EXTERNAL EVALUATION REPORT
UNIVERSITY OF MITROVICA 'Isa Boletini' (UMIB)
Institutional and Programme Evaluation, 7-8 May 2017

Final version
6.6.2017

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1. INTRODUCTION

1.1. Context

The site visit inspection dated 7-8 May 2017 was for the purpose of making recommendations to the KAA relating to the University of Mitrovica's (Isa Boletini) institutional re-accreditation and ten programme re-accreditations: (i) BA Primary Education, (ii) BA Pre-school Education, (iii), BSc Informatics Engineering, (iv) BSc Economics Engineering, (v) BSc Production Engineering, (vi) MSc Materials, (vii) BSc Materials and Metallurgy, (viii) BA Management and Informatics, (ix) MSc Metallurgy, (x) BA Banking, Finance and Accounting.

1.2. Experts

Prof. Dr. Volker Gehmlich - University of Osnabruck (DE)

Prof. Dr. Volker Frederking - University of Erlangen-Nürnberg (DE)

Prof. Stephen Adam - (formerly) University of Westminster (UK)

Prof. Dr. Tauno Otto - Tallinn University of Technology (EE)

Prof. Dr. Regita Bendikiene - Kaunas University of Technology (LT)

Tapio Heiskari - Representative of European Students Union (ESU)

1.3. KAA Coordinators

Ms. Furtuna Mehmeti Acting Director - KAA Expert for Evaluation and Accreditation

Mr. Fisnik Gashi - KAA Officer for Evaluation and Monitoring

1.4. Documents received prior to the visit

- University of Mitrovica Self Evaluation Report (SER) dated 2017.

- Previous review panel institutional and programme final report of 13-14 May 2014.

- KAA publications: Guidelines for Experts (institution); Guidelines for Experts (academic programmes); Code of Good Practice for site visits; Standards.

- The site visit programme for 7-8 May 2017.

- Annex documents that included staff CVs and Memoranda of Understanding

1.5. Additional documents requested

(The following existing and not newly prepared documents were requested. To be received by May 16 2017. All requested documents listed below were received by this date)

1. University and any Faculty regulations for Bachelor and Master programmes;
2. Terms of reference for the committee, positions and bodies indicated on the institutional organogram (SER section 4.2.1);
3. Terms of reference for all committees, positions and bodies indicated on the Faculty organogram (SER section 4.2.1);
4. The Faculty of Education mission statement;
5. Terms of reference for the Office for Academic Development and Quality and the role of its Faculty representatives;
6. Data indicating student gender ratios/breakdown by degree programme;
7. Data indicating student dropout/withdrawal rates by degree programme;
8. Data indicating numbers of students exchanged with international partners

2. INSTITUTIONAL EVALUATION (initial meeting chaired by Stephen Adam)

The initial meeting was held with the following senior management of the institution: Prof. Ass. Dr Alush Musaj (Rector); Prof. Ass. Dr. Ali Sadiku (Vice Rector for Finance); Prof. Dr. Izet Zeqiri (Acting Vice Rector for Teaching Affairs); Prof. Ass. Dr. Rifat Morina (Vice Rector for International Cooperation and Quality Assurance); Faton Merovci (Coordinator for Quality Assurance); Xhelal Smakiqi (Secretary of the University)

The meeting began with a short statement by the Rector who indicated that the Public University of Mitrovica is currently based in the premises of the former 'battery factory'. In 2010 land was allocated for the future development of the Public University of Mitrovica. The foundation stone for the start of building on the new site was laid 2012. It is planned that for the new academic year starting September 2017 all university activities will be transferred to the new site. The Rector indicated that the university has 23 programmes that were accredited in the six faculties for the period 2014-2017. In this period no new programmes were proposed and none are currently being proposed. It is clear that the establishment of the University of Mitrovica is significant for the locality, region and the country and the pragmatic decision has been taken to proceed with no new programmes of study nor to increase dramatically student numbers.

The current programmes re-evaluation is split into two events: ten at this event and the remaining programme re-accreditations at a further event to be held in May 2017. The expert panel was surprised by the size of the 2017 SER document that had 1217 pages. A document of this length is both difficult to comprehend and counter productive as a means to aid review and validation. It is important that the Kosovo Accreditation Agency (KAA) review the guidance they provide to Higher Education Institutions (HEIs) on the nature, content and length of Self Evaluation Reports (SER).

2.1. Mission Statement and strategy - fit with academic programmes

The university mission statement (SER section 3) was explored and it was established that the mission had only marginally changed since the version that was heavily criticised by external evaluation team in 2014. It was indicated that the institution had no current/future plans radically to increase in size from its current 3500 students following its move to the new campus in September 2017. It was stated that the university may grow to approximately 5000 in the short/medium term. Such a cautious approach is sensible given the imminent relocation of its activities to the new campus.

The previous institutional accreditation panel of May 2014 highlighted a number of serious weaknesses in the institutional mission statement. It is worthwhile quoting extensively from this previous report:

> *'In spite of the awareness of the aims, objectives and mission of the PUM (University of Mitrovica) in a broad sense, PUM lacks a well written aims, objectives and any mission or a vision statement for the PUM. Faculties and Departments also do not have any mission statement which is expected to be consistent with the mission statement*

of the University. Three pages of "Mission and Strategic Planning" document submitted to ET, upon the request of ET is far from meeting the requirements of a decent strategic plan both in content and process. There is no mention of how this 3 page Strategic Plan is formed, whether the stakeholders' inputs were taken and if it made use of an SWAT analysis. Furthermore, the content does not list any major goals with objectives as how to achieve them. There are no key performance indicators to assess the implementations and also no action plan supported by the required budget.'

'The mission statement to be formed for PUM must consult to all of its external stakeholders and after the process is completed should be communicated to all of its stakeholders. The mission statement is expected to be written in such a care that it should guide all of the decisions concerning teaching and learning, research and community engagement. It must guide upper administration in their decisions in making choices among alternatives.'

'ET recommends PUM to:

1. Write its mission and vision statements through a proper process mainly consulting the external and internal stakeholders and disseminating them appropriately.

2. Make a strategic plan through incorporating the views of all stakeholders, making use of its SWAT analysis and making sure that it contains the key performance indicators and an action plan supported by a budget.

3. Ensure that Faculties and Departments make their own strategic plans and write mission and vision statements that should be consistent with those of the University.'

(Page 7, final report of the expert team review panel)

The analysis, conclusions and recommendations of the 2014 institutional review panel remain valid in the opinion of the 2017 panel. It is disappointing that regarding the mission statement no significant change or reformulation appears to have been made. The key recommendations do not appear to have been acted upon.

The mission statement as it stands is very general and fails to reflect particular needs and requirements of the region. It certainly fits the current academic programmes offered but would fit any academic programme from any institution. The university has a proud historical focus on technology, engineering, geology, mining and metallurgy. It is startling that this is not seriously reflected in the mission statement. The current mission statement is non-specific and lacks focus. However, it is good that the statement contains some emphasis on broad-spectrum aspects including: *'the creation of a cadre for quality education through contemporary teaching methods*'; '*...will increase standards, skills and knowledge for the further European integrations'*, etc (SER section 3.1, page 21), although it is not clear how these are to be achieved. Furthermore, the precise lists of eight mission goals (SER section 3.1, p22) are reasonable but have no specific focus based on local/regional/national needs and requirements. They are not clearly related to any market research or analysis of local/regional requirements. There is no indication of stakeholder consultations. Furthermore, it is stated that these key mission points are designed just *'for promotion and increasing the quality of education'* (SER section 3.1). It is also disappointing to note that in the 2014 mission statement (SER dated 2013) there was a commitment to *'to advancement of the connectivity between people, in cultivating of tolerance, exchanging of information and creating of the quality culture'*. This important statement does not appear in the current SER.

There university does include a section titled *'The strategy on Implementation of the mission'* (Section 3.2 of the SER, pages 22-24). However, this group of 'strategic objectives' has a number of weaknesses. The strategy appears just to focus on the objective of *'improving the quality of teaching and learning'*. The four sub-goals are aspirational and do not indicate timescales, responsibilities for action, or how progress would be monitored. In fact the stated strategy does not address all the eight key points of this part of the mission. Furthermore, there is no mention of student-centred learning that is an important aspect of '*European Qualification Framework for Lifelong Learning* (EQF)', the Bologna framework (QF-EHEA) and the approach emphasised in the 2015 *'European Standards and Guidelines for Quality Assurance in Higher Education* (ESG)'.

The mission statement of any university is unique to the institution and would normally reflect: its core values; focus and goals of activities; scope of operations; the context, priorities and direction of future development; action as the basis of a strategic plan, etc. The university of Mitrovica needs to revise its mission statement to reflect its local, regional and national purposes. The absence of a focused mission statement results in there being no direction or focus for the development of new faculties or the existing six faculties, their departments and their constituent programmes of studies.

It is not clear if any/all the six faculties now have their own mission and vision statements that directly connect to the overall institutional mission.

The problem is that the weaknesses and vagueness of the current institutional statement provides very limited context or guidance for any faculty plans or strategies.

It appears that the senior management hold the view that the University of Mitrovica currently has limited autonomy as it has temporary status and lacks the freedom to act independently due to its relationship with Ministry of Education Science and Technology (MEST). This situation or temporary hiatus is compounded as draft statutes and higher education legislation sit in Parliament. In addition, it appears that the Faculties of the university have a high degree of autonomy. The university needs to clarify if it seeks to be an integrated institution (unitary university) with strong central direction and coordination, or to retain the strong, decentralised faculty model. It is essential that the university takes full control of its destiny, and urgently re-writes its mission to reflect its local, regional, and international priorities after appropriate market research and stakeholder consultation. The University of Mitrovica must assume its place as an autonomous higher education institution. It is the understanding of the team of external experts that the current situation does not prevent the university rewriting its mission statement.

Following this, the university needs to formulate overall policy documents with accompanying detailed strategies that cover, e.g. teaching and learning, research, transferable skills and employability, staff development, industry/business-university relationship, etc. Following this each faculty can develop its own documents in the context of a clear institutional framework. The SER briefly mentions in various sections PhD Doctoral studies. Such future developments are important for the University but it is regrettable that there appears to be no planning or priority given to these aspects. It is recognised that the period June-September 2017 represents a particularly challenging time for the institution as it moves from the old battery factory to its new buildings. However, the urgent need for academic direction

provided by a revised mission statement is essential for the health and immediate development of the institution.

The 2017 SER contains a potentially useful section 12 (pages 1161-1181). This is a set of tables that indicates the *'Expert recommendations and improvement plan measures by the university of Mitrovica'*, followed by sub-section tables that provide implementation information on the faculty of Geosciences (12A), Food Engineering (12B), Mechanical and Computer Engineering (12C), Economy (12D), and Law (12E). The implementation table for the Faculty of Education was missing.

The first table in SER section 12 indicates that a new mission statement would be implemented by 2015 following consultation with appropriate internal and external stakeholders. This, and a series of further external recommendations, does not appear to have been achieved. The initial 12-page set of tables showing the previous 'Experts' recommendations and improvement plan measures by UMIB' is important but the 'responsible for action' in the majority of recommendations just indicates 'UMIB' - this is very vague. The important 'note/comment' column for the 12 pages is blank and any process of monitoring progress is absent. There is no way to gauge progress or to tell which individual(s) or unit is responsible for implementing any recommendations.

The Programme re-accreditation experts have considered each of the Faculty implementation plans (SER section 12; A, B, C, D and E). These implementation plans do vary in terms of information provided - some have more detail on staff responsible for each implementation and comments on progress. None appears to have any information or mechanism on monitoring progress and final achievements of reforms.

The current mission statement (as highlighted in 2014 by the external intuitional review team) is not fit for purpose and fails to provide guidance and direction to the institution. It is a matter of urgency that this situation is rectified.

Recommendations:

Fully follow the three recommendations previously identified by the 2014 team of experts - reproduced below, plus one additional recommendation.

1. Write its mission and vision statements through a proper process mainly consulting the external and internal stakeholders and disseminating them appropriately.

2. Make a strategic plan through incorporating the views of all stakeholders, making use of its SWOT analysis and making sure that it contains the key performance indicators and an action plan supported by a budget.

3. Ensure that Faculties and Departments make their own strategic plans and write mission and vision statements that should be consistent with those of the University.

4. Clarify the question concerning the overall structure of the university: either as an integrated unitary institution or as a Faculty-based decentralised institution, and make appropriate structural, policy, term of reference, and process changes.

2.2. Organisation, management, regulations and planning

The external team of experts explored the organisation, management, regulation and planning of the university with a focus on the two organograms (SER section 4, pages 27 and 28). The first organogram (Fig 1) presented a simplified scheme showing the organisation of the university. This structure presented a number of issues. It represents a vertical, hierarchical structure that could inhibit reporting and decision-making processes as various points (offices/positions) command access and act as gateways to higher bodies, in particular, the Office of the Rector and the Office of the Secretary General. The danger is that these structural defects could easily act as roadblocks to open discussion and democratic reporting. There is no suggestion that the current office holders block debate or inhibit the flow of information but this remains a possibility under the current structure.

The SER document contains little detailed explanatory information on the managerial and decision-making structure of the university apart from the organogram. Extra information on this was requested and received (16 May) in an edited document that indicated the roles and responsibilities of the Senate, Council, Rector, Pro-Rectors and Secretary General, (Articles, 22, 23, 25, 28, 34, 35, 39, 42, 43, 48 and 49). This document indicated:

The University Steering Council is the main governing authority of the university and has primary responsibility for strategic functioning of the university and finance. According to the statutes it is also responsible for academic proposals, strategic planning and the mission of the university.

The Rector is the principal managing authority, who directs the university, leads the Senate and determines the duties of the Pro-Rectors (Vice-Rectors).

The Secretary-General is the *'highest executive and administrative officer of the University* (Article 39/1)*'*. He/she heads the administration and is responsible for *'all issues that are not in the competence of other organs, or issues not in the competence of other leaders'* (Article 39/2). In addition, Article 42/1.4 states *'He is responsible official for efficient, economical and effective leadership of the University*'.

The '*provisional*' Senate is the highest academic body of the university (Article 43). It is not clear what the term *'provisional*' denotes. Article 48 lists the Senate's responsibilities (points 1.1-1.10) but also states as a preamble (point 1) that, *'Depending on the overall responsibility of the Council and the responsibilities of the Rector and Vice-Rectors, the Senate is responsible for:*' then lists the points 1.1-1.10. This is confusing. In addition, the list of responsibilities does not appear to include the regulation and direction of academic work including teaching and research, nor control of academic regulations including appeals, approval of academic awards, etc.

The Dean and the Faculty roles and responsibilities are detailed by a second requested document that detailed articles 67, 68, 73, 75, 76, 93 and 94). The Faculty is responsible *inter alia* for proposing to the Senate study programmes (Article 67/1.1), to develop research (Article 67/1.1(?), etc. The Dean reports to the Rector; implements Faculty Council decisions; reports to the Steering Council about teaching results; research, represents the Faculty Council in the Senate (see Article 73). The Faculty Council provides advice to the Senate '*...on all matters relating to the Faculty, its staff, structure and internal organisation*' (Article 76)

The Study Commission's role is detailed in Articles 93 and 94. It is found in each academic unit of the university as an advisory body. It advises the Senate (Article 93/2). It is responsible *inter alia* for drafting new study programmes, adapting and modifying existing study programmes, processing student complaints, student assessment, etc.

There are a number of potential confusions and anomalies that arise from the structures and the various responsibilities:

- The current structure represented in the organogram is hierarchical and in particular the Office of the Rector and the Office of the Secretary General are conduits that could stifle information flows and communications between different parts of the institution. It is not suggested that they do this but they have the potential to act as blocks to the democratic, open channels of responsibility expected in a modern university.
- The organogram of the institutional structure is clearly labelled as a '*simplified*' scheme (SER 4.2.1, page 27). However, it is misleading in relation to the articles cited above. It should be revised to indicate all the actual reporting pathways and responsibilities. The important posts of Vice-Rector and Deans appear to report to the Rector and have no linkage to the Senate.
- There are potential conflicts between the Senate and the Steering Council. The latter appears to be the supreme authority, which reports to the Ministry regarding objectives and planning. Articles 22, 23 and 48 need to be reconsidered to clarify the level of autonomy of the university and ways to strengthen the academic role of the Senate. It is stated (Article 43) that the 'provisional' Senate is the highest academic body of the university but this is not the case as the Steering Council takes precedence.
- It is not clear how Faculties and Students effectively plug into the overall systems.

The structure of Faculty organisation is illustrated by the organogram of the Faculty of Food Technology (SER section 4 page 28). It was indicated that all faculties have a similar structure. The brief text explanation of the Faculty structures contained in the SER, section 4.2.1- 4.2.3 fails to detail student input to Faculty decision-making and reporting. Nor is their crucial role reflected in the Institutional or Faculty organogram.

The regulations for Bachelor and Master degrees were requested and supplied as separate documents. These regulations marked Fakulteti i Gjeoshkencave (Faculty of Geosciences) and dated 2015 were only available in Albanian. It was indicated in the discussions that each Faculty had slightly different versions.

If this is the situation it is important that there should be one main institutional set of regulations for all Faculties - with only minor variations to suit particular and exceptional Faculty requirements. It is not possible to comment in detail on the two sets of regulations as Google translate is a limited tool but it appears that they require updating and/or may not cover all appropriate aspects as they contain the statement that *'students will be enrolled by the University of Pristina*'. It is not possible to judge how comprehensive or appropriate the current regulations are but normally Bachelor and Master regulations will cover the following: Modes of study (FT and PT); maximum degree completion periods; maximum and minimum ECTS credits achieved per academic year; attendance rules; admissions criteria; study at another institution and Recognition of Prior Learning (RPL); withdrawal and exclusion regulations; degree classification criteria; award titles; modular course structures permissible; examination and assessment regulations, etc.

It was observed that the European Credit Transfer and Accumulation System (ECTS) is mentioned throughout section 5 of the SER under the heading 'ECTS calculations' and a template for ECTS credits is presented at the end of the document (page 1191). Unfortunately, the use and calculation (credit allocation) of ECTS credits appears to over-emphasise time and workload. The updated 2015 ECTS Users' Guide stresses 'the volume of learn-ing based on the defined learning out-comes and their associated workload'. The current approach in the University Faculties appears to stress workload and time in class/attendance rather than achievement of learning outcomes.

Recommendations:

The University should:

5. Consider the adoption of a more open horizontal organisational structure (fewer gatekeepers) to create more open and democratic pathways for policymaking, academic debate, communications and democracy within the institution.

6. Revise its articles to resolve confusions and conflicts of responsibility and improve the lines of accountability within the institution (as identified in the analysis above).

7. Clarify the institutional organogram to highlight how student and faculty representation fit throughout the structures of the system - as well as feedback loops for transmitting information and decision.

8. Have separate updated institutional regulations for Bachelor and Master programmes and all Faculties should conform to them. Minor variations to suit any specific Faculty requirements are possible but should be minimal. The existing regulations should be checked and updated to ensure they cover all appropriate areas and pertain only to the University of Mitrovica (not labelled for one Faculty).

9. The University should review its use, guidance and application of ECTS credits to stress the achievement of learning outcomes rather than emphasising time served studying and/or attendance.

2.3. Staffing, staff appointments, staff development and research

There are clear criteria and processes for staff appointment, promotions process and staff numbers by Faculty detailed in the SER sections 4.2.4 and 6. There appears to be no separate overall institutional staff development or research policy. Such policies should exist and directly relate to the Mission and priorities of the institution. Section 10 of the SER covering research and international relationships contains no detailed, funded research plan and primarily focuses on international linkages and staff publications. The meeting with staff confirmed that they would welcome more research support and a strengthening of the relationship between business/industry and the institution. Clearly some staff are research active but there are great variations across the institution. The SER contains a sub-heading 'Research plan' for each separate programme of study (approximately 20 sub headings). The information provided under these headings mostly repeats the following mantra:

'Plans of researches at the institution, and the programmes of study are associated with the development plan of PUM and is being drafted.'

There is a little more information under some but it is clear that an institutional development plan (that presumably includes an institutional research plan) is awaited and this will provide the context for Faculty and programme research plans. This is reasonable but does emphasise the urgent need for a revised and focused mission statement that informs any institutional development plan and consequential research policy. The institutional development plan should encompass a teaching and learning policy that includes student-centred learning, new approaches to learning outcomes and assessment, etc.

Recommendation:

10. The completion of a detailed, resourced and monitored institutional development (short-medium and long-term) plan (linked to the revised mission statement), together with appropriate staff development and research plans should be put in place to inform the Faculty and Departmental staff development and research plans.

2.4. Finance

The table of information provided in the SER section 11 was explored. It is stated in the SER *'According to the Statutes of the University of Mitrovica, budgets of academic units are mainly under the competence of the Ministry of Education and Rectorate of UMIB, i.e. the budget is managed by these two entities.*' It is not clear how this process works in practice. It is normal for an autonomous institution to be responsible for its own internal budget allocation and be accountable for its decisions. It is also clearly stated in the Statutes that the University Steering Council has responsibility for finance. Article 3 in the additional document provided states: *'The Council is responsible for all decisions related to financial matters (budget, personnel, infrastructure) in order to provide satisfactory conditions for the University's sustainable activities in accordance with its obligations*.' This apparent confusion should be resolved.

The table in the SER provides broad information on revenue and expenditure. There is no breakdown information provided on different revenue streams or future plans associated with the development of alternative funding sources. The university should provide more information and analysis of future projections, library development funding, research and staff development budgets, etc. It was clarified that expenditure associated with the new campus was not part of the budget figures provided but it would be useful for this sort of information to be presented. There also needs to be detailed information on the breakdown of Faculty expenditures, in particular: staff development and research budgets; library expenditure; equipment; staff costs; administrative costs, etc. Such expenditures obviously link to Faculty development plans and priorities.

Recommendations:

11. Resolve the stated confusions regarding bodies and individuals responsible for budgets and finance.

12. Provide more detailed data on current and projected Faculty expenditure in the context of their development plans.

2.5. Facilities, equipment and infrastructure, library, labs, equipment

The external team visited both the existing building (battery factory) and the new campus site where all courses are due to transfer by September 2017 (the start of the new academic year). The current 'battery factory' building had obviously been extensively renovated over time. The team visited various classrooms, and laboratories and work places and were given some demonstrations of equipment and techniques.

The new purpose-built campus is impressive. The quality of the building and fitments is excellent and the staff accommodation, lecture theatres and main auditoria are admirable. The move will greatly benefit all staff (academic and administrative) and students. The new campus site is large and could accommodate new developments and buildings. The final finishing and fitting out of the new accommodation that has to be completed is considerable and it is hoped all will be ready for full occupation by staff and students in September.

The library holdings are relatively small and there is a common problem in the country and region associated with the shortage of new texts and publications. Many of the most important current texts are only available in English and not all students have the appropriate language abilities to access these.

Recommendation:

13. The University should develop a resourced library development policy that links to its institutional priorities - including student language proficiency issues.

2.6. Quality Management

The University of Mitrovica's quality assurance mechanisms, regulations and policy are briefly explained in SER section 8. They are based on various national and international guiding documents including European Higher Education Area (EHEA) Bologna documents and the European Qualifications Framework for Lifelong Learning (EQF). It would be useful include in those listed documents the Kosovo National Qualifications Framework (NQF) as *'the national mechanism for classifying qualifications awarded within the national qualifications systems according to a set of criteria and levels of learning outcome*'. This contains useful level descriptors that act as standards and support the process of ensuring that higher education qualifications are of an appropriate Bachelor or Master level.

The university has an Office for Quality Assurance whose terms of reference are contained in the additional document requested and received (16 May). The responsibilities of this Office are clearly stated and appropriate. However, it is not clear how its eight listed responsibilities are carried out or how it interfaces with the Senate, Steering Council, Vice-Rector and Faculties. Part of the problem is that appropriate connections are not indicated in the University institutional organogram. Appropriate linkages and communication pathways should be clarified.

Various quality assurance issues and absent policies in this report have been identified associated with student-centred learning, employability agenda, student representation, transferable skills, diverse approaches to assessment, etc. Furthermore, the university requires policies for: research and staff development; teaching and learning; library development, etc. Many of these aspects directly relate to the listed responsibilities of the Office for Academic Development/Quality Assurance and its Faculty representatives. It was also reported that there is no data collected on graduate destinations.

Recommendations:

14. The lines of responsibility and reporting of the Office for Academic Development and Quality Assurance should be clarified and it should take a significant role in advising on policy development and monitoring associated progress.

15. The office for Academic Development and Quality Assurance should be tasked with the collation and analysis of graduate employment destination statistics.

2.7. Internationalisation and international cooperation

The University of Mitrovica has a large number of Memoranda of Understanding (MOU) with other international universities. This is a positive aspect as it can lead to mutual advantages. The university mission statement mentions the development and promotion of regional, European and global partnerships (SER section 3.1) and its Goal 2 establish a list of activities associated with internationalisation. The senior management indicated a number of useful ongoing international links and initiatives and international cooperative projects, and EU grants are detailed in SER section 10.4. In 2015-2016 two students were exchanged and in 2016-2017 three students were exchanged in the

'GreenTech' project. It is recognised that student exchanges from Kosovo are difficult to organise and current visa issues make international exchanges problematic.

However, there does not appear to be an overall institutional internationalisation policy. Such a policy is needed to identify priorities, responsible persons, resource allocations, deadlines and monitoring. It might encompass: teaching, research and staff mobility; study programmes taught in English; student mobility; participation in international networks; staff development and appointments; curriculum reform, etc. Once such a policy exists it can then inform and direct Faculty internationalisation policies.

Recommendation:

16. An internationalisation policy should be developed and agreed which details priorities, responsible persons, resource allocations, deadlines and monitoring/performance indicators.

2.8. Students

The students of University of Mitrovica seem content with their studies and the university in general. Relation between staff and students seems to be quite close, including teachers, deans and other staff. Students reported always having someone to go to with their issues or problems, be it a student commission or a professor. Being quite satisfied with their challenging studies, the students would definitely benefit from international contact and experience, to which a starting step would be the internationalisation policy mentioned above.

Definite positive steps have been made with student representation and student activities in general. Students partaking in all relevant decision making and quality work is the norm in terms of European standards, and University of Mitrovica has implemented essential structures to achieve this. Students seem to be well represented in decision making bodies, up to and including the board of the university. This progress is laudable and every possible care should be taken to consolidate and further improve the position of students as fully-fledged members of the academic community.

In addition to student representation, the creation of the student parliament is a big step towards improving student representation. The parliament should be autonomous, that is, ran and directed by students. General elections are an important feature in making every student’s voice heard. From what the team heard, the elections’ turnout is very good, but unfortunately they don’t yet extend to every faculty. Steps should be taken to create a democratic student election across the whole university.

2.9. Overall institutional conclusions

The University of Mitrovica is at an important and exciting phase of its development. It urgently needs to put in place a number of new and revised policies (identified in the analysis above) as it assumes increased autonomy and responsibility as a Public University. A number of the recommendations made are particularly significant and crucial for the institution's immediate development and need to be acted upon in the short term. The panel was particularly concerned that there should be no further delay in the

development and implementation of a revised Mission Statement. It is recommended that the institutional accreditation is for one year only.

3. Programme Evaluation: Primary Education

3.1. Academic Programmes and Student Management

The Bachelor of 'Primary Education' is conceived as a four-year program. The allocation of ECTS is appropriate and comprehensible. The workload is manageable for the students.

The aims of the study program 'Primary Education' have been described in detail in SER: "Enabling students to accomplish the primary education subjects (mother tongue, mathematics, nature, society, culture, music, arts and health, and the implementation of educational technology); Preparing students for the promotion, organization, evaluation and implementation of educational curriculum effectively to students, parents and other members of the society: Understanding the importance of practice in schools; Highlighting various study options-learning educational issues within primary education," (SER 2017, Kap. 5.2.2, p. 1005). These aims are both plausible and realistic.

The structure of the modules allows students to choose between obligatory and elective courses. With this structure professional knowledge and individual interests in teaching and learning have been combined in a very convincing way.

The contents of many obligatory courses, which are offered from the first to the fourth year, are close to the specific profile of pedagogical and psychological aspects of Primary Education. In our opinion, this aspect can be seen especially in the following courses: Year I/1: Philosophy of Education; Year I/2: Introduction to Psychology; Theory of learning; Year II/1: ICT in primary education; Inclusion with methodology; Year II/2: Literature for children; Year III/2: Psychology of education; Year IV/1: Environmental Education; Year IV/2: Basics in education research.

Obligatory courses like these are base of a very good theoretical and practical preparation of the students for their future profession.

The selectable courses offer a wide spectrum of further pedagogical themes and allow students to choose according to their own interests. To point it out in detail – in my opinion the following courses are very important for the development of a professional self concept as a teacher in Primary Education: Year I/1: Communication in education; Year I/2: Contemporary trends in education; Year II/1: Health education; Year II/2: Developmental psychology. Year III/1: Psychology of personality. Year III/2: Learning disabilities; Year IV/1: The ethics of teaching.

The subject related courses for Albanian language, Mathematics and for the other subjects are offered partly as obligatory courses and partly as selectable courses. With regard to these courses it has to be pointed out as a positive signal that some subjects have special courses with a genuine didactical focus in the horizon of Primary Education. For example: In course 'Albanian language methodology' the aim is "After completing this course, students will be able to discuss the theories and experiences of traditional and contemporary teaching of the mother tongue; compare the learning theories arguing the advantages of one against the other; identify and choose even the methods, strategies and modern

techniques and assess which methods and strategies will use during practical lessons that will have and in their future work as educators." (2017, Kap. 5.2.2, p. 1048). Another very good example is the course 'Mathematics Teaching Methodology I' which has the following aims: "Students are introduced to the basic fundamentals of the didactics of mathematics […]; solving mathematical problems; didactic material in the teaching/learning of mathematical knowledge; implementation of the technology in the mathematical education." (SER 2017, Kap. 5.2.2, p. 1032)

Other courses, however, need to get a new, specific didactical focus, because they only aim subject specific content knowledge. For example: In the description of the course "Basics of natural sciences with methodology I" is stated: "After completing this course the student will be able to know the nature, natural laws, the heavenly bodies, movements of molecules and atoms, liquids and gases, the atmosphere, the eye, ear, electricity, etc .; recognize conjunction of science amongst themselves; have adequate knowledge about the Earth, the planets of the solar system, electricity, sound, ear, eye, energy, atmosphere and its components; have knowledge in solving and application of mathematical apparatus in natural sciences." (SER 2017, Kap. 5.2.1, p. 978) That cannot be the only aim of studying natural sciences. With regard to the specific future working field of the students as a teacher in primary school, both is necessary: subject knowledge in natural science and knowledge in education of natural sciences. Similar problems are to be noticed in some other courses like 'Social Science with Methodology', 'Literature methodology' etc...

On this background faculty of education should develop together with the representatives of the study programme and of the single subject courses a strategy to change the profile of the named courses (and others). To avoid the ambivalence of the word 'methodology' (it can mean both subject specific and didactical aspects) I propose 'Education in' - for example the title 'Education in natural sciences' etc.

Generally convincing is the integration of practical aspects in the study program. On the one hand the descriptions of courses show a good balance between theory and practice. On the other hand, four special courses for practical experiences are part of the curriculum: Teaching Methodology with practice I (2 weeks) (Year 1/II); Methodology with practice teaching II (4 weeks) (Year 2/II); Practice Teaching with methodology III (6 weeks) (Year 3/II); Practice Teaching IV (8 weeks) (Year 4/I). But also in these courses the responsible persons of the study programme should check together with the professors of the courses whether didactical and methodological aspects of subject learning are included in a sufficient way.

The integration of research – 'Basics in education research' (Year IV/1) - is another aspect, which has to be emphasized.

3.2. Staff

There are four full time academics with doctoral degree for the program of Primary Education (Prof. Ass. Eliza Avdiu; Prof. Dr. Qerim Selimi; Prof. Assoc. Sabit Syla; Prof. Ass. Violetë Bardhi) and two staff members on the way to PhD (Ass. Albulenë Grajcevci; Ass. Leonorë Carkaj). Nevertheless, there is need to hire more full-time staff members on the field of Primary Education especially with focus on subject

education. The number of staff in relation to the current number of students in the Program of Primary Education (2014-15: 124; 2015-16: 132; 2016-17: 121) is sufficient.

As many academic staff members are very engaged but only specialists in their subject fields there is a special need to promote didactical or pedagogical competences in those fields. One possibility would be to organise internal seminars aimed at sharing and improving knowledge among staff members, as well as sharing and disseminating best teaching practices.

3.3. Research and International Co-operation

Research outcomes on the field of Primary Education are partly already high**,** as the list of publications of some members of the academic staff shows. Academic staff is motivated to publish in international journals. Nevertheless, the representatives of the program of Primary Education should take further steps to improve the research capacity of the institution. That includes external funding. As the final report of 2014 already has pointed out it is still necessary to map the research interest of the staff members and compile the research strategy of the university.

Some staff members already participate in international conferences. That should be intensified. Necessary is furthermore to improve work in research groups. University should activate more international exchange programs as soon as possible.

3.4. Finances and Infrastructure / Space and Equipment

With the impressive new building actual problems of the Faculty of Education in space and equipment will be solved. The financial possibilities, however, will still be limited. Nevertheless, it is desirable that at least two journeys to international conferences per member of academic staff will be paid by university. The lack of school textbooks in Albanian and English language should be solved. Free access to international e-journals should be made possible.

Recommendations

As the previous explanations should have shown: In the whole it can be assessed, that the Bachelor of Primary Education of the UMIB is well structured and convincing. Only a few problems and questions had to be pointed out. With respect to these issues I formulate the following recommendations:

1. Faculty of education should develop together with the representatives of the study programme and of the single courses a strategy to specify the didactical and methodological profile of some subject courses. To avoid the ambivalence of the word 'methodology' (it can mean both subject specific and didactical aspects) I propose the titles 'Education in natural sciences', 'Education in social sciences' etc.

2. Organise internal seminars aimed at sharing and improving knowledge in didactical and methodological issues among staff members, as well as sharing and disseminating best teaching practices.

3. Foresee annually budget for international conferences and other types of cooperation.

4. Intensify working in research groups, to have strong practical orientation of the research and organise regular seminars where these groups can introduce their work.

5. Hire more full time academic staff on the field of pedagogy, subject didactics and psychology and enable staff members to dedicate more time for research.

6. The lack of school textbooks should be solved. Free access to international e-journals should be made possible.

Conclusion

With these recommendations I propose the Re-Accreditation of the study program for Primary Education at the University of Mitrovica for three years.

Nuernberg, 21th of May 2017

Prof. Dr. Volker Frederking (University of Erlangen-Nuernberg DE)

4. Programme Evaluation: Preschool Education

4.1. Academic Programmes and Student Management

The Bachelor of 'Preschool Education' (SER 2017, Kap. 5.2.1, p. 936) is conceived as a four-year program. The allocation of ECTS is appropriate and comprehensible. The workload is manageable for the students.

The main function of study program 'Preschool Education' has been described very clearly in the beginning of the explanation: "As a most fragile segment of the education system in Kosovo, there is a need for educators to be professionally capable to work with this age group in any form of organization of early childhood education." (SER 2017, Kap. 5.2.1, p. 938) These aims are both plausible and realistic.

The structure of the modules allows students to choose between obligatory and elective courses. With this structure professional knowledge and individual interests in teaching and learning have been combined in a convincing way.

The final report of 2014 criticized a "subject focus in the Pre-school programme" and recommended "adopting a more child development approach" (Final Report 2014, p. 57). This recommendation has been realized in the new study program. The mixture between subject related, pedagogical and psychological aspects now is gratifying.

The contents of many obligatory courses which are offered from the first to the fourth year, are close to the specific profile of pedagogical and psychological aspects of Preschool Education. In our opinion, this aspect can be seen especially in the following courses: Year I/1: Theory of Education; Introduction to Psychology; Introduction to preschool pedagogy; Year I/2: Developmental psychology; Children literacy. Year II/1: Inclusiveness in preschool education; Mathematic concepts in childhood; ICT in preschool education; Writing and reading strategies and methods. Year II/2: Geometric Concepts in Early Childhood; Year III/2: Psychology of education; Assessment in preschool education; Year IV/1: Strategies in preschool education; Year IV/2: Research methodology in preschool education.

Obligatory courses like these can be base of a very good theoretical and practical preparation of the students for their future profession.

The selectable courses offer a wide spectrum of further themes and allow students to choose according to their own interests. To point it out in detail – in my opinion the following courses are very important for the development of a professional pedagogical self-concept as a preschool teacher: Year I/1: Communication in education; Year I/2: Communication skills with children. Year II/1: Early learning and development standards; Learning through playing; Family and preschool education. Year II/2: Psychology of Play; Professional development and teacher's portfolio; Year III/1: Psychology of

personality. Year III/2: Experiments in early childhood; Socio emotional development; Year IV/1: Work with educative projects; Learning difficulties; Working with gifted children.

The subject related courses for Albanian language, Mathematics, English language and for the other subjects are offered partly as obligatory courses and partly as selectable courses. With regard to these courses it has to be pointed out as a positive signal that most subjects have a second course with special methodological or didactical specification in the horizon of Preschool Education. For example: In course 'Albanian language methodology' the aim is "to enable the successful learning of the Albanian language" (SER 2017, Kap. 5.2.1, p. 981), the 'Music education with methodology' to enable "the students to have appropriate learning and their training requirements in teaching" (SER 2017, Kap. 5.2.1, p. 985), the course 'Math games' aims to enable students to "understand the theories of mathematical games; stages of development of mathematical education; mathematical game features and mathematical concept formation; classification of mathematical games; selection of the didactic material and the importance of its use in mathematical activities" (SER 2017, Kap. 5.2.1, p. 988). Another positive example is the course 'Motor development with methodology', it aims "enabling the students to have appropriate learning and their training requirements in teaching" (SER 2017, Kap. 5.2.1, p. 991).

One course, however, needs a new focus: "Basics of natural sciences with methodology II". In the description is stated: "The main goals of the course are: understanding of life and its organization, classification of organisms in the main kingdoms, the complexity of the functioning of life in organism level, reproduction and development of plants, animals and human, the evolution of life forms and key events in the evolution and relations of living organisms with environment." (SER 2017, Kap. 5.2.1, p. 978) That cannot be the aim of a didactical course. With regard to the specific future working field of the students as a teacher in Preschool Education, I suggest a change of the title and the profile of the named course in 'Basics of natural sciences in Preschool Education' or 'Methodology of natural sciences' (according to the other subject courses in Albanian Language)

Generally convincing is the integration of practical aspects in the study program. On the one hand the descriptions of courses show a good balance between theory and practice. On the other hand three special courses for practical experiences are part of the curriculum: Preschool education with practice teaching I [2 weeks in PI and Schools] (Year 1/II); Methodology of education with practice teaching (4 weeks) (Year 2/II); Practice teaching with methodology III (6 weeks) (Year 3/II); Practice teaching IV (8 weeks) (Year 4/I).

The integration of research – 'Research methodology in preschool education' (Year IV/1) is another aspect, which has to be emphasized.

4.2. Staff

UMIB is a new university and still in the process of transition of the institution. On this background academic staff policy of UMIB with regard to Preschool Education is on a good way because management of university has been rather successful in recruiting new academic staff members in permanent positions.

There are four full time academics with doctoral degree for the program of Preschool Education (Prof. Ass. Merita Shala, Prof. Ass. Mimoza Shahini, Prof. Ass. Besim Gollopeni, Prof. Ass. Sarandë Kika) and two staff members on the way to PhD (Ass. Fatbardha Hoxha and Ass. Albana Sadiku). Nevertheless there is need to hire more full time staff members on the field of Preschool education especially with focus on subject education. The number of staff in relation to the current number of students in the Program of Preschool Education (2014-15: 57; 2015-16: 55; 2016-17: 66) is sufficient.

As many academic staff members are very engaged but only specialists in their subject fields there is a special need to promote didactical or pedagogical competences in those fields. One possibility could be to organise internal seminars aimed at sharing and improving knowledge among staff members, as well as sharing and disseminating best teaching practices.

4.3. Research and International Co-operation

Research outcomes on the field of Preschool Education are partly already high, as the list of publications of some members of the academic staff shows. Academic staff is motivated to publish in international journals. Nevertheless the representatives of the program of Preschool Education should take further steps to improve the research capacity of the institution. That includes external funding. As the final report of 2014 already has pointed out it is still necessary to map the research interest of the staff members and compile the research strategy of the university.

Some staff members already participate in international conferences. That should be intensified. Necessary is furthermore to improve work in research groups. University should activate more international exchange programs as soon as possible.

4.4. Finances and Infrastructure / Space and Equipment

With the impressive new building actual problems of the Faculty of Education in space and equipment will be solved. The financial possibilities, however, will still be limited in nearer future. Nevertheless it is desirable that at least two journeys to international conferences per member of academic staff will be paid by university. The lack of school textbooks in Albanian and English language should be solved. The free access to international e-journals should be made possible.

Recommendations

As the previous explanations should have shown: In the whole it can be assessed, that the Bachelor of Preschool Education of the UMIB is well structured and convincing. Only a few problems and questions had to be pointed out. With respect to these issues I formulate the following recommendations:

1. With regard to the specific focus of the study program I suggest additions in the title of the following course: To replace 'Basics of natural sciences with methodology II' by 'Basics of natural sciences in Preschool Education'

2. Foresee annually budget for international conferences and other types of cooperation.

3. Intensify working in research groups, to have strong practical orientation of research and organise regular seminars where these groups can introduce their work.

4. Hire more full time academic staff on the field of pedagogy, didactics and psychology and enable staff members to dedicate more time for research.

5. The lack of school textbooks should be solved.

Conclusion

With these recommendations I propose the Re-Accreditation of the Bachelor of Preschool Education at the University of Mitrovica for three years.

Nuernberg, 21th of May 2017

Prof. Dr. Volker Frederking (University of Erlangen-Nuernberg DE)

5. Programme Evaluation: Economics Engineering

5.1. Academic Programmes and Student Management

The ratio of male/female students is according to SER 141/187, which is very good result for engineering study program (57% female students). Altogether on this study program are 328 active students, showing vitality of the program. The program name has been harmonised with International practice, with technical universities of Siegen, Bari, Tirana, Vienna, Kent, Skopje, Ljubljana, Zagreb.

The programme includes also ICT; Business Informatics, Computer Drawing, Applicative Software. Also use of MATLAB was foreseen in Basics of Electrotechnics as a learning output. A variety of elective subjects is available. Contents and objectives are presented in a very clear manner and relevant literature. However, the program does not foresee free choice studies, which could help in student exchange.

Learning outcomes have been addressed properly through the study program, following previous recommendations. As a next step, more modern engineering related topics as new business models (regarding 3D printing (additive manufacturing) and digitalisation of industry (Industry 4.0)) should be included into course topics and learning outcomes. Also, the lab of manufacturing should include 3D printers to teach students digitalisation benefits in management engineering. The current structure of FIMK gives there large potential, as combining IT and mechanical engineering for development of new services for industry is a current megatrend in industry and academia both. Regarding international cooperation students are more active in using Erasmus programme. The internship is improved, students will gain credits for academic semester in foreign universities. Last year two modules were introduced in English.

There was still no evidence of using common e-learning platform, to implement modern learning technologies.

5.2. Staff

Academic staff at FIMK amounts 22 full time members (incl 2 full professors) and 8 part time members (incl 4 full professor). Five assistants are also doctoral students. There is need for additional staff members, and new professors are planned to be enrolled by autumn. There was evidence, that staff members have been in terms of Erasmus+ visiting other universities.

In the programme are involved 17 academic staff members, from which 15 are having PhD, and one assistant is currently also a PhD student. From full professors one has relatively high workload (5 courses) in the programme, leaving not so much time for research. The average age of leading academic

staff members in this program is 52 years, which is relatively good result. However, involvement of more PhD students into studies is encouraged.

OECD favours a teacher-to-students' ratio of 1:15, while 1:20 might be a realistic relation for many institutions. The ratio in faculty is 1:40, which is quite high (1136 students per 28 staff member), thus showing that workload of staff members is quite high. According to the management the process of hiring additional staff is in process and should be completed by November. Nonetheless, the number of students enrolled recently increased which changed the teacher-to-students' ratio for the worse. While the simple arithmetic is not the only indicator for the quality of teaching it should be used as a guideline when it comes to determine the number of students' intake. The uneven ration has been recognised also during 2014 evaluation, and it needs solving to enable highly qualified professors to be more involved in R&D.

5.3. Research and International Co-operation

The faculty cooperates with major companies in the region and with local government. Research activities are part of the bachelor program. FIMK declares itself as a promoter of scientific research in the field of technical sciences, in disciplines that are in a broader sense associated with machinery manufacturing and engineering informatics. In its research concepts, supplied on request, the faculty lists a comprehensive set of measures representing ambitious objectives. Under the given constraints in relation to (permanent) staff it remains unclear whether sufficient resources can be allocated to research activities.

Knowledge exchange at an international level is key to researchers. This exchange also requires travelling abroad in order to attend international conferences, workshops, project meetings and the like. Closer relations to the international community also require further development of English language skills. It has been reported that funding of travel expenses is still very limited which severely restricts active participations within the international scientific community.

There has been progress in internationalisation, in 2017 a cooperation agreement with Riga Technical University, in 2016 Erasmus + agreement with University of Southern Brittany, in 2015 with Technological Education Institute of Grete are enhancing student mobility also in areas of engineering.

5.4. Finances and Infrastructure / Space and Equipment

The new campus building for faculty is almost ready and is foreseen to be opened in autumn 2017. The new building had very good premises for students and academic staff members, and it should affect positively to learning process as well, while new rooms can be used also for modern team-based learning. The budget of FIMK for 2016 was 454048 EUR, and it is on same stabile level also 2017 and 2018. Research equipment includes must be devices for mechanical engineering faculty: modern CNC mill and lathe of Makina, automatic bandsaw, EDM, welding stations, Kistler dynamometer and monitoring

station, Taylor Hobson surface measurement devices, electronic hardness tester, ABB industrial robot, ultrasonic detector etc. Regarding software is used AutoCAD 2012 and Solid works ver 16. So there is evidence of continuous improvement.

Recommendations

It is recommended to emphasise digitalisation of manufacturing, and include topics as 3D printing and Industry 4.0 into courses.

It is recommended to increase engagement within international community by facilitating travelling abroad through funding.

It is recommended to expand cooperation to West/Middle European academic institutions and to include this target in the development plan.

It is recommended to ensure that a sufficient number of qualified teaching staff is available for any subject and teaching workload of leading professors is revised, to leave more time for research activities to enhance research-based teaching.

It is recommended to promote publishing in SCOPUS or ThomsonReuters ISI Web of Science indexed publication by special awarding grants to well publishing scientists.

Conclusion

With these recommendations is proposed the Re-Accreditation of the Bachelor of Management Engineering at the University of Mitrovica for three years.

6. Programme Evaluation: Production Engineering

6.1. Academic Programmes and Student Management

The curriculum of the BSc. Production Engineering is a sound program directed at the needs of engineering industry with a strong emphasis on basic processing technologies such as cutting, welding and stamping. The recommendations from the previous evaluations have been followed. The program name has been harmonised with International practice, with technical universities at Vienna, Kent, Skopje, Ljubljana, Zagreb. The overall structure, the duration of six semesters, and the workload of 30 ECTS per semester follow international academic conventions. The contents meet the expectations of the students and according to the high chance to get a job also to the industry. The need for the program is reasoned by current research (Raport vlerësimi-Plani Strategjik te Arsimit te Kosoves 2011-2016, MASHT). The internship is improved, students will gain credits for academic semester in foreign universities.

The ratio of male/female students is according to SER 113/24, which is relatively good result for engineering study program (18% female students). Altogether on this study program are 137 active students.

The programme includes in some extent ICT; Computer Programming and CAD, but also CNC Machines are necessary for modern engineers in industry. A variety of elective subjects is available. Contents and objectives are presented in a very clear manner and relevant literature. However, the program does not foresee free choice studies, which could help in student exchange.

Learning outcomes have been addressed properly through the study program, following previous recommendations. As a next step more modern engineering related topics as 3D printing (additive manufacturing) and digitalisation of industry (Industry 4.0) should be included into course topics and learning outcomes. Also, the lab of manufacturing should include 3D printers to teach students digitalisation benefits in engineering.

There was still no evidence of using common e-learning platform, to implement modern learning technologies.

6.2. Staff

Academic staff at FIMK amounts 22 full time members (incl 2 full professors) and 8 part time members (incl 4 full professor). Five assistants are also doctoral students. There is need for additional staff members, and new professors are planned to be enrolled by autumn. There was evidence, that staff members have been in terms of Erasmus+ visiting other universities.

In the programme are involved 17 academic staff members, from which 15 are having PhD, and one assistant is currently also a PhD student. The two full-time full professors have relatively high workload (6 and 7 courses) in the programme, leaving not so much time for research. The average age of leading academic staff members in this program is 53 years, which is relatively good result. However, involvement of more PhD students into studies is encouraged.

OECD favours a teacher-to-students' ratio of 1:15, while 1:20 might be a realistic relation for many institutions. The ratio in faculty is 1:40, which is quite high (1136 students per 28 staff member), thus showing that workload of staff members is quite high. According to the management the process of hiring additional staff is in process and should be completed by November. Nonetheless, the number of students enrolled recently increased which changed the teacher-to-students' ratio for the worse. While the simple arithmetic is not the only indicator for the quality of teaching it should be used as a guideline when it comes to determine the number of students' intake. The uneven ration has been recognised also during 2014 evaluation, and it needs solving to enable highly qualified professors to be more involved in R&D.

6.3. Research and International Co-operation

The faculty cooperates with major companies in the region and with local government. Research activities are part of the bachelor program. FIMK declares itself as a promoter of scientific research in the field of technical sciences, in disciplines that are in a broader sense associated with machinery manufacturing and engineering informatics. In its research concepts, supplied on request, the faculty lists a comprehensive set of measures representing ambitious objectives. Under the given constraints in relation to (permanent) staff it remains unclear whether sufficient resources can be allocated to research activities.

Knowledge exchange at an international level is key to researchers. This exchange also requires travelling abroad in order to attend international conferences, workshops, project meetings and the like. Closer relations to the international community also require further development of English language skills. It has been reported that funding of travel expenses is still very limited which severely restricts active participations within the international scientific community.

There has been progress in internationalisation, in 2017 a cooperation agreement with Riga Technical University, in 2016 Erasmus + agreement with University of Southern Brittany, in 2015 with Technological Education Institute of Grete are enhancing student mobility also in areas of engineering. Regarding international cooperation students are more active in using Erasmus programme.

6.4. Finances and Infrastructure / Space and Equipment

The new campus building for faculty is almost ready and is foreseen to be opened in autumn 2017. The new building had very good premises for students and academic staff members, and it should affect positively to learning process as well, while new rooms can be used also for modern team-based learning. The budget of FIMK for 2016 was 454048 EUR, and it is on same stabile level also 2017 and 2018.

Research equipment includes must be devices for mechanical engineering faculty: modern CNC mill and lathe of Makina, automatic bandsaw, EDM, welding stations, Kistler dynamometer and monitoring station, Taylor Hobson surface measurement devices, electronic hardness tester, ABB industrial robot, ultrasonic detector etc. Regarding software is used AutoCAD 2012 and Solid works ver 16. So there is evidence of continuous improvement.

Recommendations

It is recommended to emphasise digitalisation of manufacturing, and include topics as 3D printing and Industry 4.0 into courses.

It is recommended to increase engagement within international community by facilitating travelling abroad through funding.

It is recommended to expand cooperation to West/Middle European academic institutions and to include this target in the development plan.

It is recommended to ensure that a sufficient number of qualified teaching staff is available for any subject and teaching workload of leading professors is revised, to leave more time for research activities to enhance research-based teaching.

It is recommended to promote publishing in SCOPUS or ThomsonReuters ISI Web of Science indexed publication by special awarding grants to well publishing scientists

Conclusion

With these recommendations is proposed the Re-Accreditation of the Bachelor of Production Engineering at the University of Mitrovica for three years.

7. Programme Evaluation: Informatics Engineering

7.1. Academic Programmes and Student Management

There is mission and vision in faculty for development of BSc. Informatics Engineering as a program directed at the needs of engineering industry. Stakeholders as telecom and local ICT companies are involved in program development. The recommendations from the previous evaluations have been followed. The program has been harmonised with International practice, with technical universities at Vienna, Kent, Stanford, Ljubljana. The overall structure, the duration of six semesters, and the workload of 30 ECTS per semester follow international academic conventions. The contents meet the expectations of the students and according to the high chance to get a job also to the industry. The need for the program is reasoned by current research (Raport vlerësimi-Plani Strategjik te Arsimit te Kosoves 2011-2016, MASHT). The internship is improved, students will gain credits for academic semester in foreign universities.

The ratio of male/female students is according to SER 277/124, which is very good result for engineering study program (31% female students). Altogether on this study program are 401 active students.

The programme includes as it was recommended last time cloud computing -new subjects are included shortly in module of AI and Software Engineering. Information security is included into 6th semester of new curriculum. New directions as computer networks; database systems are also introduced. In Math is used AR models and MATLAB. C# as a powerful and flexible programming language is taught. Computer Programming and CAD, but also CNC Machines are necessary for modern engineers in industry. A variety of elective subjects is available. Contents and objectives are presented in a very clear manner and relevant literature. However, the program does not foresee free choice studies, which could help in student exchange.

Learning outcomes have been improved in cooperation with Prishtina learning centre, there is an agreement for 5 years for cooperation in learning development. As a next step, more modern engineering related topics as 3D printing (additive manufacturing) and digitalisation of industry (Industry 4.0) should be included into course topics and learning outcomes. There was still no evidence of using common e-learning platform, to implement modern learning technologies.

7.2. Staff

Academic staff at FIMK amounts 22 full time members (incl 2 full professors) and 8 part time members (incl 4 full professor). Five assistants are also doctoral students. There is need for additional staff members, and new professors are planned to be enrolled by autumn. There was evidence, that staff members have been in terms of Erasmus+ visiting other universities.

In the programme are involved 10 academic staff members, from which 9 are having PhD, and one lecturer is currently having Diploma Engineer. Two associate professors have relatively high workload

(7 courses) in the programme, leaving not so much time for research. The average age of leading academic staff members in this program is 46 years, which is very good result. However, involvement of PhD students into studies is encouraged.

OECD favours a teacher-to-students' ratio of 1:15, while 1:20 might be a realistic relation for many institutions. The ratio in faculty is 1:40, which is quite high (1136 students per 28 staff member), thus showing that workload of staff members is quite high. According to the management the process of hiring additional staff is in process and should be completed by November. Nonetheless, the number of students enrolled recently increased which changed the teacher-to-students' ratio for the worse. While the simple arithmetic is not the only indicator for the quality of teaching it should be used as a guideline when it comes to determine the number of students' intake. The uneven ration has been recognised also during 2014 evaluation, and it needs solving to enable highly qualified professors to be more involved in R&D.

There is need for 2 additional professors. Currently 2 PhD students are doing PhD in other universities.

7.3. Research and International Co-operation

The faculty cooperates with major companies in the region and with local government. Research activities are part of the bachelor program. FIMK declares itself as a promoter of scientific research in the field of technical sciences, in disciplines that are in a broader sense associated with machinery manufacturing and engineering informatics. In its research concepts, supplied on request, the faculty lists a comprehensive set of measures representing ambitious objectives. Under the given constraints in relation to (permanent) staff it remains unclear whether sufficient resources can be allocated to research activities.

Knowledge exchange at an international level is key to researchers. This exchange also requires travelling abroad in order to attend international conferences, workshops, project meetings and the like. Closer relations to the international community also require further development of English language skills. It has been reported that funding of travel expenses is still very limited which severely restricts active participations within the international scientific community.

There has been progress in internationalisation, in 2017 a cooperation agreement with Riga Technical University, in 2016 Erasmus + agreement with University of Southern Brittany, in 2015 with Technological Education Institute of Grete are enhancing student mobility also in areas of engineering. Regarding international cooperation students are more active in using Erasmus programme.

7.4. Finances and Infrastructure / Space and Equipment

The new campus building for faculty is almost ready and is foreseen to be opened in autumn 2017. The new building had very good premises for students and academic staff members, and it should affect

positively to learning process as well, while new rooms can be used also for modern team-based learning. The budget of FIMK for 2016 was 454048 EUR, and it is on same stabile level also 2017 and 2018.

Regarding software is used AutoCAD 2012 and Solid works ver 16. There are 119 PC-s and 18 laptops, also optical fusion splicing equipment, 50 experimental circuit boards, soldering stations, FLUKE digital multimeters, etc. So there is evidence of continuous improvement.

Recommendations

It is recommended to emphasise digitalisation of manufacturing, and include topics as 3D printing and Industry 4.0 into courses.

It is recommended to increase engagement within international community by facilitating travelling abroad through funding.

It is recommended to expand cooperation to West/Middle European academic institutions and to include this target in the development plan.

It is recommended to ensure that a sufficient number of qualified teaching staff is available for any subject and teaching workload of leading professors is revised, to leave more time for research activities to enhance research-based teaching.

It is recommended to promote publishing in SCOPUS or ThomsonReuters ISI Web of Science indexed publication by special awarding grants to well publishing scientists

Overall Recommendation

The ET recommends the Re-Accreditation of Bachelor in Informatics Engineering at the University of Mitrovica for three years.

8. Programme Evaluation: Materials and Metallurgy (BSc)

The Faculty of Geosciences provides academic degree Programmes that are important for the future economic growth of Kosovo. Bachelor Programme in Materials and Metallurgy and Master Programmes in Materials and Metallurgy aim to provide skilled professional workers for exploration and development of the natural resources of the country. It is, therefore, imperative that each programme has substantial consideration of associated environmental factors embedded in it. Indeed each course should link to relevant environmental considerations.

Materials and Metallurgy (BSc) was evaluated on the basis of a self evaluation report (SER) and a site visit. The programme is important nationally because of the legacy and future potential for exploration and exploitation of mineral resources.

8.1. Academic Programmes and Student Management

The department of Materials and Metallurgy in UMIB that organizes and executes studies has a strong tradition and is based, as it is stated in SER without evidence, on the experience of universities in Germany, Austria and Croatia, and has close connection with industry in Kosovo. There is no evidence about employment opportunities and number of graduates employed in both state and private companies which deal with processing of materials, recycling of various metals and waste materials, as well as in a variety of services, metallurgical laboratories, public enterprises and scientific research institutes.

As institution mission is not stated in SER, it is difficult to indicate how programme corresponds to the institution's mission and the principles of graduates' employability.

The aim of programme indicated in SER does not clarify uniqueness of programme, that is why it is difficult to say does academic aim appropriate to the academic degree. The aim of the program and learning outcomes are not available on the webpage http://umib.net/fakulteti-i-gjeoshkencave/, programme syllabus as well as whole website of university is presented in Albanian, therefore is not suitable for international students.

The learning outcomes are presented in the same way as in the previous report (2014) and do not indicate what the students are able to do after graduation, the outcomes have to be arranged according to one of European or International standards (it was recommended in 2014 to align learning outcomes according to EUR-ACE Framework Standards (http://www.enaee.eu/publications/european-framework-standards) would be more suitable and understandable (Knowledge and Understanding; Engineering Analysis; Engineering Design; Investigations; Engineering Practice; Transferable Skills). The overall, learning outcomes must be improved by clearly stating the student's abilities.

Descriptions of all subjects are presented in SER; titles of some subjects are different in the programme and subject syllabus. Subject syllabus contains short description of the content, expected learning aims and outcomes, teaching and learning methods, assessment criteria, ratio between theoretical and practical work, and basic literature. The aim of subject in the syllabus is obligatory, learning outcomes should have the links to programme learning outcomes. Assessment methods presented in the SER do not give information when and how students will assess different tasks of subject; assessment method "*regular attendance*" is very doubtful, there is no criteria to measure and evaluate it.

The same as it was stated in the last SER (2014), Materials and Metallurgy B.Sc. is comparable with similar regional and European programmes in different universities, e.g. TU BA Freiberg and Faculty of Metallurgy in Sisak (University of Zagreb). Course units of similar content compile about 80 % of these programmes. This aspect of the curriculum enables the students to move, and transfer the credits to other Universities, but it is not applicable and there is no evidence in SER.

The admission criteria and processes are clear and appropriate for the programme, and meet international standards. Unfortunately, there is no evidence in SER on entrants of programme priorities to choose particular studies (regional, territorial or other factors), and number of students who selected two possible specialisations.

According to the information given in the SER, ECTS (European Credit Transfer System) calculations are based on the estimated student workload required to achieve the aim of a course, which is not indicated in courses syllabuses (such as course hours, practical work, take-home-assignments, self-study and examinations). One ECTS credit equals 25 work hours. The proportion of students' independent study time to contact hour time is not indicated in the syllabuses of programme courses as well. The ECTS credits assigned are justifiable, and the workload is manageable. This was confirmed by the students during the site visit.

The number of students admitted to the programme during the period under assessment presented in SER seems to be sufficient for Kosovo strategy and plans of Faculty of Geosciences to increase the number of students by 10 - 15 % per year. Unfortunately number of graduates in last three years does not meet above mentioned strategy. Analysing the data on the numbers of admitted students and graduates during the period of 2014 - 2016 the average drop out of 90 % is determined. Management of programme should analyse the market needs, the reasons of such a considerable loss of students, and take into account students drop out and propose plan to minimise it.

Although it is claimed in SER that graduates of programme *"are employed in many areas of private industry, independent agencies, municipalities and other institutions"*, there is no evidence, and it contradicts with statement in SER (section 5.7.2) that "*graduates can be employed: metallurgical engineers in factories for the production of iron and steel, foundry, mechanical industry, in factories for the production and processing of ferrous metals*". Meeting of experts with graduates' employers and alumni would be valuable for both parts.

8.2. Staff

There are 6 full time professors, 3 associated professors, 6 assistant professors, 1 lecturers, and 3 assistants in the programme. Although the academic staff is very committed to their subjects, the total workload of permanent academic staff was not clear. Six hours per week of lecturing is the normal workload for full time professors, and ten hours - for the associated professors and assistant professors. According to the data presented in SER (curriculum of programme) a few lecturers are responsible for more than two courses. It would appear that there is no sufficient responsible staff to run the programme Materials and Metallurgy.

Members of programme staff have discussed issues with the expert team. The expert team were shown around the facilities currently available to the staff and students in the Faculty of Geoscience, and were shown the site of the new buildings to be opened in 2017.

The expert team were not sure how programmes are proposed, facilitated and examined at Faculty level (there is no evidence in SER). In particular, the members of department need to ensure that there is good communication between courses and programmes. This is essential in order to provide the best learning experience for the students.

The issues identified by the staff for improvement were finances, space and facilities. It is essential that the Faculty of Geoscience is allocated in not appropriate space (including laboratories and necessary equipment), and will be expanded in the new campus.

The teaching staff of the programme is relatively involved in research related to the programme. However, all the lecturers of the Department of Materials and Metallurgy publish their papers in journal without impact factor (local journals other proceeding of conferences). These results are not sufficient, it is clearly an area of improvement. A desirable ratio, in a long term, could be 1.5 paper in JCR journals per lecturer per year.

8.3. Research and International Co-operation

There is no evidence about the research activity of department' staff in SER, just list of publications in low valued journals, conference proceedings and local journals without impact factor. Research-led teaching is the aspiration, and it is essential that this is encouraged and facilitated. Staff members have reported that there is a Faculty policy for financial support for researches, but it was not stated in the SER. There appears to be no separate overall institutional, faculty and department staff development or research policy. It was recommended in the previous programme evaluation report that the strategic plan for research for the whole institution and each department should be written, and an operational plan derived from this.

There is no strategy of internationalization of programme, no evidence about training co-operations and students or lecturers teaching and training mobility.

8.4. Finances and Infrastructure / Space and Equipment

There is no evidence in SER about infrastructure and material resources of programme. Sections 2.4 and 2.5 of External Evaluation Report give general conspectus about situation in the University.

Recommendations

1. *Learning outcomes of the programme presented according to the EUR-ACE Framework Standards would be more suitable and understandable. The programme aims and learning outcomes must be publicly accessible on the institutional web-site, as well as on other information channels (in Albanian and in English). Relation between learning outcomes of programmes and subjects outcomes should be clearly indicated in the syllabus.*
2. *Additional staff development in the area of learning outcomes would be helpful.*
3. *Staff should be supported in their endeavours to build research links, it is recommended to develop staff training plan for each academic year. In order to increase international cooperation Intensive English courses for teaching staff would be helpful.*
4. *A desirable ratio of manuscript published by executors of programme, in a long term, could be 1.5 paper in JCR journals per lecturer per year.*
5. *The titles of subjects listed in the programme curricula and in the description of subjects are not consistent. Subject syllabuses as well as learning outcome of programme should appear in the website of University in both Albanian and English.*
6. *At the beginning of each semester, the students should be provided with subjects content, including subject aim, and the detailed information about the study programme, methods of assessment, methodical literature, and times of the assessment, locations and other relevant information concerning their studies. This should be available online.*
7. *Evaluation Questionnaires for feedback on each course should be given to all students, and completed by all the students after examination. Results of surveys and measures to solve problems should be discussed in the SER.*
8. *Executors of programme should analyse the reasons of students drop out. Ratio of students and lectures is too low for bachelor degree programme.*
9. *Student's supports should be established in the university: sports, leisure, dormitories, library, psychological support; it should be discussed in the SER.*
10. *It is needed to increase the research in collaboration with other worldwide Universities, and start to participate in Erasmus+ interchanges for students and the staff.*
11. *A strategic plan for Research for whole institution and Department of Materials and Metallurgy. moreover for each individual lecturer should be written, and an operational plan derived from this.*
12. *Meeting of ET with employers and alumni would be helpful.*
13. *Establish Quality Assurance and Management system in UMIB, standardized evaluation process for programme and individual subjects, uniform assessment criteria and methods would be helpful.*
14. *SWOT analysis would be helpful for further development of programme.*

Overall Recommendation

The ET recommends the accreditation of Bachelor in Materials and Metallurgy for three years, with the provision that the Department of Materials and Metallurgy of UMIB follow ET recommendations.

9. Programme Evaluation: Banking, Finance and Accounting / Management and Informatics

9.1. Academic Programmes and Student Management

For these two programmes in the Economics Faculty neither specific missions statements nor any other particularities were outlined, such as their standing within the faculty, programme learning outcomes, alignment with the whole institution and its faculties or their relationship with the region. Quite a few „boxes" of the programme overview do not refer to the present situation, e.g. the evaluation methods or work-structure in which quite often independent studies are not mentioned or carry a value „0".

The responsible persons of both study-programme stressed that the report seemed to have been composed by part-time predecessors and did not really represent the present way of learning and teaching although the names of the educational components were identical. The following elements were characterised as „typing / translation errors":

- Both programmes awarded a bachelor of science (BSc) and not a bachelor of arts (BA) degree, as stated, for example, in the overview template.
- The minimal duration of the programmes, referred to as 1 year and 2 years respectively, were wrong; they should be 3 years.
- The form of study is full-time only; the information that it is also run as part-time format is not correct.
- The subjects listed in either programme: Management Accounting is identical to Managerial Accounting; so is SME Management to SMB Management, also Risk Management and Insurance to Risk Management; Foreign Languages II to English language II (in both programmes German II and English II are offered), also Ethics in Accounting and Auditing to Business Ethics.
- Sometimes the names of the „subject" in the overview differ from those in the description of the „modules" but the contents is the same.

Detailed analysis (SER pp 740, Annex

Contents of the educational components:

Catchwords are listed; they could have been taken from textbooks and / or very likely from other programmes of other institutions (the universities of Ljubljana and Zagreb are mentioned for all programmes of the university as „Good Practice").

The contents of both programmes are identical in the first year. The electives are sometimes basic subjects, such as Introduction to Business. Also in the following semesters the differences are not significant and do not rectify two separate programmes.

„Optional Subjects" are not being described: What are the options? Neither is there a description of the „Diploma".

The following table indicates these findings:

Bank, Finance and Accounting Management and Informatics Year 1

Bank, Finance and Accounting				**Management and Informatics Year 1**			
Semester 1	**Hours**	**ECTS**	**Obligatory/ Elective**	**Semester 1**	**Hours**	**ECTS**	**Obligatory/ Elective**
Microeconomics I	3+2+0	8	O	Identical			
Mathematics for Economists	3+2+0	8	O	Identical			
Informatics	1+1+1	5	O	Identical			
Business Law	2+1+0	5	O	Identical			
Foreign Language I	1+1+0	4	O	Identical			
Semester 2	**Hours**	**ECTS**	**Obligatory/ Elective**	**Semester 2**			
Macroeconomics I	3+2+0	8	O	Identical			
Accounting I	3+2+0	8	O	Identical			
Statistics	3+2+0	8	O	Identical			
The economy of Kosovo and EU	2+1+0	6	E	Identical			
Financial Mathematics	2+2+0	6	E	Identical			
Introduction to business	2+0+0	6	E	Identical			

Conclusion:

Year one of both programmes is identical as regards obligatory as well as elective subjects. Only once, in Informatics, independent work of the students is foreseen, 1 hour per week only.

There is no explanation about neither the lecturing (first figure) nor the hours for exercises (second figure in the second column). In the discussion it appeared that in these hours traditional lectures by a teacher was given from the front of a classroom. The exercises were not specified either. The teachers interviewed said that each colleague did this independently and according to her or his intentions. The number of hours, they said, were traditional. The low number of hours for exercises in foreign language is striking; reasons could not be given.

According to the information listed, number of hours, the workload for the student has only been partially considered and not fully been taken into account; the number of credits seems to be awarded arbitrarily and seems to be very high. Unfortunately, no further explanations are given.

It is not explained either why essential basic subjects only have the status of electives. Considering the workload represented by credits the students only have an elective in the second semester; they can choose one subject out of three. The consequences are that either the student has no introduction into the subject business, lacks Financial Mathematics or has no idea about a specific direction of the study-programme, the Economy of Kosovo and EU. In any of the two study-programmes the subjects would be essential but the student can choose one only.

Year 2

Year 2

Semester 3	Hours	ECTS	Obligatory/ Elective	Semester 3	Hours	ECTS	Obligatory/ Elective
Finance	2+1+0	6	O	Management	2+1+0	6	O
Management Accounting	2+1+0	6	O	Marketing	2+1+0	6	O
International Finance	2+1+0	6	O	Human Resource Management	2+1+0	6	O
Marketing	2+1+0	6	E	Finance	2+1+0	6	E
Management	2+1+0	6	E	Microeconomics II	2+1+0	6	E
Electronic Business	2+1+0	6	E	Electronic Business	2+1+0	6	E
Macroeconomics II	2+1+0	6	E	Managerial Accounting	2+1+0	6	E

Semester 4	Hours	ECTS	Obligatory/ Elective	Semester 4	Hours	ECTS	Obligatory/ Elective
Corporate Finance	2+1+0	6	0	SME Management	2+1+0	6	O
Financial Accounting	2+1+0	6	0	Business Informatics	2+1+0	6	O
International Business	2+1+0	6	0	Organisational Behaviour	2+1+0	6	O
Management of SME	2+1+0	6	E	Management of International Business	2+1+0	6	E
Theory and monetary policy	2+1+0	6	E	English Language II	1+2+0	6	E
Entrepreneurship	2+1+0	6	E	Entrepreneurship	2+1+0	6	E
Foreign Language II (could be German or English)	1+2+0	6	E	International Business Law	2+1+0	6	E

Conclusion:

In Year 2, semester 3, several courses in each programme are identical, though in a different status. Finance and Management (Managerial) Accounting are obligatory in the study-programme Bank, Finance and Accounting whereas in Informatics they are electives. Similarly, in Informatics Management and Marketing are obligatory but are electives in Bank, Finance and Accounting. The only differences in this semester are International Finance for the Bank, Finance and Accounting programme and HRM for Informatics. As regards Electives the programme differ from each other only in one subject: Macroeconomics II in Banks, Finance and Accounting and Microeconomics II in Informatics. The students have to choose 2 electives out of 4.

In semester 4 only one of the three obligatory courses are taught in each programme but in a different status as also in Semester 3. The students have to choose 2 out of 4 elective subjects. Two of these four in each programme are also offered in the other programme.

Year 3

Year 3

Semester 5	Hours	ECTS	Obligatory/ Elective	Semester 5	Hours	ECTS	Obligatory/ Elective
Markets and financial institutions	2+1+0	6	O	Business Decision	2+1+0	6	O
Banks and banking business	2+1+0	6	O	Financial Management	2+1+0	6	O
Analysis of financial statements	2+1+0	6	O	Project Management	2+1+0	6	O
Financial Management	2+1+0	6	E	Innovation Management	2+1+0	6	E
Public Accounting	2+1+0	6	E	Knowledge Management	2+1+0	6	E
Financial Statistical Analysis	2+1+0	6	E	Investment Management	2+1+0	6	E
Business Environment	2+1+0	6	E	Business Communication	2+1+0	6	E

Semester 6	Hours	ECTS	Obligatory/ Elective	Semester 6	Hours	ECTS	Obligatory/ Elective
Audit	6	6	O	Strategic Management	2+1+0	6	O
Risk management and insurance	6	6	O	Information Technology and Project Planning	2+1+0	6	O
Public Finance	4	4	O	Operational Management	2+1+0	4	O
Taxes and corporates	4	4	E	Data analyses for Business Research	2+1+0	4	E
Banking Management	4	4	E	Business Ethics	2+0+0	4	E
Ethics in accounting and auditing	4	4	E	Risk Management	2+0+0	4	E
Accounting of Financial Institutions	4	4	E	Banking Management	2+1+0	4	E
Optional subjects	4	4		Optional subjects	2+1+0	4	
Diploma	6	6		Diploma		6	

Conclusion:

In the third year only one out of three obligatory subjects are taught as electives in the other programme respectively. As electives each programme has identified 4 courses out of four; only one obligatory subject in Bank, Finance and Accounting is offered in Informatics but in a different status.

Here a new category of subjects is listed: optional subjects. There is no information how they differ from electives but even so, there is hardly any space left as the obligatory elements carry already 16 credits, plus the Diploma with another 6, makes 22. Have the students then the choice between one out of four

electives plus the Optional subjects of 4 so that the workload is not too high and students have a fair chance to finish the programme. Is there an option at all?

How many weeks are foreseen for the Diploma thesis? Is there a blind marking of teacher? In the discussion it appeared to be a bit vague. The number of credits does not seem to reflect the workload of the students. The procedure needs clarification.

Overall assessment of the programmes

Both programmes don´t differ from each other significantly; their independent profile is not sharpened. There is nothing against offering subjects as obligatory in one programme and as electives in the other. However, there should be an explanation and also mentioned how the different student groups are dealt with? For reasons of efficiency they might be taught together, to which extent this can also be effective should be described in detail. This has consequences for the number of staff and rooms needed.

The SER contains the list of areas covered in the subjects and the literature used or recommended – explained by the teacher group present. Respective learning outcomes can only be found in the annex and should be improved as they are not specific enough. Programme learning outcomes are even missing. The types of examinations are more generalised and do not reflect the learning outcomes, i.e. they are not competence based. The assessment appears too much generalised; relative marking and assessment as pointed out in the ECTS User´s Guide of 2015 is not identifiable so that in terms of the constructive alignment the information has to be improved significantly.

The employability of graduates of both programmes should be outlined in concrete terms, supported by respective statistics.

Mobility is not outlined at all, neither internal nor external mobility.

Also internships – neither in Kosovo nor abroad – are not foreseen as obligatory. It seems that voluntary work-placements are recommended but there are no hard facts to underline that students do them and to which extent they are recognised as part of the progamme, also carrying credits.

Although in the overview of the programmes full-time and part-time versions are mentioned no clear reference is indicated anywhere.

9.2. Staff

The staff participating in the meeting was highly motivated. Their explanations lead to the proposal for the decision to accredit the programme by merging the two proposals.

Banks, Finance and Accounting

Neither a full-time nor an associated professor is identified as permanent staff for the programme; only three assistant professors and three assistants are. It is very doubtful that the programme can be run

neither in a quantitatively sufficient way nor qualitatively. It is essential that the staffing should be improved. Also one of the reasons why the programmes should be merged.

The staff for both programmes was highly motivated and seemed to be eager to develop the programmes further. This is the major reason why the proposal of the assessment is finally positive.

Informatics

In Informatics there is at least one full professor and two assistant professors, together with four assistants. Also, this staff, though more numerous, could hardly fulfil satisfactorily the work at hand. As above the staff appeared to be very motivated and ready for active improvements.

9.3. Research and International Co-operation

Internationally is mentioned as an intention as regards employment and also appears as title of subjects but is not really reflected in any of the programmes (a higher level of language learning seems to be necessary).

9.4. Finances and Infrastructure / Space and Equipment

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Recommendations

1. *Both programmes should be put together into one bachelor programme in Business and Management, e.g. which offers a sound foundation in about 1,5 to two years. This foundation may consist of the obligatory subjects of the programmes offered, including some of the subjects which are presently grouped as Electives, such as Introduction to Business and/ or Financial Mathematics and/ or Statistics. All classical functions of enterprises, their constitutional elements and their environment should be considered and partially deepened by Electives. Basically, the present titles of the two programmes could become the titles of two streams of which the student has to choose one. These streams could form the bases for programmes at Master level which could be developed. Language teaching should be widened and Cultural Management should be included. International issues have to be dealt with in both streams and not in the title of the courses only.*
2. *If both programmes are put together the resources could be exploited much more efficiently and a higher effectiveness is most likely to be achieved as regards a student-centred learning approach, respective the elements of the constructive alignment.*
3. *It is highly recommended to study the ECTS User´s Guide of 2015 when designing the curriculum of the programme.*
4. *(Banks, Finance and Accounting) Subjects which underpin the title of the programme hardly exist, in particular not as regards Banks. There seem to be only two subjects which carry the name Bank: Banks and Banking Business, an obligatory subject in semester five, and Banking*

Management even as an elective only in semester sixth. To this extent the name of the programme is misleading.

5. *(Informatics) In this programme Informatics is supposed to be taught in three obligatory subjects – still: only: Informatics (Sem.1), Business Informatics (Sem.4) and Information Technology and Project Planning. Some reference will obviously be made in the elective subjects Electronic Business (Sem.3) and there could be a link in Business Decision (obligatory in Sem.5) but unfortunately there no description given of the latter.*

Proposal for accreditation

The two programmes should not be reaccredited in their present format.

They could be accredited as one programme in Business and Management with the two streams Banks, Finance and Accounting and Informatics for two years.

By the time of the next re-accreditation the description of the programmes should follow the ECTS User´s Guide of 2015, in particular as regards the constructive alignment.

10. Programme Evaluation: Materials (MSc) + Metallurgy (MSc)

The Faculty of Geosciences provides academic degree Programmes that are important for the future economic growth of Kosovo. Bachelor Programme in Materials and Metallurgy and Master Programmes in Materials and Metallurgy aim to provide skilled professional workers for exploration and development of the natural resources of the country. It is, therefore, imperative that each programme has substantial consideration of associated environmental factors embedded in it. Indeed each course should link to relevant environmental considerations.

Materials (MSc) and Metallurgy (MSc) was evaluated on the basis of a self evaluation report (SER) and a site visit. The programme is important nationally because of the legacy and future potential for exploration and exploitation of mineral resources.

10.1. Academic Programmes and Student Management

The current need for the graduates of programme described in the terms of industry demands; unfortunately does not give any evidence of actual industry demand. There is no evidence about employment opportunities and number of graduates employed in both state and private companies which deal with processing of materials, recycling of various metals and waste materials, as well as in a variety of services, metallurgical laboratories, public enterprises and scientific research institutes.

The same as it was stated in the last SER (2014), Materials MSc is comparable with second circle programme of TU BA University Wekstoffwissenschaft Friberg Germany. As it stated in the SER comparability "*is based on the structure of studies, choice of modules, assessment modes for ECTS credits, as well as the manner of organizing lectures*". This aspect of the curriculum enables the students to move, and transfer the credits to other Universities, but it is not applicable and there is no evidence in SER. Organizers of programme did not present any evidence of cooperation with this institution.

As institution mission is not stated in the SER, it is difficult to indicate how programme corresponds to the institution's mission and the principles of graduates' employability.

The aim of programme indicated in SER does not clarify uniqueness of programme and does not show featured differences from bachelor degree programme, that is why it is difficult to say does academic aim appropriate to the academic degree. The aim of the program and learning outcomes are not available on the webpage http://umib.net/fakulteti-i-gjeoshkencave/, programme syllabus as well as whole website of university is presented in Albanian, therefore is not suitable for international students.

The learning outcomes for master degree programme are very week, moreover are presented in the same way as in the previous report (2014) and do not indicate what the students are able to do after graduation, the outcomes have to be arranged according to one of European or International standards (it was recommended in 2014 to align learning outcomes according to EUR-ACE Framework Standards (http://www.enaee.eu/publications/european-framework-standards) would be more suitable and understandable (Knowledge and Understanding; Engineering Analysis; Engineering Design;

Investigations; Engineering Practice; Transferable Skills). The overall, learning outcomes must be improved by clearly stating the student's abilities.

Descriptions of all subjects are presented in SER; titles of some subjects are different in the programme and subject syllabus. Subject syllabus contains short description of the content, expected learning aims and outcomes, teaching and learning methods, assessment criteria, ratio between theoretical and practical work, and basic literature. The aim of subject in the syllabus is obligatory, learning outcomes should have the links to programme learning outcomes. Assessment methods presented in the SER do not give information when and how students will assess different tasks of subject; assessment method "*regular attendance*" is very doubtful, there is no criteria to measure and evaluate it.

The admission criteria do not meet international standards, because it is stated in the SER that "*students who have successfully completed a BA degree in Metallurgy and Materials Department*" can be enrolled into the programme. According such an admission criteria students from other institutions cannot be admitted. There is no evidence in SER on entrants background and information about students wishes to choose particular studies (regional, territorial or other factors).

According to the information given in the SER, ECTS (European Credit Transfer System) calculations are based on the estimated student workload required to achieve the aim of a course, which is not indicated in courses syllabuses (such as course hours, practical work, take-home-assignments, self-study and examinations). One ECTS credit equals 25 work hours. The proportion of students' independent study time to contact hour time is not indicated in the syllabuses of programme courses as well. The ECTS credits assigned are justifiable, and the workload is manageable. This was confirmed by the students during the site visit.

The number of students admitted to the programme during the period under assessment presented in SER seems to be very low, as indicated in the SER, number of admitted students in the period under the evaluation in both MSc programmes Materials and Metallurgy was 13. Number of graduates in last three years does not meet Kosovo strategy and wishes of Faculty of Geosciences. Analysing the data on the numbers of admitted students and graduates during the period of 2014 - 2017 the average drop out of 66 % is determined. Management of programme should analyse the market needs, the reasons of such a considerable loss of students, and take into account students drop out and propose plan to minimise it.

Although it is claimed in SER that graduates of programme *"are employed in many areas of private industry, independent agencies, municipalities and other institutions"*, there is no evidence, and it contradicts with statement in SER (section 5.7.2) that "*graduates can be employed: metallurgical engineers in factories for the production of iron and steel, foundry, mechanical industry, in factories for the production and processing of ferrous metals*". Meeting of experts with graduates' employers and alumni would be valuable for both parts.

10.2. Staff

There are 4 full time professors, 2 associated professors, 3 assistant professors, and 1 assistant in the Materials MSc programme, while 4 full time professors, 1 associated professors, 3 assistant professors, and 3 assistants in the Metallurgy MSc programme. Although the academic staff is very committed to their subjects, the total workload of permanent academic staff was not clear as students number per both programmes during the period under assessment 2014 - 2017 in total is just 13. Six hours per week of lecturing is the normal workload for full time professors, and ten hours - for the associated professors and assistant professors. According to the data presented in SER (curriculum of programme) a few lecturers are responsible for more than two courses. It would appear that there is no sufficient responsible staff to run the programme Materials MSc and Metallurgy MSc. The ratio of lectures and students in both programmes at the lessons of different forms are not typical: 11 lectures for ~ 8 students. Nominal number of Master level students per one teacher in programme according to international standards cannot be not more than 8, in case of evaluated programmes this ratio is 1.3. Department of Materials and Metallurgy should consider merging of these two programmes.

Members of programme staff have discussed issues with the expert team. The expert team were shown around the facilities currently available to the staff and students in the Faculty of Geoscience, and were shown the site of the new buildings to be opened in 2017.

The expert team were not sure how programmes are proposed, facilitated and examined at Faculty level (there is no evidence in SER). In particular, the members of department need to ensure that there is good communication between courses and programmes. This is essential in order to provide the best learning experience for the students.

The issues identified by the staff for improvement were finances, space and facilities. It is essential that the Faculty of Geoscience is allocated in not appropriate space (including laboratories and necessary equipment), and will be expanded in the new campus.

10.3. Research and International Co-operation

There is no evidence about the research activity of department' staff in SER, just list of publications in low valued journals, conference proceedings and local journals without impact factor. Research-led teaching is the aspiration, and it is essential that this is encouraged and facilitated. Staff members have reported that there is a Faculty policy for financial support for researches, but it was not stated in the SER. There appears to be no separate overall institutional, faculty and department staff development or research policy. It was recommended in the previous programme evaluation report that the strategic plan for research for the whole institution and each department should be written, and an operational plan derived from this.

There is no strategy of internationalization of programme, no evidence about training co-operations and students or lecturers teaching and training mobility.

10.4. Finances and Infrastructure / Space and Equipment

There is no evidence in SER about infrastructure and material resources of programme. Sections 2.4 and 2.5 of External Evaluation Report give general conspectus about situation in the University.

Recommendations

1. *Admission requirements should be revised and adjusted for wider range of University graduates.*
2. *The aim of the programmes should be clearly defined and be appropriate for the second cycle programme.*
3. *Learning outcomes of the programme presented according to the EUR-ACE Framework Standards would be more suitable and understandable. The programme aims and learning outcomes must be publicly accessible on the institutional web-site, as well as on other information channels (in Albanian and in English). Relation between learning outcomes of programmes and subjects outcomes should be clearly indicated in the syllabus.*
4. *Additional staff development in the area of learning outcomes would be helpful.*
5. *Staff should be supported in their endeavours to build research links, it is recommended to develop staff training plan for each academic year. In order to increase international cooperation Intensive English courses for teaching staff would be helpful.*
6. *A desirable ratio of manuscript published by executors of programme, in a long term, could be 1.5 paper in JCR journals per lecturer per year.*
7. *The titles of subjects listed in the programme curricula and in the description of subjects are not consistent. Subject syllabuses as well as learning outcome of programme should appear in the website of University in both Albanian and English.*
8. *At the beginning of each semester, the students should be provided with subjects content, including subject aim, and the detailed information about the study programme, methods of assessment, methodical literature, and times of the assessment, locations and other relevant information concerning their studies. This should be available online.*
9. *Evaluation Questionnaires for feedback on each course should be given to all students, and completed by all the students after examination. Results of surveys and measures to solve problems should be discussed in the SER.*
10. *Executors of programme should analyse the reasons of low students' number in both programmes and relatively high drop out. Ratio of students and lectures is too low for master degree programme. ET recommends to merge Materials (MSc) and Metallurgy (MSc) programmes.*
11. *Student's supports should be established in the university: sports, leisure, dormitories, library, psychological support; it should be discussed in the SER.*
12. *It is needed to increase the research in collaboration with other worldwide Universities, and start to participate in Erasmus+ interchanges for students and the staff.*
13. *Meeting of ET with employers and alumni would be helpful.*
14. *A strategic plan for Research for whole institution and Department of Materials and Metallurgy. moreover for each individual lecturer should be written, and an operational plan derived from this.*

15. *Establish Quality Assurance and Management system in UMIB, standardized evaluation process for programme and individual subjects, uniform assessment criteria and methods would be helpful.*
16. *SWOT analysis would be helpful for further development of programme.*

Overall Recommendation

The ET recommends the accreditation of Master in Materials and Metallurgy for three years, with the provision that the Department of Materials and Metallurgy of UMIB follow ET recommendations.