infrastructure/Space and Equipment

- Does the institution have an adequate budget plan?

The financial resources available to the staff is in stark contradiction with the Vision of the university: "The University of Prishtina will become a respected public **research** university …" – the resources for research are in fact nonexistent.

The financing of the faculties and departments is extremely centralized – all expenses should be approved by the university central government. According to the SER, the department can spend only 20 000 Euro yearly for covering concretization tools, laboratory equipments and publication expenses ("Budget and financing plan for the programme (s) under evaluation for at least three years, with data about the financial resources", page 212 of SER). There are no funds for supporting research and development and for upgrading the labs.

Recommendation:

9. Set up a research fund (either on the university or on the Faculty level) for supporting research and preparation of joint R&D projects with international partners.

- Does the institution have adequate buildings and specialized infrastructure for the requirements of the programme?

Mathematics department has in use 1388m^2.The infrastructure and furniture is depreciated and need urgent renovation and replacement; the rooms and specialized infrastructure satisfy just the minimal requirements.

2.6. Quality Management

- Are the institution's programmes assessed regularly within the context of internal evaluation processes?

The section V. *Quality assurance* in the SER (pages 180-183) matches exactly with the text from the 2016 SER, even spelling mistakes and typos were not corrected. The fact that the SER contained numerous typos and the big majority of recommendations of 2014 evaluation committee were not implemented is a clear indicator of a non-functioning quality system in the university/faculty/department.

NB! The 9 recommendations above should be considered together with the 25 recommendations from the 2014 accreditation as these are in the majority cases not realised.

3. Biology (MSc, reaccreditation)

3.1. Preface

The Faculty of Mathematical and Natural Sciences of the University of Hasan Prishtina in Prishtina has applied for re-accreditation of the **Master Study Programme in General Biology**. Professor Mladen Krajacic from the University of Zagreb has been engaged to complete that evaluation as a member of the expert team established by the *Kosovo Accreditation Agency* (KAA). The programme was accredited in 2014 with a number of objections and recommendations.

3.2. Programme Structure and Student Management

Master Programme in General Biology should undergo assessment in the context of general structure of biology study programmes at the Department of Biology:

Bachelor study programmes

- Biology
- Ecology and Environmental Protection

Master study programmes

- Biology
- Ecology and Environmental Protection

Doctoral study programme

- Biology of organisms and ecology

Master Programme in General Biology is a 2-year (4 semesters) programme with 120 ECTS credits. According to inconsistent information in the *Self-evaluation Report* (SER), the number and the ratio of mandatory/elective courses, as well as their distribution in the first and the second semester is quite uncertain. Third semester offers just elective courses, and the last one is provided for completion of a master thesis. Two hours of practical work a week are regularly joined to both mandatory and elective courses.

It is usual, and normal to some extent, that the structure of the study programme is adjusted to fit a department scientific proficiency. However, taking into account that microbes represent the vast majority of living mass, and are considered the rulers of the global eco-system, as well as powerful evolutionary drivers, and their employment in biotechnology is enormous, the absence of some course in microbiology in the list of obligatory courses is quite unexpected. On the other hand, the

mandatory status of *Environmental Policies* is not reasonable. *Methodology of scientific research* is useful, but not essential, it could be managed in the scope of Master thesis.

3.3. Staff

In SER document, there is a list of 27 professors and assistants who participated in the study programme. Among them, there are 12 full professors, 4 associate professors, 4 assistant professors, and 7 assistants. However, just 20 CV documents have been found in the Annex file.

3.4. Research and the International Cooperation

A list of publications and running research projects could be found in Annex document attached to the Self-evaluation report. The Department could certainly not be considered as research-intensive, however, the quantity (number of titles) is acceptable according to the staff number.

3.5. Finances, Infrastructure Facilities

Despite widespread agreement on the importance of higher education in economic growth and social development, there is large gap between the political rhetoric and the realities of budgetary and other priorities. Not surprisingly, in countries facing significant budget cuts in higher education due to the economic situation, managing university capacities becomes more and more difficult.

However, at the Department of Biology there is a sufficient funding for salaries. Moreover, there is enough money for extra teaching hours to be paid. On the other hand, there is a lack of funding to establish good working conditions for students, in particular to conduct practical work which happens to be essential for education in biology.

The facilities seem to be satisfactory, at least bearing in mind that the University is still developing towards lower level of research-university. One could imagine that satisfactory level of practical work would be obtained using those facilities, of course, by investing a lot of effort, a strong commitment, as well as some financial support to cover chemicals and other consumables, or infrastructure.

3.6. Quality Management

Information available from the SER document allows conclusion that the quality instruments do not necessarily ensure quality of the study programme.

3.7. Shortcomings and weaknesses of the study programme

3.7.1. Document quality

The SER document prepared by the Department of Biology is badly written. Unfortunately, English proficiency would not be the main reason. Much more effort should have been done in producing texts that had to represent the study programme and the institution. The absence of precision, as well as inconsistency of the texts does not play in favour of image that would be respected by the expert team. University professors are expected to write correctly the name of their own faculty or a faculty from which they have received academic degrees.

Some examples (just the most general ones):

- In the overview of all the study programmes in biology (p. 8 of the SER document), the Master study programme in Biology is missing.

- In the overview of the study programme, it was not consistent, and it was not clear, if the title of the programme was "Biology" or "General Biology" (pp. 13-18).
- Following statement that 4 courses are mandatory, and two elective courses are available, in the second semester (p.16), in the table "*Overview of the study programme*", five obligatory courses and no one elective could be found (p.18).

3.7.2. Input of recent scientific information

Some highly relevant details reflect insufficient input of recent scientific information to the Department of Biology. In that stagnant environment, a study programme characterised by a satisfactory quality level could not be expected.
Some examples:

- It was uncertain if the title of the course was *Advanced Botany* or *Advanced Bothanics*. The latter is, of course, improperly created, but could be found all over the document.
- *Applied Fungology*, sometimes spelled *Funology*, is used in the title of the respective course, although the proper term *Mycology* could be found in the short content of the course. If some professors were not informed about correct name of a field in biology, how could anyone expect their lecturer-proficiency in the respective subject.
- The statement found in *Advanced Zoology*, on diversity of animal groups ranging from *Protozoa* to *Mammals* is strong discreditation of the study programme due to misinterpretation of biodiversity at the fundamental level.

3.7.3. Staff structure

The staff structure like that at the Department of Biology could hardly be found at any other university. Almost half of the people from the list are full professors. This up-side-down pyramid is unacceptable and endangers dramatically all the expectations towards quality management and progressive changes. Obviously, the criteria for receiving a position of a full professor, as well as associate professor, are far too low. It could be seen from CV documents that, in most cases the employees just have to wait four or five years to receive a higher position. The expert team have been told about extremely low formal criteria. However, it was not clear if those criteria have consistently been respected. In general, CV documents bring a lot of titles, but scientific papers are not differentiated from conference proceedings, conference abstracts, and other contributions.

3.7.4. Dubious staff CV documents (just a few examples)

- *Fadil Millaku*

Affiliation: *Faculty of Mathematic and Natural Science* (in SER: *Faculty of Mathematical and Natural Sciences*).
Following doctoral degree (1999), he received Associate Professor position (2008). His position, as well as position of other associate professors, is spelled incorrectly. What about his Assistant Professor position, has he skipped that one? In SER document, however, he is mentioned as a Full Professor!?
In his CV, which is not bad, the two journal titles are incorrectly spelled. Scientific papers are not differentiated form conference proceedings, or some conference abstracts that are not scientific at all.

- *Agim Gashi*

Following doctoral degree (2006), he received Associate Professor position (2011). His position, as well as position of other associate professors (pp. 18,19), is spelled incorrectly. What about his Assistant Professor position, has he skipped that one? In SER document he is mentioned as a Full

Professor!? Scientific papers are not differentiated form conference proceedings or conference abstracts.

- *Hazbije Sahiti*

Her position is described as "*Associate Professor Assistant"*!?
Although *associate* is finally spelled correctly, what does that position mean?
Following receiving all the degrees in biology, she is a lecturer in Advanced Biochemistry, at the faculty where chemists are easily available from the neighbouring Department of Chemistry. Her CV brings scientific papers that are not papers, or are not properly cited, or...

- *Kemajl Bislimi*

There are many "scientific papers" that are not papers.
In his publications, I wonder what is the role and contribution of *Linda Grapci* (who is a lecturer in *Ichthyology* and *Freshwater Ecology*) in the publication entitled: "*Hematologic analysis of students in the region of Ferronikel smelter in Gllogovc*" or "*Radon and respiratory parameters of some secondary school students in Prizren – Kosovo*" (just one example among many cases found in SER document).

3.7.5. Advanced courses at the Master level

Most of the course-descriptions found in Self-evaluation report bring information on content and learning outcomes that could not be recognised as Master level. In-depth, advanced, broadening and deepening, modern, these attributes are added to the content and learning outcomes that would be expected in a description of the study programme at the Bachelor level. So the learning outcome of Advanced Plant Physiology is "to understand advanced plant physiological process".
But the most important disqualification is the opinion of students who do not recognise much advanced content, than mostly repetition of the content that has already been heard at the Bachelor level.

3.7.6. Practical work with students

Following recommendation, raised in the previous evaluation report, descriptions of practical work, was added to the SER document. However, some syllabuses still miss practicum descriptions.
Nevertheless, the Expert Team learned from students that the practical work has hardly been running, or students have had no practicums at all. The lack of reagents and other consumables have usually been mentioning as an excuse. By missing practical work, all the expected competences, qualifications and skills, proclaimed as prospective outcomes in SER document, failed.

3.8. Recommendations

1. By preparing correct *Self-evaluation report*, together with all joint documents, the Department of Biology should demonstrate the proficiencies that are necessary in research and higher education.
2. The Department of Biology should offer in practice, not only in *Self-evaluation report*, a master study programme that would be recognised by students, as well as by an expert team as superior and advanced comparing to the bachelor one.
3. The Department of Biology should demonstrate strong commitment in completion of the proclaimed practical work content of the master study programme.

4. Recommendations to the administration of the university

1. The university should strengthen the supervision of the quality assurance mechanisms in the faculties and departments. It seems that the bottom-up approach to quality assurance does

not always work. Otherwise the question about the purpose of having accreditation of study programmes can be raised – huge amount of work for preparation and conducting accreditation could just be wasted, without any significant improvement of study programmes.

2. Resources are needed for development; quality of teaching and learning infrastructure is one component of a quality education. Current infrastructure – depreciated furniture, ugly-looking rooms, even broken windows – offers a clear sign about the (non-)priority of public university education. In the resource scarcity, the university should decide about its priorities.

5. Proposals for the decision on (re-)accreditation

The team of experts **proposes reaccreditation** (with conditions specified in the specific study programme report above) the study programmes submitted for accreditation by the Faculty of Mathematics and Natural Sciences of University of Prishtina as follows:

1. Mathematics (BSc) – reaccreditation for one year.
2. Mathematics (MSc) – reaccreditation for one year.
3. Biology (MSc) – not to be reaccredit.