



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



UNIVERSITY OF PRISHTINA "HASAN PRISHTINA"

FACULTY OF MATHEMATICAL AND NATURAL SCIENCES

**STUDY PROGRAM: ENGINEERING CHEMISTRY, BSc, 180
ECTS (Reaccreditation)**

REPORT OF THE EXPERT TEAM

March 18, 2024, Prishtina

Table of Contents

1. INTRODUCTION	3
1.1. Context	3
1.2. Site visit schedule	7
1.3. A brief overview of the institution under evaluation	9
2. PROGRAM EVALUATION	10
2.1. Mission, Objectives and Administration	10
2.2. Quality Management	19
2.3. Academic Staff	28
2.4. Educational Process Content	36
2.5. Students	46
2.6. Research	52
2.7. Infrastructure and Resources	60
3. FINAL RECOMMENDATION OF THE ET	65
1. Mission, objectives and administration	67
2. Quality management	67
3. Academic staff	67
4. Educational process content	67
5. Students	67
6. Research	67
7. Infrastructure and resources	67

1. INTRODUCTION

1.1. Context

Date of site visit: 28.02.2024

Expert Team (ET) members:

- *Prof. Bruno Zelić, PhD*
- *Prof. Andriana Surleva, PhD*
- *Mr. Ervin Rems*

Coordinators from Kosovo Accreditation Agency (KAA):

- *Leona Kovaçi, KAA Officer*

Sources of information for the Report:

- *KAA Accreditation Manual (2022)*
- *KAA Manual for external evaluation of higher education institutions (2021)*
- *KAA Manual Annex 4.4. Template of the External Review Report*
- *Compliance calculation template*
- *Self-evaluation report (SER) of BSc Engineering Chemistry (2023)*
- *University web page*
- *Course Syllabuses*
- *Teaching staff CV's*

Requested Documents

1. The documents and guidelines used in the internal regulations on ethical behaviour in research, teaching and all other academic activities.
2. A list of projects with industrial and commercial enterprises.
3. A list of signed ERASMUS+ mobility agreements and information on cooperation with universities and institutes abroad (list of international cooperation partners).
4. The Research development plan for the institution.
5. An overview of the participation in congresses for teaching staff involved in the implementation of the study programs during the period for which the accreditation is being carried out.
6. Information on the number of papers published in Q1, Q2, Q3 and Q4 journals in the last three years according to Web of Science.

7. List of teaching staff involved in the editorial boards of scientific journals, a list of teaching staff involved in the organizing/scientific committees of conferences and a list of scientific journals for which they did reviews.
8. List of current and finished international and national projects (for the accreditation period).
9. Description of facilities, human resources and equipment used for long-term implementation of the study program (capacity and number of lecture halls, capacity and number of laboratories, etc.).
10. Information on available space for students.
11. Financial plan for the year 2024.
12. Description of new building, total space, number of lecture halls, laboratories, equipment etc.
13. Description of library with number of reading rooms, group work rooms, available textbooks and journals/periodicals related to the study program. Indicate how many textbooks related to the study program are available for students (to read in the library and/or to borrow).
14. Description of the policies for ownership of intellectual property and the procedures set out for commercialization of ideas developed by staff and students.
15. A list of teachers participating in advising committees or working groups for industry, government or private agencies; or expert advising to the industry, etc expert services for the academic community or community at all.
16. A list of topics of training in the Centre of Excellence for the period 2020-2023 and indicate how many teachers are trained during this period?
17. Overview of the workload for teaching, exams, consulting, administrative activities, and research for each member of the academic staff.
18. Information about the publishing activities of teaching staff for the last 3 years (indicating name, position, number of papers 2020-2023, co-authors by the professor or researcher, links, doi
19. A list of research projects of the teaching staff with participation of students.
20. Description of the Appendixes according to the requirements, note the standard that they support.
21. Information about the number of enrolled and graduated students for each year of the reported period, including the number of students who quitted the study in this period (if any).
22. Information on where graduates are employed and the dynamics of their employment (how long it takes on average for a student to find a job in their profession after graduation). Please send analysis.
23. For each member of the academic staff provide workload for teaching, exams, consulting, administrative activities, and research.
24. List of cooperation agreements signed with institutions/organizations/factories where the students complete internships and study visits.
25. Information on the number of students enrolled in each year of study, the number of students who interrupted their studies and the number of students who completed their studies for the period since the last accreditation (from the academic year 2020/2021 to 2022/2023).

26. Data (detailed information) about incoming and outgoing mobility of students.
27. List of signed ERASMUS+ mobility agreements.
28. List of publications coauthored by students (for current accreditation period).
29. Information on software used for the study disciplines if any.
30. Library – data on a) list of books related to the study program (with indication of year when book is published, b) list of periodicals available related to the study program.
31. UP Statute.
32. Regulation for bachelor studies.
33. An example of a report on results obtained by the students, generated from SEMS.
34. Regulation that ensures flexible treatment of students in special situations with respect to deadlines and formal requirements (highlight part of the regulation that ensures this special treatment). If the regulation does not exist, provide a sample of minutes of the Senate in which decision on a special treatment of a student in a special situation was made.
35. Student completion rates for all four programs and for all courses in all of the programs for the academic years 2022/2023, 2021/2022, and 2020/2021.
36. Code of Ethics of the University of Pristina.
37. Regulation for the mobility of UP academic staff and students.

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37. Regulation for the mobility of UP academic staff and students.

Criteria used for institutional and program evaluations

The experts team followed the program re-accreditation assessment areas and respective performance indicators, developed by Kosovo Accreditation Agency that are presented in Accreditation Manual – 2022.

1.2. Site visit schedule

Time	Meeting	Participants
09:00 – 10:00	Meeting with the management of the faculty where the programme is integrated	Prof.dr.Idriz Vehapi Prof.dr.Arben Haziri Prof.asoc.Ferim Gashi Prof.asoc.Kajtaz Bllaca Msc.Jeton Hyseni
10:00 – 10.50	Meeting with quality assurance representatives and administrative staff	Prof.ass.Ilir Mazreku Besnik Loxha Artan Alidemaj
10:50 – 11:00	<i>Short break</i>	
11:00 – 12:00	Meeting with the heads of the study programme: Engineering Chemistry, BSc 180 ECTS , Prof. Bruno Zelic,	Prof.asoc.Makfire Sadiku Prof.asoc.Dr. Ilir Shehu Prof.asoc.Dr. Hamit Ismaili
11:00 – 12:00	Meeting with the heads of the study programme: Organic Chemistry MSc 120 ECTS , Prof. Andriana Surleva	Prof.dr. Majlinda Daci Prof.asoc.Arleta Rifati
12:00 – 13:00	<i>Lunch break</i> (provided at the evaluation site)	
13:00 – 13.50	Meeting with teaching staff	Prof.dr.Fetah Podvorica,

		Prof.dr.Sevdije Govori, Prof.dr.Ramiz Hoti, Prof.dr.Ramë Vataj, Prof.dr.Arben Haziri, Prof.ass.Flamur Sopaj, Dr.Hamide Ibrahim, Dr.Ass.Avni Malsiu, Msc.Gentiana Hasani
13:50 – 14:35	Meeting with students	Ermond Frangu,Bsc Dionita Shabani,Bsc Jetë Maliqi,Bsc Heroina Imishti,Msc Flaka Doli,Msc Edlira Riza,Msc
14:35 – 14:45	<i>Short break</i>	
14:45 – 15:30	Meeting with employers of graduates and external stakeholders	Azem Jaha, drejtor “Xhevdet Doda” Argjend Halili, HORN.de Vehbi Berisha, HORN.de Ahmet Hoxha, Trepharm Agron Shala,IHMK
15:30 – 16:10	Meeting the alumni students	Armend Qafleshi, i diplomuar, Njomza Mekaj e diplomuar, Iliriana Osmani, e diplomuar
16:10 – 16:30	Internal meeting of KAA staff and experts	/
16:30 – 14:40	Closing meeting with the management of the faculty and program	/

1.3. A brief overview of the institution under evaluation

Insert general information about the institution, its legal status, its mission, the study programs it is offering, and others.

The Faculty of Mathematical and Natural Sciences (FMNS) at the University of Prishtina “Hasan Prishtina” (UP) was established in 1971, by the decision of the Assembly of Kosovo (Official Gazette Republic of Kosovo no. 37/71). The studies of natural sciences and mathematics (chemistry, biology, physics and mathematics) began eleven years earlier within the Faculty of Philosophy, founded in 1960. FMNS organizes higher education (HE) studies in five departments: chemistry, biology, physics, geography and mathematics. Several bachelors, master and PhD programs are currently offered. Having European study standards as its objective of achievement and aims for better cooperation with European universities, the model of studies according to the Bologna agreement (3+2+3) was initiated in the academic year 2001/2002.

FMNS, in accordance with the Statute of UP, for each academic year determines the criteria for the admission of new students. The number of students is proposed by the academic unit, namely the relevant department based on the human and material resources it possesses and is approved by the Council of FMNS followed by the UP Senate. Currently, in all the study programs that are offered at the three levels of study at FMNS, the number of new students has been completed according to the plans.

Teaching at FMNS is organized regularly (with a full schedule) and includes a multitude of planned activities to achieve the objectives of the subjects and the program. These activities include lectures, laboratory, theoretical and practical exercises, seminars, scientific research, student mentoring, etc. All teachers at FMNS have high academic and scientific qualifications adequate for the courses they teach. Teaching methodologies are different, depending on the nature of the subject being taught. Within UP there is a Centre for Excellence in Teaching which offers regular training and other resources to increase the effectiveness of classroom teaching and stimulate learning. Every year, UP organizes the evaluation of teachers by students, the purpose of which is to continuously improve the quality of teaching. In the Department of Chemistry, each study program ends with a diploma thesis. The departments of Chemistry at FMNS offers the following programs: BSc Chemistry, BSc Engineering Chemistry, MSc Organic Chemistry, MSc Analytical and Environmental Chemistry, MSc Physical and Inorganic Chemistry, and PhD in Chemistry.

The students are actively involved in the learning process through activities that are organized in order to achieve the expected results and their professional development. At the beginning of each course, teachers are obliged to present to students teaching/learning program (syllabuses) which include all the activities planned by the teacher that help students acquire the content of the subject/course in order to develop knowledge, skills and abilities defined for

the given course. Attendance of lectures and exercises is mandatory and is recorded regularly (through the electronic system). In addition to classroom activities, students also have individual and group work in the form of projects or homework. The achievements and progress of students for each course are permanently evaluated through the intermediate and final evaluation. The evaluation criteria and deadlines are determined by the Statute of UP and by regulations of FMNS.

The Bachelor's study program Engineering Chemistry offers specialized courses and training that prepares students to tackle many specific problems in the field. The program is organized in three academic years of study for 180 ECTS; 60 ECTS per year (25 h per ECTS). The Engineering Chemistry Bachelor' study program was accredited in 2021. The Department of Chemistry has submitted an application for reaccreditation of the Bachelor's study program Engineering Chemistry in 2024.

2. PROGRAM EVALUATION

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

2.1. Mission, Objectives and Administration

Standard 1.1. The study program mission is in compliance with the overall mission statement of the institution.

The mission of the Bachelor's study program Engineering Chemistry is to prepare students in order to be able to do independent research in chemistry, as well as to prepare them for the labor market in the field of chemical engineering and industry in general. The program is fully in line with the mission of the FMNS and the UP, which states that "The University shall be an autonomous public institution of higher education, engaged in academic education, scientific research, artistic work, professional consultancy, as well as in other fields of academic activity." (Article 6 of the UP Statute). It should be noted that the study program mission needs to be expanded in such a way that at the end of the studies, students will be able to conduct independent research in the field of chemical engineering as well.

The objectives of the Bachelor's study program Engineering Chemistry are: (i) to implement and cultivate positive features: critical thinking, creativity, honesty, interest, freedom of thought and speech, and ability to help others; (ii) to develop habits and approach to work, in order to initiate the desire for acquiring new knowledge in the field of chemistry; (iii) to describe the terms, concepts, laws and principles of theoretical and experimental chemistry field and to be able to apply them in practice; (iv) to provide access to practical work; starting

from the experiments, data analysis, calculation of results, to drawing conclusion and relating them with the theory; (v) to apply the chemistry laws when the chemical transformation of the materials are made during the experimental work in laboratory and support them with chemical calculations; (vi) to understand the importance of the experimental work in the laboratory and they are prepared to implement them in the industry scale; (viii) to learn about the definition and the importance of new materials that have a tremendous role in chemistry and other natural and applied sciences; and (ix) to become skilled in the use of common experimental techniques, as well as sophisticated ones, in analyzing samples of different materials, both for research work and those required by different stakeholders (individuals, companies, institutions, etc.). The above objectives are fully aligned with the UP objectives described in the Strategy of the University of Prishtina - Strategic Plan 2023 - 2025 and the UP Statute, where the strategic goals are (i) increasing the quality of teaching and learning; (ii) advancement of science, innovation and better connection with the labor market; (iii) improving the position and role of UP on the international scene; (iv) the advancement of infrastructure and the use of digital technology; and (v) strengthening governance, integrity and funding. It should be noted that the objectives of the BSc Engineering Chemistry must be extended to include the field of chemical engineering.

It should be noted that this is the only study program in the Republic of Kosovo that enables graduation in the field of chemical engineering and is of great importance for the future development of chemical and related industries at the national level.

Standard 1.2. Relevant academic and professional advice is considered when defining the intended learning outcomes which are consistent with the National Qualifications Framework and the Framework for Qualifications of the European Higher Education Area.

The intended learning outcomes of the Bachelor's study program Chemistry are in line with the National Qualifications Framework and the Framework for Qualifications of the European Higher Education Area. There are several ways to provide relevant academic and professional guidance in defining the intended learning outcomes, which can be divided into institutional and those based on self-assessment of the implementation of the teaching process by the teaching staff and discussions at FMNS level in the study program committee and the Faculty Council. Institutional support in defining the intended learning outcomes is provided by the UP Centre for Excellence in Teaching (UPCET). UPCET, for example, organizes and conducts activities that ensure the further development of skills and competencies of academic staff at UP and other higher education institutions; promotes the creation of a culture of academic excellence through the implementation of standards and best practices in teaching; provides services to UP and other higher education institutions in the area of teaching excellence (curriculum development, creation of teaching materials, student engagement and continuous assessment, application of hybrid classes in teaching, learning on electronic platforms, etc.); supporting faculty and academic staff in the implementation of innovative and best practices

in teaching, mentoring and assessment of students; and promoting and providing services for the implementation of ethical standards in teaching.

Standard 1.3. The study program has a well-defined overarching didactic and research concept.

The study program lasts three years and is divided into six semesters, for each of which 30 ECTS credits are credited, so that a total of 180 ECTS credits are earned on completion of the study. The study program ends with the defence of the bachelor's thesis and is fully aligned with the recommendations of the Bologna system. Various teaching methods are used to implement the study program, such as lectures, group work, (calculation) seminars, laboratory work and project-based teaching. The teaching methods are described in the curricula of the individual study course. The teaching staff is supported by UPCET in the organisation of teaching and the assessment of students' performance.

According to the experts, the study program has a well defined overarching didactic and research concept in the field of chemistry. It is necessary to make additional efforts to create personnel conditions that ensure the development of an appropriate research base in the field of chemical engineering. Since this is an undergraduate study program, building an adequate research base in the field of chemical engineering does not require immediate personnel changes, but a long-term strategy of starting a new field of scientific activity at FMNS, chemical engineering, which in the future can form the basis for the development of more research-oriented study programs in the field of chemical engineering (master's and then doctoral studies).

According to the experts, the Bachelor's study program in Engineering Chemistry is based on relevant scientific knowledge from the related fields of chemistry.

Standard 1.4. There are formal policies, guidelines and regulations dealing with recurring procedural or academic issues. These are made publicly available to all staff and students.

The most important document setting out formal policies, guidelines and regulations on recurring procedural or academic issues is the Statute of the University of Pristina (UP Statute). In addition to the UP Statute, there are other important documents that regulate procedural and academic issues at the UP and its academic units, of which the Regulations for Disciplinary Measures at the UP, the Regulations for Academic bachelor Programmes, the Regulations for Quality Assurance, Guidelines for the Evaluation of Subjects by Students, the Regulations for reaccreditation preparation procedures, the Regulation for the academic mobility of students and the Code of Ethics should be highlighted. Different regulations at the faculty level should also be considered. All these documents are publicly accessible to all interested parties via the UP website.

Each faculty has a studies committee that serves as an advisory body to the faculty council. The faculty studies committee is responsible for designing new study programs and for approving and revising existing study programs. The work of the Faculty Studies Committee

is governed by the provisions of the UP Statute. The organisation of teaching, research, quality assurance and student assessment is the responsibility of the faculty management. The faculty management is also responsible for monitoring the progress of students during their studies. The head of department is responsible for coordinating and monitoring the learning process at departmental level. The Studies Committee at the UP level serves as an advisory body to the Senate of the UP on general issues related to the development of new study programs and their approval, as well as for the revision of existing study programs.

Standard 1.5. All staff and students comply with the internal regulations relating to ethical conduct in research, teaching, assessment in all academic and administrative activities.

The internal regulations on ethical conduct in research, teaching and assessment in all academic and administrative activities at the UP have been drawn up and are publicly accessible to all interested parties. Ethical issues at the UP are governed by the following documents: Code of Ethics for Academic Staff (Code of Ethics), Code of Actions and Disciplinary Procedures against Academic Staff, Regulation on Disciplinary Actions and Procedures, Regulation on the Establishment and Principles of the Committee for Ethics in Scientific Research, Regulation on Prevention and Protection Against Sexual Harassment and Bullying at the University of Pristina. According to the experts, management, teaching staff, administration and students at FMNS work in full compliance with and within the framework of the UP documents regulating ethical behaviour in research, teaching and evaluation.

Standard 1.6. All policies, regulations, terms of reference and statements of responsibility relating to the management and delivery of the program are reviewed at least once every two years and amended as required in the light of changing circumstances.

Discussions with the faculty management during the on-site visit revealed that all policies, regulations, terms of reference and statements of responsibility relating to the administration and implementation of the study programs are being revised at UP level. This will take into account all relevant changes to the legal framework that defines all aspects of the work of higher education institutions, including teaching, research and labour relations. For example, the Strategy of the University of Prishtina, the Strategic Plan 2023-2025, is in line with the Strategic Plan of Higher Education of Kosovo 2022-2026.

Performance indicators were not developed and elaborated as part of the SER.

Performance indicator 1.1. The institution has set Key Performance Indicators (KPIs) at the level of the study program. The data they provide is reviewed at least annually with overall performance reported to the decision-making structures.

Fully compliant.

Analysis: Key Performance Indicators (KPIs) are available on the level of the study program. The FMNS publishes the regulations and performance indicators on the faculty's website.

Performance indicator 1.2. Systems are established for central recording and analysis of course completion, program progression, completion rates and program evaluations, with summaries and comparative data distributed automatically to senior administrators and relevant committees at least once each year.

Fully compliant.

Analysis: The FMNS has a dual system for data management; one is the electronic student management system (SEMS), while the other is a duplicate file in the form of physical copies. SEMS consists of several modules which are: application module for student registration; grading module; student payment module; student and staff card module; diploma modules; quality assurance and evaluation module; module of competencies and teaching contents; library module and other modules as needed.

The results obtained by students during the study cycles are certified by the academic record, through the electronic student management system (SEMS) and physical copies. The questionnaires formulated within the UP for academic, administrative staff and students contain questions relevant to each category. Questionnaires are completed electronically and managed by SEMS. The evaluation of courses and teachers is done electronically by students, through the SEMS system for each subject.

Performance indicator 1.3. Policies and procedures include action to be taken to deal with situations where standards of student achievement are inadequate or inconsistently assessed.

Fully compliant.

Analysis: Appropriate policies and procedures have been developed for use in situations where student performance standards are inadequate or inconsistently assessed. The first set of procedures includes various forms of surveys, including a student questionnaire, in which teaching and learning, classroom practical/laboratory work and infrastructural services are evaluated by students, and a questionnaire on the student's in which students have the opportunity to give their ratings for each course and the corresponding teacher. In this way, students have the opportunity to anonymously and directly influence the evaluation of academic success for future generations. If a corresponding appeal is required, there is also a corresponding procedure that has been developed at UP level.

According to the UP Statute, students have the right to appeal against decisions made by university bodies, academics and organisational units that affect their rights, duties and responsibilities (Article 154). There is an appropriate procedure for this, which, in addition to resolving the student's concerns at academic level, also provides for the possibility of an appeal to the competent civil court.

Performance indicator 1.4. Statistical data on indicators, including grade distributions, progression and completion rates are retained in an accessible central database and regularly reviewed and reported in periodic program reports.

Fully compliant.

Analysis: Statistical data on various types of indicators are stored in an appropriate database and regularly reviewed and published in regular program reports on the faculty's website.

Performance indicator 1.5. The concepts of gender justice and the promotion of equal opportunities for students in special situations such as, for example, students with health-related impairments, students with children, foreign students, students with an immigrant background and/or students from educationally disadvantaged families are put into practice at the level of the study program.

Fully compliant.

Analysis: Gender equality and the promotion of equal opportunities for students in special situations are regulated in the UP Statute (Articles 7 and 8). According to the Statute, the UP is committed to creating equal opportunities for all, without discrimination based on gender, race, sexual orientation, marital status, skin colour, language, religion, political or other convictions, national, ethnic or social origin, membership of a national community, wealth, birth or other status (UP Statute Article 7). In addition, the UP shall ensure and support gender equality (UP Statute Article 8). From the discussions held with all stakeholders during the on-site visits, it appears that the FMSN and the UP pay due attention and care to these issues and that no cases were recorded at the Department of Chemistry where students and staff were subjected to any form of pressure based on their gender, marital status, place of residence or any other form of intolerant attitude towards minority groups.

Recommendations from the previous accreditation:

1. The program mission needs better definition of the intended learning outcomes at the descriptive levels of the European Framework of Qualification. It needs to be seen in all your publications.

Partially fulfilled.

Analysis: The mission of the study program and the corresponding learning outcomes are well defined and harmonised with the descriptive levels of the European Qualification Framework. The mission of the study program and the corresponding learning outcomes should be extended to the subject of chemical engineering in order to achieve full alignment with comparable undergraduate study programs in the field of chemical engineering.

2. The study program should strive for a fundamental revision of the SWOT analysis since strengths and weaknesses are not in balance and also threats are sometimes actually weaknesses.

Fulfilled.

Analysis: The strengths and weaknesses of the quality management system in the current SER are well defined and balanced, and the opportunities and challenges are appropriately and systematically identified.

3. All learning outcomes need to be revised and improved with generic skills.

Partially fulfilled.

Analysis: Looking only at the field of chemistry, the learning outcomes of the study program and the associated learning outcomes of study courses are well defined and suitable for undergraduate study. The same applies to the generic and transversal competences, which are suitable for undergraduate studies. The problem is that in defining the learning outcomes, the corresponding outcomes that are essential for undergraduate studies in chemical engineering have not been taken into account.

4. It is desirable that the total number of learning outcomes at the level of the study program be between 15 and 20.

Not relevant.

Analysis: The number of learning outcomes at the level of the study program should not be limited by a formal requirement. It is crucial to define the learning outcomes well in order to capture all the necessary skills, competences and knowledge required for the relevant study program.

5. Increase the number of hours of student internship.

Not fulfilled.

Analysis: The student internship is not yet part of the study program.

6. Focus yourself to be a leader in the region with attractive and best applying a coherent concept of student- centred teaching and learning.

Partially fulfilled.

Analysis: Although one of the missions of the UP and FMNS administration is to be recognized as a leader in the region and visible progress is being made in this regard, ensuring that part of the study program is conducted in English is a necessary prerequisite for further positioning among comparable institutions.

7. Integration of modern teaching practices and research at the program level, especially integration of e-learning and online teaching and learning at all levels of the teaching concept and the entire curriculum in a differentiated way.

Partially fulfilled.

Analysis: Although there are study courses that incorporate modern forms of teaching such as problem-based and project-based learning, modern teaching methods such as flipped learning and design thinking should be integrated into the study program to the greatest extent possible.

8. The didactic concept should take into account all relevant stages and elements of the teaching and learning process.

Fulfilled.

Analysis: According to the experts, the didactic concept encompasses all relevant phases and elements of the teaching and learning process.

9. Include a learning outcome at the level of the study program which will clearly show that the study program contributes to the development of engineering spirit.

Not fulfilled.

Analysis: As previously indicated, the learning outcomes of the study program must be expanded to include the field of chemical engineering.

10. Include a learning outcome at the level of the study program which will clearly show that the study program contributes to the development of communications skills

Not fulfilled.

Analysis: At the study program level, there are no learning outcomes related to the development of communication skills.

Standard	Compliance	
	Yes	No
<i>Standard 1.1.</i> The study program mission is in compliance with the overall mission statement of the institution.	X	
<i>Standard 1.2.</i> Relevant academic and professional advice is considered when defining the intended learning outcomes which are consistent with the National Qualifications Framework and the Framework for Qualifications of the European Higher Education Area.	X	
<i>Standard 1.3.</i> The study program has a well-defined overarching didactic and research concept.	X	
<i>Standard 1.4.</i> There are formal policies, guidelines and regulations dealing with recurring procedural or academic issues. These are made publicly available to all staff and students.	X	

<i>Standard 1.5. All staff and students comply with the internal regulations relating to ethical conduct in research, teaching, assessment in all academic and administrative activities.</i>	X	
<i>Standard 1.6. All policies, regulations, terms of reference and statements of responsibility relating to the management and delivery of the program are reviewed at least once every two years and amended as required in the light of changing circumstances.</i>	X	

Compliance level: Fully compliant (100%)/Substantially compliant/Partially compliant/Non-compliant

ET recommendations:

- 1. The mission and objectives of the BSc Engineering Chemistry must be extended to include the field of chemical engineering.*
- 2. It is necessary to take long-term strategic steps to increase the number of staff in such a way that teachers with a PhD in chemical engineering are initially involved in the implementation of the study program, and then appointed to permanent positions.*
- 3. The learning outcomes of the study program must be expanded to include the field of chemical engineering.*
- 4. It is necessary to define learning outcomes at the study program level that relate to the development of communication skills.*
- 5. Graduates and employer representatives should be more involved in the development of the study program and the definition of strategic research guidelines at the FMSN. This can be done through the development of the Alumni Association or through appropriate questionnaires for graduates and employer representatives, which should be carried out systematically (and regularly, at least annually).*
- 6. The study program is to be further expanded, not only through the continuous introduction of new content into existing study courses, but also through the creation of some of the study courses in English, which will increase the interest of foreign students in an exchange and study at the UP.*
- 7. Modern teaching methods such as project-based learning, flipped learning and design thinking should be integrated into the study program to the greatest extent possible.*

2.2. Quality Management

Standard 2.1. All staff participate in self-evaluations and cooperate with reporting and improvement processes in their sphere of activity.

Procedures that provide for the involvement of all staff in self-evaluation and collaboration for the purpose of reporting and improving the teaching, academic and administrative activities carried out at the FMNS have been established and clearly defined.

The Dean of the FMNS ensures the involvement and responsibility of all relevant factors of the institution's quality assurance system in accordance with the action plan, provides access to the data required to carry out the self-analysis in accordance with the relevant Quality Regulation, prepares an appropriate action plan and provides a budget for the improvement of institutional processes, including a fund for rewarding examples of good practice, all based on the results of the evaluation process.

The Committee for Quality Assurance and Evaluation, which includes representatives from the Faculty Administration, the Faculty Coordinator for Quality Assurance Coordinator, students and academic staff, is crucial to the quality assurance system at FMNS. In addition to liaising the quality assurance system at FMNS with the UP Office of Academic Development, the Coordinator supports teaching staff and students in the development of all elements of the quality assurance system, including the development of new and revision of existing study programs, coordination of all stakeholders relevant to study program development (including graduates and employers), prepares data and reports on the scientific work of the Faculty's organisational units in consultation with the management of FMNS, informs and advises teaching staff and students on student mobility, is responsible for all activities related to the quality assurance system and reports to the Vice-Rector for Academic Development on all elements of his/her own work.

The only potential shortcoming of the quality assurance system is the absence of graduates and employer representatives on the Committee for Quality Assurance and Evaluation. Their participation in this body would enable effective and faster implementation of the proposals of these stakeholders on the overall quality assurance system of the FMNS.

Standard 2.2. Evaluation processes and planning for improvement are integrated into normal planning processes.

The UP quality assurance system is based on the Law on Higher Education in the Republic of Kosovo and the UP Statute. Based on the UP Statute, the UP Senate has adopted the Regulation on Quality Assurance and Evaluation. The Regulations define the role and responsibilities of all stakeholders at the level of UP and all faculties, as well as their participation in evaluation and quality assurance activities. In addition, the Regulation defines the mechanisms and processes by which the UP complies with the ENQA standards for quality assurance and

evaluation. This document forms the basis for the implementation of the quality assurance system and evaluation at the FMSN.

The development of the study program and the research potential of the institution is based on the contribution of all relevant stakeholders. Teaching staff, for example, provide information relevant to development via a self-evaluation questionnaire for teaching staff, which comprises three parts: the institution, teaching and research. Administrative staff complete a questionnaire that focuses primarily on the professional preparation of administrative staff, their working conditions and their relationship with academic staff. Students complete two questionnaires: one in which they evaluate the institution as a whole, and one in which they evaluate each study course and the teachers involved in teaching individually. In addition, there are surveys for graduates and employee representatives, which are carried out every three years. The results of the surveys are processed and deficits and opportunities are identified in relation to individual study courses and the entire study program. Identified deficits are eliminated through regular changes to the study program and its study courses in order to achieve the expected learning outcomes. There is a broad discussion on the need for change, taking into account reasoned suggestions from all stakeholders, including teaching staff, administrative staff, students, graduates and employer representatives.

Based on an insight into procedures and on-site meetings with stakeholders, it is clear that although there is an appropriate process in place, the role of graduates and employers in the development of study programs and research areas is more formal than actually used to improve all areas of the institution's activities.

Standard 2.3. Quality assurance processes deal with all aspects of program planning and delivery, including services and resources provided by other parts of the institution.

The quality assurance process is based on the Law on Higher Education in the Republic of Kosovo, the UP Statute and the Regulation on Quality Assurance and Evaluation. An internal and external evaluation of the quality assurance system has been developed.

While the external evaluation system is linked to the evaluation carried out by independent experts for the Kosovo Accreditation Agency, the internal evaluation involves all levels of the UP, including the Senate, the Rector, the Central Commission for Quality Assurance and Evaluation at the University level, the Office for Academic Development at the University level, the Deans of the Faculties, the Committee for Quality Assurance and Evaluation at the academic unit level, the Coordinator for Quality Assurance and Evaluation at the academic unit level, as well as academic and administrative staff and students. The internal quality assurance system is established and the roles and responsibilities of all parties involved are clearly defined. As mentioned above, the Regulation on Quality Assurance and Evaluation at the UP aims to define the mechanisms and procedures of quality assurance and evaluation at the UP as well as the role and responsibility of the organisational and academic units - faculties - for the implementation of quality assurance and evaluation activities. Procedures for accreditation of study programs are established and clearly defined, tools for assessing the

quality of the study program/course are in place and implemented through quality assurance mechanisms (different types of questionnaires for academic and administrative staff and students). Supporting mechanisms for quality improvement have also been established, e.g. publication of scientific papers in journals by teaching staff and participation in international and national scientific conferences are monitored and evaluated. In addition, data on student performance is collected and monitored, such as the percentage of exams passed, the organisation of colloquia, the duration of studies, etc. When a new study program is developed, it must first be approved at faculty level, and only then is it discussed and approved by the UP Senate.

According to the experts, the quality assurance process takes into account all aspects of program planning and implementation. In addition to the quality of teaching and learning, the quality of scientific activity, international cooperation, the perception of the quality of studies by graduates, the perception of the quality of graduates by employers, the quality of services for students and the quality of organisational culture and management.

Standard 2.4. Quality evaluations provide an overview of quality issues for the overall program as well as of different components within it; the evaluations consider inputs, processes and outputs, with particular attention given to learning outcomes for students.

As explained in detail in section 2.3, internal and external evaluations are carried out regularly at the level of study programs, in accordance with the relevant legal framework. The internal evaluations are based on the Regulation on Quality Assurance and Evaluation, while the external evaluations are carried out in accordance with the standards set by the Kosovo Accreditation Agency.

The results of the evaluation after the internal and external evaluation are used not only for the improvement of the curriculum, but also for the improvement of all elements of the quality assurance system. Since the continuous improvement of the curriculum is the responsibility of the teachers, there is a regular procedure describing how the study program is refreshed. In addition to the feedback obtained via the various questionnaires, the opinions of experts obtained as part of the external evaluation also play an important role. In this way, not only the content of the study courses is improved, but also the way and forms in which students acquire the learning outcomes.

Standard 2.5. Quality assurance processes ensure both that required standards are met and that there is continuing improvement in performance.

According to the Regulation on Quality Assurance and Evaluation of UP, the objectives of the quality assurance system include the identification and promotion of good practices, the identification of elements that need to be changed to improve the current situation, the continuous improvement of quality at the UP and faculty level and the fulfilment of the requirements of the accreditation system in the Republic of Kosovo, as defined by the Accreditation Agency of Kosovo.

According to the experts, the way the Regulations define the quality assurance process ensures that the required standards are met, and continuous improvement of performance takes place.

Standard 2.6. Survey data is being collected from students, graduates and employers; the results of these evaluations are made publicly available.

Surveys are regularly carried out among students which, in addition to evaluating the individual study courses and the teaching staff involved in their implementation, also include a survey on student satisfaction with the overall course of studies at the UP. Although the results of the student surveys are evaluated and used to improve the overall study process at FMNS and UP, the reports on the survey results are not published publicly. Action should therefore be taken to make appropriate reports summarising the results of the student surveys, as well as any other surveys conducted at FMNS, publicly available. Although the quality assurance system provides for graduate and employer surveys to be carried out periodically every three years, there is no clear evidence that the results of these surveys are used to improve the quality assurance system, teaching and scientific work. This is evident from the discussions held during the site visits with representatives of graduates and employers who have either never participated in surveys or were unclear about their role in the quality assurance system. In view of this, the role of alumni associations, i.e. former students, needs to be strengthened at both UP and FMNS level.

Standard 2.7. Results of the internal quality assurance system are taken into account for further development of the study program. This includes evaluation results, investigation of the student workload, academic success and employment of graduates.

According to the experts, the results of the internal quality assurance system are taken up with due care and used to improve all elements of teaching, scientific and administrative activities at the level of the FMNS and the UP. The improvement of the study program is connected strongly to the results of all surveys conducted, including those conducted with teaching and administrative staff and students, while the influence of graduates and employers' representatives in this part is more formal, as mentioned above. The academic success of students, their academic and research performance and, to a certain extent, the employment dynamics of graduates are also monitored. All of this is discussed at the FMNS Committee for Quality Assurance and Evaluation and used to improve the curriculum through changes and revisions in the content of study courses and the way in which individual study courses are organised and delivered.

Standard 2.8. The institution ensures that reports on the overall quality of the program are prepared periodically (eg. every three years) for consideration within the institution indicating its strengths and weaknesses.

The last external evaluation of the study program was carried out three years ago (May 2021). Based on the evaluation results, all elements of the study program were thoroughly revised. The central element of the periodic evaluation and the main result of the changes made is the

creation of the corresponding SER, which forms the basis for the ongoing external evaluation. The report on the overall quality of the study program is therefore produced periodically every three years. The report contains strengths and weaknesses and was discussed in the FMNS before it was approved.

Standard 2.9. The quality assurance arrangements for the program are themselves regularly evaluated and improved.

All issues relating to the quality assurance system are regularly discussed among the teaching staff, but also in regular meetings of the UP Central Commission for Quality Assurance and Evaluation and the FMNS Committee for Quality Assurance and Evaluation. The questionnaires used to assess student satisfaction, as well as those used by other stakeholders in the quality assurance system, are constantly updated and improved as a result of internal and external evaluations carried out at regular intervals at the FMNS and the UP.

Performance indicator 2.1. Appropriate program evaluation mechanisms, including graduates' surveys, employment outcome data, employer feedback and subsequent performance of graduates are used to provide evidence about the appropriateness of intended learning outcomes and the extent to which they are achieved.

Partially compliant

Although all the necessary evaluation mechanisms have been put in place, including graduate surveys, employment outcomes data, feedback from employers and subsequent graduate performance, they have not been used sufficiently to assess the adequacy of the learning outcomes set, particularly in the part of the program of study relating to the development of practical competencies and the skills and knowledge required to train graduates who will compete in the labor market. This is evident from the discussions with the representatives of the employers, who pointed out the relatively long period of time needed for graduates to become accustomed to the daily work tasks and to be able to carry them out independently.

Performance indicator 2.2. Reports are provided to program administrators on the delivery of each course, and these include details if any planned content could not be dealt with and any difficulties found in using planned strategies. Appropriate adjustments are made in plans for teaching after consideration of course reports.

Fully compliant

Appropriate reports of surveys conducted are distributed to teachers who use them to make necessary improvements in the study course content and related learning outcomes to address perceived deficiencies and refine the study program and related courses of study in accordance with the opinions of teaching and administrative staff and students and, to a lesser extent, graduates and employer representatives.

Performance indicator 2.4. A comprehensive reassessment of the program is conducted at least once every five years. Policies and procedures for conducting this reassessment are published. Program review involves experienced people from relevant industries and professions, and experienced faculty from other institutions.

Fully compliant

The frequency of reassessment of the study program is related to the dynamics of its reaccreditation. Recently, reaccreditation has been carried out every three years, which corresponds to the period between the last reaccreditation. The quality assurance system includes appropriate procedures for carrying out reaccreditation. According to SER, experts from industry and professional life as well as experts from other institutions were consulted during the revision of the study program.

Performance indicator 2.5. Students participate in the design and implementation of quality assurance processes.

Fully compliant

In addition to regular surveys in which all students take part and which are a prerequisite for taking the examinations, the student representatives are represented in all committees that are important for the implementation of the quality assurance system both at both FMNS and at the UP. Student representatives are members of the Senate, the Faculty Council, the Committee for Quality Assurance and Evaluation at the UP and the Committee for Quality Assurance and Evaluation at the FMNS.

According to the experts, students are deeply involved as participants in the design and implementation of the quality assurance process.

Recommendations from the previous accreditation:

1. QAS needs to be embedded into practice and mechanisms designed to enable feedback and action within appropriate timescales.

Fulfilled.

Analysis: The Quality Assurance System (QAS) at the level of the entire UP has been updated and is being implemented in practice. It includes all the necessary mechanisms to improve the system, among which the different forms of surveys, the teacher training carried out by the UP Center for Excellence in Teaching and the efforts of the management and the Quality Committee in implementing all the recommendations received in previous accreditations should be highlighted.

2. In the term of Efficient QAS need to be implemented and understandable, visible Quality Politics.

Fulfilled.

Analysis: The quality assurance system in place is clear and effective and there is an appropriate quality policy.

3. A set of key performance indicators need to be established (agreed), monitored and reviewed at key times throughout the academic year.

Fulfilled.

Analysis: Key performance indicators are defined and monitored, and corresponding public reports are prepared annually on the measurable results and performance achieved

4. Open discussion of the course evaluation results with the students.

Fulfilled.

Analysis: As one of the measures to improve the quality of teaching based on the results of student surveys, the evaluation results are discussed with all those involved in the teaching process, including the students.

5. Open discussion of the course evaluation results with the teachers.

Fulfilled.

Analysis: As one of the measures to improve the quality of teaching based on the results of student surveys, the evaluation results are discussed with all those involved in the teaching process, including the teaching staff.

6. The Faculty should make efforts to develop and implement a quality management system which ensures proactive involvement of all stakeholders following a PDCA cycle approach.

Substantially fulfilled.

Analysis: The existing quality assurance system ensures the proactive involvement of all stakeholders. Although the quality assurance system provides a significant role for graduates and employer representatives, this is currently only formal and additional efforts should be made to involve these stakeholders more practically in the quality assurance system.

7. The culture must change to one of continuous improvement with appropriate feedback and timely/efficient loops e.g., annual cycles

Substantially fulfilled.

Analysis: The entire quality assurance system (quality assurance culture) has been significantly improved and is based on continuous, regular feedback from all those involved. At the same time, teaching and administrative staff and students participate annually in the system's activities, while graduates and employer representatives are involved in the quality assurance system every three years in line with accreditation cycles, and the frequency of their involvement in the system should be increased.

8. Write a Development Strategy for Faculty and make it public.

Fulfilled.

Analysis: FMNS does not have its own Strategy, but since it is a faculty within a centrally organised university, the strategy of the UP is in fact the strategy of the FMNS, so that this requirement can be regarded as fulfilled.

9. Be very clear in publication what changes have been brought about by evaluation results.

Substantially fulfilled.

Analysis: The current SER emphasises to a greater extent all the changes and improvements made on the basis of the recommendations implemented in previous accreditations (this recommendation is not entirely clear and precise).

10. The Faculty should make efforts to set a functional and operational quality system with all stakeholders.

Fulfilled.

Analysis: The functional and operational quality system is developed at the UP level. The FMNS implements the quality assurance system as it is defined at the UP level and does not have the possibility or the need to develop its own quality assurance system. Of course, the FMNS representatives were involved in the adoption of the quality assurance system at the UP level, but they are not independently responsible for its adoption or development.

11. In different operational quality bodies, it is necessary to involve external stakeholders and Alumni.

Not fulfilled.

Analysis: External stakeholders, graduates and representatives of employers are not members of the Central Committee for Quality Assurance and Evaluation of the UP and the Committee for Quality Assurance and Evaluation of the FMNS. The composition of the UP Central Committee for Quality Assurance and Evaluation cannot be changed without changing the documents governing the quality assurance system at the UP accordingly, but steps should definitely be taken to include representatives of graduates and employers in the work of the FMNS Committee for Quality Assurance and Evaluation.

12. Establishment of alumni tracking and the corresponding integration into institutionalised surveys.

Substantially fulfilled.

Analysis: Although there are links with graduates and they are involved in the quality assurance system through regular surveys, it is certainly necessary at the UP level to work on developing the alumni culture and to promote the work of the Alumni Association.

13. Introduce additional subjects with a focus on current and future knowledge and skills, both for current students and for external experts who need more advanced knowledge.

Fulfilled.

Analysis: The question is not entirely clear and precise, so it is not possible to give an immediate answer. If recommendation is connected with the improvement of competences and

skills related to the study program, this part has been achieved, but it is not clear what external experts have to do with it and what is at all meant by external experts.

14. Accept all recommendations from 2016 report.

Fulfilled.

Analysis: All recommendations from the 2016 report are accepted and implemented.

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

Compliance level: Fully compliant/**Substantially compliant (89%)** /Partially compliant/Non-compliant

ET recommendations:

- 1. Include a graduate and employer representative on the Committee for Quality Assurance and Evaluation Committee and generally ensure their greater influence on the overall quality assurance system at FMNS.*
- 2. The results of surveys conducted among students and representatives of graduates and employers should be made publicly available after they have been processed and the corresponding reports have been prepared.*
- 3. The role of graduates and employers' representatives needs to be more emphasised and utilised in the overall quality assurance system; one of the ways to achieve this is to support the work of alumni associations at the FMNS and the UP level.*
- 4. The SER must be written in an evidence-based manner, i.e. each statement must be supported by an appropriate procedure or example.*
- 5. The funds for conducting workshops and seminars devoted to the revision of the study program should be provided by the FMNS management.*

2.3. Academic Staff

Standard 3.1: Candidates for employment are provided with full position descriptions and conditions of employment. To be presented in tabular form data about full time (FT) and part time (PT) academic/ artistic staff, such as: name, qualification, academic title, duration of official (valid) contract, workload for teaching, exams, consulting, administrative activities, research, etc. for the study program under evaluation.

A total of 27 members of the teaching staff are involved in the implementation of the BSc Engineering Chemistry study program, including 18 full, associate and assistant professors, and 9 assistants. All members of the teaching staff hold a PhD in the relevant scientific field. For each member of the teaching staff, data such as name, qualification, academic title, duration of the official (valid) contract, workload for teaching, examinations, consulting, administrative activities, research, etc. were submitted for the evaluated study program. From the available data, it can be concluded that all members of the teaching staff are appropriately burdened with all forms of teaching, scientific and administrative work, which is comparable to the usual workload of teaching staff at similar higher education institutions abroad. All procedures related to conditions of employment, promotion and evaluation of teaching staff members are adequately defined and referenced in the UP Statute and resulting documents (Regulation on Selection Procedures Regarding Appointment, Reappointment and Advancement of the Academic Staff at the University of Prishtina "Hasan Prishtina"). From the interviews conducted with teaching staff members during the site visit, it appears that all members of the teaching staff are familiar with the procedures for hiring, promotion and evaluation of teaching staff members and that these procedures are applied regularly and consistently.

Standard 3.2: The teaching staff must comply with the legal requirements concerning the occupation of teaching positions included in the Administrative instruction on Accreditation.

The management of the FNSM confirmed that the teaching staff comply with the legal requirements concerning the occupation of teaching positions included in the Administrative instruction on Accreditation. This is also evident from the curriculum vitae of the teaching staff and the conditions required at UP level for the recruitment of the different categories of teachers (Regulation on Selection Procedures Regarding Appointment, Reappointment and Advancement of the Academic Staff at the University of Prishtina “Hasan Prishtina”).

Standard 3.3: Academic staff do not cover, within an academic year, more than two teaching positions (one full-time, one part-time), regardless of the educational institution where they carry out their activity.

The academic staff of the BSc Engineering Chemistry have no other full-time employment contract at another university.

Standard 3.4: At least 50% of the academic staff in the study program are full time employees, and account for at least 50% of the classes of the study program.

All members of the academic staff are full-time employees (100 %).

Standard 3.5: For each student group (defined by the statute of the institution) and for every 60 ECTS credits in the study program, the institution has employed at least one full time staff with PhD title or equivalent title in the case of artistic/applied science institutions.

A total of 27 teachers with PhD were involved in the implementation of the study program, 18 of whom were elected as full-time professors at the UP. This means that for every 60 ECTS credits, 6 full-time professors are employed who work full-time at the UP.

Standard 3.6: Opportunities are provided for additional professional development of teaching staff, with special assistance given to any who are facing difficulties.

A Centre of Excellence in Teaching is established in the UP (UPCET). The teachers are supported to develop their pedagogical competences by training in a line of basic and modern pedagogical courses. The training is mandatory for all assistants and assistant professors. The teaching staff highly appreciate this support and declare to implement the acquired skills and knowledge in their teaching activities. All interviewed members of teaching staff confirmed that they participated in at least one training. For those who experienced difficulties, additional trainings are offered by the UPCET.

Standard 3.7: The responsibilities of all teaching staff, especially full-time, include the engagement in the academic community, availability for consultations with students and community service.

From the interviews with the teaching staff during the site visit, as well as from their CVs and the data published on the FMNS website, it appears that all teachers are adequately involved in various forms of public activities. This is recorded for each teaching staff member as part of the workload review. Work in the academic community includes reviewing papers for journals and conference proceedings, work in organisational committees of scientific and professional meetings, membership in various national and international professional and scientific organisations, work in editorial boards of scientific journals, and the like. Teaching staff are available to students for at least two hours per week during regular advising appointments, which are confirmed by students at a meeting during site visits. Services to the community are provided when teaching staff serves as professional advisors to the Ministry of Education or other governmental agencies. The teachers confirmed that they are fully available to their graduates to provide expert advice in solving professional problems related to their work in industry.

Standard 3.8: Academic staff evaluation is conducted regularly at least through self-evaluation, students, peer and superiors' evaluations, and occur on a formal basis at least once each year. The results of the evaluation are made publicly available.

Academic staff is evaluated two times per year by the students. Additionally, the teachers are self-assessed, with no data about the period of assessment. The academic staff constantly improve the teaching methodologies taking into account the weaknesses identified during the evaluation process. There is a well proven procedure to improve the teachers' performance in case of low estimation by the students. Additional pedagogical training is mandatory in this case; the improvement is monitored by the Faculty management; the Dean is directly involved in the procedure. In case of lack of advancement, the teacher contract is terminated. The results of assessments are not publicly available.

Standard 3.9: Strategies for quality enhancement include improving the teaching strategies and quality of learning materials.

Strategies for quality enhancement include improving the teaching strategies and quality of learning materials. The applied strategy is not in the form of a regulation or another official document, however during the discussion the team of experts gets the impression that the procedure and the strategy is well proven and well accepted by the teaching staff and the management of the Faculty. The interviewed members of teaching staff are familiar with all steps of the strategy/mechanism for quality enhancement. They confirmed regular improvement of learning materials at least once per year, nevertheless the results of the assessment. The teachers consider the improvement of learning materials and teaching methodology as a part of the academic ethic. The management is highly determined to follow the established strategy.

Standard 3.10: Teachers retired at age limit or for other reasons lose the status of full-time teachers and are considered part-time teachers.

According to the University regulations the teachers who retire at age limits or for other reasons lose their status as full-time teachers and are considered part-time teachers. There is a procedure to assign a title “Professor emeritus” for the retired professors. All members of academic staff involved in the delivery of the BSc Engineering Chemistry are full-time employees of the UP.

Performance indicator 3.1. Teaching staff are encouraged to develop strategies for the improvement of their own teaching and maintain a portfolio of evidence of evaluations and strategies for improvement.

Partially compliant.

The team of experts felt that teaching staff were encouraged to develop strategies to improve their teaching, but not even a single portfolio was provided.

Performance indicator 3.2. Training programs in teaching skills are provided for both new and continuing teaching staff including those with part time teaching responsibilities; these include effective use of new and emerging technology.

Fully compliant.

The Centre of Excellence in teaching is established in the UP and the training is mandatory for each member of the teaching staff.

Performance indicator 3.3. The extent to which teaching staff are involved in professional development to improve quality of teaching is being monitored.

Fully compliant.

The quality of teaching staff is regularly monitored. The results of evaluation are available in an electronic database. The results are reported to the Dean and the lowest 10 % teachers are specially trained to improve their teaching strategies. The UPCET is organised and the training is mandatory for each member of the teaching staff.

Performance indicator 3.4. The results of the academic staff evaluation are taken into account for promotion purposes and renewal of contracts.

Partially compliant.

The existing promotion process is mainly based on research achievements. A new assessment methodology is currently in a process of preparation. International advising is used in the assessment card drafting. The new assessment methodology includes the teaching activities and advancing in teaching of individual members.

The recommendations from the previous accreditation are not well elaborated in the SER of Engineering Chemistry program. Not all recommendations in the 2021 External team report are discussed in SER.

Recommendations from the previous accreditation:

1. Improving the pedagogical competencies of teachers should become part of regular institutional activities

Fulfilled.

Analysis: The training on pedagogical methodology is organised through UPCET. The training is organised at regular bases. The teachers should participate at least in one training. Additional training is offered to the teachers obtained by low estimates by the students. Teaching staff participates in mobilities abroad.

2. The University should encourage teachers to significantly increase outbound mobility

Fulfilled.

Analysis: The teachers didn't share any obstacles during the organisation and implementation of mobility. The FNMS has several agreements in the frame of Erasmus + program.

3. Literature revision in Syllabuses is obligatory

Partially fulfilled.

Analysis: Although the literature list has been significantly revised, it is necessary to refresh the teaching literature additionally with new sources for the study courses Inorganic Chemistry I and II, Introduction to Chemical Engineering, Separation Engineering (and expand the list of compulsory literature), Chemical Reaction Engineering, Colloidal Chemistry, Physical-Chemical Properties of Nanostructures, Mechanisms of Organic Reactions, Chemical Processes in Soils and Sediments, Catalysis and Catalysts, Measurement and Control Processes (the list of this study course is incomplete, bibliographical details of the textbooks mentioned are missing).

4. It is important to ensure objective and transparent grade weight given by each evaluator for academic staff

Partially fulfilled.

Analysis: A new evaluation card of teachers performance is currently in progress. External expert advising is included in the estimation card preparation.

5. Results of evaluation should be public, at least average grade for study program

Partially fulfilled.

Analysis: The FMNS management shared that the estimation of the study program is not published on the faculty website. However, the research achievements of the teaching staff are published on the website in the form of a list of WoS and Scopus publications, a list of publications supported by FMNS.

6. Workload of teachers should be monitored as well as the total number of courses per teacher to boost the teaching quality and to give time for scientific activity and professional and personal development

Fulfilled.

Analysis: Teachers' workload is monitored and recorded on an ongoing basis and a teacher workload plan is drawn up before the start of the academic year. Discussions with FMNS management and the teaching staff held during the visit, as well as documentation submitted subsequently, clearly indicate the teaching, examination, consultation, research, administrative and other workload of each member of teaching staff. As a rule, each teacher participates in classes with 6 hours of lectures or seminars, while assistants are usually involved in 10-12 hours of teaching in the form of laboratory exercises. The workload of the teaching staff is appropriate and enables all forms of teaching activities at the university to be carried out efficiently and rationally.

7. Make teachers aware of alternative teaching strategies, including the periodic evaluation of the alignment of teaching methods and learning outcomes (ongoing process)

Fulfilled.

Analysis: The teachers are made aware about alternative teaching strategies throughout the UPCET. The UPCET offer up-to-date training in the pedagogical field. The periodic evaluation of the study program and the teaching performance is implemented in the form of regular students satisfaction survey, self-assessment of the teachers achievements, as well as periodic (three years) reaccreditaion application. The preparation of SER includes revision of study programs including teaching methods, the SER is discussed and approved at department, faculty and university level.

8. Teachers should to a greater extent include the latest research, trends and knowledge on the labour market in the teaching process

Partially fulfilled.

Analysis: From the discussions held with the research staff during the site visit and from the present curriculum for the BSc Engineering Chemistry, it is clear that the course content is based on the latest scientific findings for the individual subject areas. In the subjects that relate to the field of chemical engineering, the teaching staff do not generally undertake research in this area, which is to be expected as there are currently no teaching staff at FMNS with a PhD in this field. Since the need to expand the field of chemical engineering within the Department of Chemistry at FMNS has been recognized, it is expected that this deficiency will be addressed within a reasonable period of time. In all subjects, it is necessary to include more examples from industry in the content, i.e. to take greater account of input from industry gathered through official evaluation methods, i.e. to involve external stakeholders in the educational process, as provided for in the UP quality assurance system.

9. Literature should be more on international level and in electronic version

Partially fulfilled.

Analysis: Although the available literature in the library and the access to databases are updated, still more efforts to equip the study program with modern references are needed.

10. Provide access to a range of electronic tools for teaching, professional and research activities

Fulfilled.

Analysis: The classrooms are equipped with modern presenting tools as smart boards, the teachers actively use google classroom apps, the research laboratories are equipped with modern instruments. The signed MoU with public and private institutions enlarges the possibility to use modern instruments, databases and software.

11. Increase the number of training and educations for teaching staff to achieve better results in the teaching process

Fulfilled.

Analysis: The UPCET offers several up-to-date courses.

12. Formalize Peer review process

Fulfilled.

Analysis: The study program is periodically reviewed in line with the accreditation/re-accreditation process described in Regulation on Quality Assurance and evaluation at the University of Prishtina. Briefly, faculties, in coordination with the Vice-Rector for Quality Assurance and the Office for Academic Development, lead the program accreditation process through the Central Quality Assurance Committee at the Study Committee, at the University and Senate level, as required by the Kosovo Accreditation Agency. The evaluation of the performance of the teaching staff is carried out in accordance with the UP Statute and the Regulation on Selection Procedures Regarding Appointment, Reappointment and Advancement of the Academic Staff at the University of Prishtina "Hasan Prishtina" for new employees.

Standard	Compliance	
	Yes	No
<i>Standard 3.1.</i> Candidates for employment are provided with full position descriptions and conditions of employment. To be presented in tabular form data about full time (FT) and part time (PT) academic/ artistic staff, such as: name, qualification, academic title, duration of official (valid)	X	

contract, workload for teaching, exams, consulting, administrative activities, research, etc. for the study program under evaluation.		
<i>Standard 3.2.</i> The teaching staff must comply with the legal requirements concerning the occupation of teaching positions included in the Administrative instruction on Accreditation.	X	
<i>Standard 3.3.</i> Academic staff do not cover, within an academic year, more than two teaching positions (one full-time, one part-time), regardless of the educational institution where they carry out their activity.	X	
<i>Standard 3.4.</i> At least 50% of the academic staff in the study program are full time employees, and account for at least 50% of the classes of the study program.	X	
<i>Standard 3.5.</i> For each student group (defined by the statute of the institution) and for every 60 ECTS credits in the study program, the institution has employed at least one full time staff with PhD title or equivalent title in the case of artistic/applied science institutions.	X	
<i>Standard 3.6.</i> Opportunities are provided for additional professional development of teaching staff, with special assistance given to any who are facing difficulties.	X	
<i>Standard 3.7.</i> The responsibilities of all teaching staff, especially full-time, include the engagement in the academic community, availability for consultations with students and community service.	X	
<i>Standard 3.8.</i> Academic staff evaluation is conducted regularly at least through self-evaluation, students, peer and superiors' evaluations, and occur on a formal basis at least once each year. The results of the evaluation are made publicly available.		X
<i>Standard 3.9.</i> Strategies for quality enhancement include improving the teaching strategies and quality of learning materials.	X	
<i>Standard 3.10.</i> Teachers retired at age limit or for other reasons lose the status of full-time teachers and are considered part-time teachers.	X	

Compliance level: Fully compliant/**Substantially compliant (90%)**/Partially compliant/Non-compliant

ET recommendations:

1. *Develop a procedure to make publicly available the results of regular evaluations at the level of the FMNS.*
2. *SER should be written evidence-based, all statements in SER should be supported by relevant documents/sources.*

2.4. Educational Process Content

Standard 4.1. The study program is modelled on qualification objectives. These include subject-related and interdisciplinary aspects as well as the acquisition of disciplinary, methodological and generic skills and competencies. The aspects refer especially to academic or artistic competencies, to the capability of taking up adequate employment, contributing to the civil society and of developing the students' personality.

The content and associated learning outcomes of the undergraduate study program Engineering chemistry are modelled on the basis of qualification objectives. Mandatory and elective study courses enable the acquisition of undergraduate qualification and, to a greater extent, the acquisition of corresponding methodological and generic skills and competencies. The study program provides more than sufficient skills in chemistry and other natural science disciplines (mathematics and physics). This cannot be said for the competencies in the field of chemical engineering, as part of the compulsory content required for this qualification is contained in elective study courses. Therefore, students cannot acquire all the necessary competencies required for the undergraduate chemical engineering degree in the manner prescribed by the recommendations of the European Federation of Chemical Engineering. This applies above all to the study courses Transport phenomena, Separation processes, Catalysis and Catalysts and Measurement and Process control, which are currently still optional but must be integrated into the compulsory content, i.e. the mandatory study courses of the BSc Engineering Chemistry. Regardless of the fact that the study program currently ensures students' employment in industry and continuation of their education in Master's studies in the field of chemistry, it should be noted that the compulsory skills acquired are not sufficient for work in the production processes of chemical and similar industries and for further studies in the field of chemical engineering (without taking corresponding additional exams). Another disadvantage of the study program is the lack of a professional internship, which is necessary to acquire practical skills that are essential for working in industry, but also in laboratories.

Standard 4.2. The study program complies with the National Qualifications Framework and the Framework for Qualifications of the European Higher Education Area. The individual components of the program are combined in a way to best achieve the specified qualification objectives and provide for adequate forms of teaching and learning.

The study program lasts three years and is divided into six semesters, for each of which 60 ECTS credits are awarded, meaning that a total of 180 ECTS credits will have been earned upon completion of the BSc Engineering Chemistry. In addition to 28 mandatory study courses, students can choose four elective study courses. The program concludes with the preparation and defence of a Bachelor's thesis, which usually involves laboratory work. The BSc Engineering Chemistry and the corresponding learning outcomes are in line with the National Qualifications Framework and the Qualifications Framework for Qualifications of

the European Higher Education Area. The study programs are combined in such a way that the qualification objectives are achieved in the best possible way. This is ensured through various forms of teaching, whereby traditional forms predominate, in particular lectures, seminars, laboratory exercises and, to a lesser extent, project-based learning, which is generally limited to the completion of a Bachelor's thesis. The forms of assessment are clearly defined in the curriculum and allow for appropriate assessment of learning outcomes. The learning outcomes of all subjects are defined in an appropriate manner. This does not apply to the learning outcomes of the entire study program (as described in Standard 4.1.), which should be improved by introducing additional competences, skills and knowledge essential for the education of chemical engineers at undergraduate level in accordance with the recommendations of the European Federation of Chemical Engineering.

Standard 4.3. The disciplines within the curriculum are provided in a logical flow and meet the definition and precise determination of the general and specific competencies, as well as the compatibility with the study programs and curricula delivered in the EHEA. To be listed at least 7 learning outcomes for the study program under evaluation.

The BSc Engineering Chemistry imparts the relevant knowledge, skills and competences required for the field of chemistry with the fundamentals of natural sciences, mathematics and physics. The content of the mandatory subjects General Chemistry, Inorganic Chemistry, Analytical Chemistry, Physical Chemistry and Organic Chemistry provide sufficient prerequisites for achieving the corresponding learning outcomes at Bachelor's level in the field of chemistry. Unfortunately, this only applies to the field of chemistry, as it is not possible to achieve the corresponding learning outcomes from chemical engineering as part of the existing study program and compulsory study courses. The content of the individual study courses is coherent and logical and meets the requirements of undergraduate education. The division of the study courses into semesters is logical and appropriate and ensures a continuous and effective acquisition of knowledge. In addition to the mandatory study courses, students have the opportunity to choose a total of four elective study courses. However, it is problematic that these elective study courses generally relate to the content that chemical engineering students are expected to acquire during their undergraduate studies. The defined learning outcomes relate only to the field of chemistry and should be extended to include those from the field of chemical engineering in accordance with the recommendations of the European Federation of Chemical Engineering. Another problem with the learning outcomes is that they generally relate only to laboratory work and should be extended to other areas of graduate activity such as industrial production processes or environmental monitoring. A serious shortcoming of the study program is the lack of a professional internship, which must be an integral part of the engineering study program and is not necessarily assessed with ECTS credits. Although some form of practical teaching is realised in a smaller number of courses related to processes in the chemical industry, this is not sufficient to meet the students' need for practical skills in industry.

Standard 4.4. The disciplines within the curriculum have analytical syllabuses which comprise at least the following: the discipline's objectives, the basic thematic content, learning outcomes, the distribution of classes, seminars and applicative activities, students' assessment system, the minimal bibliography, etc. The full course description/ syllabuses of each subject/ module should be attached only in electronic form to the self-assessment report for the study program under evaluation.

From the data available in SER and the attached syllabi for each study course, it can be concluded that the BSc Engineering Chemistry disciplines have analytical curricula that include: the discipline's objectives, the basic thematic content, the learning outcomes, the distribution of classes, seminars and applied activities, students assessment system, the minimum bibliography and any other relevant information that allows all those involved in the educational process to gain an insight into the specificities of all disciplines within the curriculum. The student assessment system, i.e. the distribution of the various forms of assessment, is not defined for the Measurement and Control Processes study course. The name of this course in English should actually be Measurements and process control.

Standard 4.5. If the language of instruction is other than Albanian, actions are taken to ensure that language skills of both students and academic staff are adequate for instruction in that language when students begin their studies. This may be done through language training prior to the commencement of the program.

The language of instruction is Albanian. According to the data available in SER and collected during the site visits, there are currently no courses or modules taught or prepared for teaching in English. Since most teaching staff speak English well, this leaves open the possibility that in the future, in the spirit of greater internationalisation of the study program, part of the study courses or modules will be offered in English, which will certainly attract students from abroad (and perhaps visiting professors from abroad) to become more involved in teaching within the BSc Engineering Chemistry.

Standard 4.6. The student-teacher relationship is a partnership in which each assumes the responsibility of reaching the learning outcomes. Learning outcomes are explained and discussed with students from the perspective of their relevance to the students' development.

Based on interviews with the heads of the study program, teachers and students during site visits and the documentation available in SER, the experts were convinced that in the introductory lectures of each BSc Engineering Chemistry study course, teachers inform students about the learning outcomes and the method of acquiring them, in addition to other general information about the subject. During the meetings, students confirmed that in addition to the student survey, they can send their suggestions related to the learning outcomes and their acquisition and assessment to the teachers during the lessons, i.e. during the consultations. Students confirmed that teachers constantly encourage them to continuously and freely present suggestions for changes in course content and the way learning outcomes are acquired.

Teachers, in turn, confirmed in the meetings that they readily accept students' suggestions and readily incorporate all suggestions based on professional facts and advanced methods of acquiring learning outcomes into daily practice.

According to the experts, the student-teacher relationship is based on a partnership in which all participants take their share of responsibility for the acquisition of appropriate learning outcomes.

Standard 4.7. Teaching strategies are fit for the different types of learning outcomes programs are intended to develop. Strategies of teaching and assessment set out in program and course specifications are followed with flexibility to meet the needs of different groups of students.

Although the learning strategies used by the majority of teachers are mostly traditional and limited to classical ex-cathedra lectures, seminars and work in laboratories, it should be noted that some teachers also use modern techniques for the acquisition of learning outcomes such as problem-based or project-based teaching in their subjects. Regardless of this, the teaching strategies used in BSc Engineering Chemistry are appropriate and enable the acquisition of all the learning outcomes envisaged in the study program. Learning strategies are adapted to the needs of students as necessary and the same applies to the assessment of student achievements, which is clearly defined. At the beginning of classes/semester in each study course, teachers define not only the learning outcomes but also the way in which they are acquired and assessed, leaving students the opportunity to make the necessary adjustments with their suggestions to meet the needs of different groups of students. This system has proven to be very effective and meetings with both teachers and students show that they are satisfied with this way of working and are highly motivated to fulfill their obligations. As highlighted in Standard 4.6, a professional and correct relationship between teachers and students based on mutual trust and respect is also evident here.

Standard 4.8. Student assessment mechanisms are conducted fairly and objectively, are appropriate for the different forms of learning sought and are clearly communicated to students at the beginning of courses.

The existing student assessment mechanisms include different approaches to assessing student progress. In each study course there are clearly defined forms of assessment of student achievements, and in most cases these forms of assessment do not refer exclusively to the review of factual knowledge, but also include the assessment of students' practical competences acquired during work in laboratories. As a rule, all study courses include regular knowledge assessments during semester and a final examination, and this form of assessment can be considered appropriate and an incentive for students to achieve appropriate learning outcomes. Teachers determine and present the method of student assessment at the beginning of the semester, and throughout the semester this information is available in the electronic system used to support all elements of the teaching process. At the site visit meeting, students confirmed that assessment is carried out correctly and according to the well established criteria.

In on site discussions with the FMNS management and students, not a single case was reported in which students had officially complained about the assessment of teaching staff. In the cases where they were not satisfied with the grade, the students confirmed that this was solely due to a lack of adequate knowledge, which did not prevent them from passing the exam according to their expectations in another examination period.

Standard 4.9. Appropriate, valid and reliable mechanisms are used for verifying standards of student achievement. The standard of work required for different grades is consistent over time, comparable in courses offered within a program, and in comparison, with other study programs at highly regarded institutions.

The SER and the BSc Engineering Chemistry syllabus have shown that appropriate, valid and reliable mechanisms are used to review student performance standards. The level of performance required for different grades is consistent over time, comparable across courses within a study program, and comparable to other study programs at reputable high education institutions.

Standard 4.10. Policies and procedures include actions to be taken in to dealing with situations where standards of student achievement are inadequate or KAA inconsistently assessed.

The basic document setting out the policies and procedures for situations where student performance is inadequate or inconsistently assessed is the UP Statute, particularly in the parts relating to the determination of academic success (Articles 108-116) and student status, rights and responsibilities (Articles 145-163). From the discussions held with students during the on-site meeting, it is clear that students are familiar with the relevant policies and procedures. In addition, they are aware that they can count on the help of student representatives on different FMNS and UP committees in appropriate situations. According to the data obtained during the on-site meetings with FMNS management and students, no situations requiring the use of such procedures were recorded in the FMNS Chemistry Department. On the other hand, students repeatedly emphasised the help and support of teachers in exam preparation in the form of additional consultations as well as in exam analysis and the adoption of planned learning outcomes, referring to the expertise and competence of teachers and their support.

Standard 4.11. If the study program includes practice stages, the intended student learning outcomes are clearly specified and effective processes are followed to ensure that those learning outcomes and the strategies to develop that learning are understood by students. The practice stages are allocated ECTS credits and the work of the students at the practical training organisations is monitored through activity reports; students during practice stages have assigned tutors among the academic staff in the study program.

The BSc Engineering Chemistry does not include a professional internship, which is one of the most serious shortcomings of the study program, along with the lack of mandatory content related to chemical engineering. Although some of the practical skills are acquired through

laboratory work, especially in study courses covering chemistry, this is not sufficient to provide students with the necessary practical engineering skills to work in the chemical and related industries, which can only be achieved through professional internships in relevant manufacturing companies. Therefore, appropriate measures should be taken to include the mandatory professional internship in the study program.

Standard 4.12. To facilitate the practice stages, the higher education institution signs cooperation agreements, contracts or other documents with institutions/organisations/practical training units.

According to the additional requested information experts received from the FMNS management, there are no signed cooperation agreements with institutions/organisations/practical training units. There are memoranda of understanding signed by the UP with some public institutions that could form the basis for the conclusion of contracts to implement professional practice in the future.

Performance indicator 4.1. The academic feasibility of the study program is ensured by taking into account the expected entry qualifications, a suitable design of the curriculum, a student workload that has been checked for plausibility as well as an adequate number of examinations.

Substantially fulfilled.

To enrol in the BSc Engineering Chemistry, a high school diploma or a high school diploma from a four-year vocational school is required. In the case of completed vocational education, an examination must be taken from the general matriculation examination, which is not included in the vocational matriculation examination, unless the UP Senate decides otherwise. It can therefore be said that the academic feasibility of the study program is ensured by taking into account the expected entry qualifications. As stated in the previous analysis, the study program lacks mandatory content related to chemical engineering, so improvements are needed in this area. The student workload is well measured and defined and is in line with the workload of students on comparable study programs at other recognized higher education institutions. Students are guaranteed a sufficient number of examinations during the academic year in accordance with the provisions of the UP statute.

Performance indicator 4.2. Teachers use new IT resources (e-mail, personal web page, topics, bibliographies and other resources in electronic format and communication with students) and auxiliary materials, such as whiteboard, flipchart and video-projector.

Fulfilled.

Teaching staff use various forms of IT sources for communication with students and, in addition to the usual e-mail communication, also use other forms of electronic communication, of which the possibilities of the electronic system SEMS should be emphasised. Teachers provide students with various electronic materials, e.g. scientific articles, books, textbooks, and refer students to various electronic sources necessary to achieve appropriate learning outcomes. In teaching activities,

teachers use various aids such as whiteboard, flipchart and video projector available in the classrooms and laboratories where BSc Engineering Chemistry is implemented.

Performance indicator 4.3. The effectiveness of planned teaching strategies in achieving different types of learning outcomes is regularly assessed and adjustments are made in response to evidence about their effectiveness.

Fulfilled.

The teaching strategies in achieving different types of learning outcomes are regularly evaluated through student assessment and monitoring of student progress. Regular reports are drawn up on this at FMNS level. According to the experts, adjustments related to the improvement of the teaching process and the achievement and assessment of learning outcomes are an ongoing process. In addition, changes are regularly made based on the recommendations of international experts during the external assessment organised by the Kosovo Accreditation Agency.

Recommendations from previous accreditation:

1. Revise and standardize all learning outcomes.

Fulfilled.

All learning outcomes have been revised and standardised. To this end, a working group was set up at the Department of Chemistry to deal with these changes. In addition, all teaching staff have had the opportunity to attend training courses for academic staff on contemporary teaching methods offered by the Center for Teaching Excellence in order to meet this requirement.

2. It is recommended to have 4-7 outcomes per course and a maximum of 10 for the study program.

Fulfilled.

All study courses comprise 7-10 learning outcomes, and the competences, knowledge and skills of the study program are described by 8 learning outcomes.

3. Make a constructive alignment and incorporate the acquisition of generic skills into the outcomes.

Fulfilled.

All learning outcomes have been revised and standardised. In this way, the acquisition of generic skills is ensured for the appropriate learning outcomes.

4. Multiple electives that will generate general competencies such as management

Not fulfilled.

The study program does not include a single elective study course whose task is exclusively to acquire generic competences, although generic competences are acquired in part of the mandatory study courses such as English language and Programming in Engineering Chemistry.

5. Link the learning outcomes of the study program with the competencies

Partially fulfilled.

The learning outcomes of the study program are more closely linked to competencies, but only in the part that relates to chemistry as a discipline. Therefore, an appropriate step forward should be made by modifying the learning outcomes to include specific competences, knowledge and skills that are also essential for chemical engineering.

6. In order to better support international exchange, it is necessary to introduce lectures and courses in English in all studies. These lectures and courses should be defined as compulsory for all students, including homework.

Not fulfilled.

Lectures and study courses in English are not included in the BSc Engineering Chemistry.

7. Ensure the practical classes and exercise.

Partially fulfilled.

Although the proportion of practical content and exercises is appropriate for the field of chemistry and laboratory work, the complete lack of professional internships and practical content related to industry and chemical engineering as a discipline is one of the main shortcomings of the Bsc Engineering Chemistry.

Standard	Compliance	
	Yes	No
<i>Standard 4.1.</i> The study program is modelled on qualification objectives. These include subject-related and interdisciplinary aspects as well as the acquisition of disciplinary, methodological and generic skills and competencies. The aspects refer especially to academic or artistic competencies, to the capability of taking up adequate employment, contributing to the civil society and of developing the students' personality.		X

<i>Standard 4.2.</i> The study program complies with the National Qualifications Framework and the Framework for Qualifications of the European Higher Education Area. The individual components of the program are combined in a way to best achieve the specified qualification objectives and provide for adequate forms of teaching and learning.		X
<i>Standard 4.3.</i> The disciplines within the curriculum are provided in a logical flow and meet the definition and precise determination of the general and specific competencies, as well as the compatibility with the study programs and curricula delivered in the EHEA. To be listed at least 7 learning outcomes for the study program under evaluation.		X
<i>Standard 4.4.</i> The disciplines within the curriculum have analytical syllabuses which comprise at least the following: the discipline's objectives, the basic thematic content, learning outcomes, the distribution of classes, seminars and applicative activities, students' assessment system, the minimal bibliography, etc. The full course description/ syllabuses of each subject/ module should be attached only in electronic form to the self-assessment report for the study program under evaluation.	X	
<i>Standard 4.5.</i> If the language of instruction is other than Albanian, actions are taken to ensure that language skills of both students and academic staff are adequate for instruction in that language when students begin their studies. This may be done through language training prior to the commencement of the program.	X	
<i>Standard 4.6.</i> The student-teacher relationship is a partnership in which each assumes the responsibility of reaching the learning outcomes. Learning outcomes are explained and discussed with students from the perspective of their relevance to the students' development.	X	
<i>Standard 4.7.</i> Teaching strategies are fit for the different types of learning outcomes programs are intended to develop. Strategies of teaching and assessment set out in program and course specifications are followed with flexibility to meet the needs of different groups of students.	X	
<i>Standard 4.8.</i> Student assessment mechanisms are conducted fairly and objectively, are appropriate for the different forms of learning sought and are clearly communicated to students at the beginning of courses.	X	
<i>Standard 4.9.</i> Appropriate, valid and reliable mechanisms are used for verifying standards of student achievement. The standard of work required for different grades is consistent over time, comparable in courses offered within a program, and in comparison with other study programs at highly regarded institutions.	X	
<i>Standard 4.10.</i> Policies and procedures include actions to be taken in to dealing with situations where standards of student achievement are inadequate or KAA inconsistently assessed.	X	

Standard 4.11. If the study program includes practice stages, the intended student learning outcomes are clearly specified and effective processes are followed to ensure that those learning outcomes and the strategies to develop that learning are understood by students. The practice stages are allocated ECTS credits and the work of the students at the practical training organisations is monitored through activity reports; students during practice stages have assigned tutors among the academic staff in the study program.		X
Standard 4.12. In order to facilitate the practice stages, the higher education institution signs cooperation agreements, contracts or other documents with institutions/organisations/practical training units. <i>*To be inserted the overview of the program (with all areas to be filled out)</i>		X

Compliance level: Fully compliant/Substantially compliant/ **Partially compliant (58%)**
/Non-compliant

ET recommendations:

1. Study courses *Transport phenomena, Separation processes, Catalysis and Catalysts and Measurement and process control*, which are currently still optional, must be integrated into the compulsory content, i.e. the mandatory study courses of the BSc Engineering Chemistry.
2. The professional internship must be included in the study program as a mandatory subject for all students.
3. In order to improve the teaching process, it is necessary to introduce modern teaching methods such as project- and problem-based learning and flipped learning in most study courses.
4. The learning outcomes should include those from the field of chemical engineering in accordance with the recommendations of the European Federation of Chemical Engineering and be extended to other areas of activity of graduates, such as industrial production processes or environmental monitoring in particular.
5. Some of the lectures and study courses should be offered in English in order to promote the internationalisation of the study program.
6. The management of the FMSN and the UP must ensure the intensification of the students' practical work through signed cooperation agreements with institutions/organizations/practical training units, the intensification of students' practical work and thus create the prerequisite for the introduction of a professional internship in the study program.
7. Elective study courses whose sole purpose is the acquisition of generic skills must be offered to students.

8. *Update the literature to refer to up-to-date sources of information (manuals, books, databases, websites, etc).*

2.5. Students

Standard 5.1. There is a clear and formally adopted admission procedure at institutional level that the study program respects when organizing students' recruitment. Admission requirements are consistently and fairly applied for all students.

The admission procedure and criteria are clearly defined in the Statute of the University of Prishtina and, in more detail, in the Regulation for Basic - Bachelor Studies at the level of the university. The procedure is well-regulated, transparent, and ensures equal treatment of all applicants.

Standard 5.2. All students enrolled in the study program possess a high school graduation diploma or other equivalent document of study, according to MEST requirements.

Candidates who have completed high school and have completed the State Matura exam, as well as candidates who have completed four years of high school (without the State Matura Exam) are eligible to participate in the admission procedure. The UP statute regulates the equivalent foreign qualifications required for admission. The transparent admission procedure ensures that admission criteria are applied to all students. Thus, all students possess a high school diploma.

Standard 5.3. The study groups are dimensioned to ensure an effective and interactive teaching and learning process.

The number of students admitted to the program is limited to 60. The team of experts identifies this number as suitable to ensure effective and sufficiently interactive teaching and learning processes in lectures at bachelor-level studies. Seminars and exercises are performed in smaller groups of up to 15 students. This provides an opportunity for student-centered seminars and exercises. The team of experts identifies a high overall satisfaction of both students and teaching staff with the size of study groups. The content of studies is sometimes, within the scope of the curricula, adapted to the needs and interests of the students.

Standard 5.4. Feedback to students on their performance and results of assessments is given promptly and accompanied by mechanisms for assistance if needed.

The knowledge of students is generally assessed several times throughout the semester through midterm exams, which may in some cases replace the final exam. Other forms of assessment,

for instance, project work, are also often employed. Students are provided with feedback promptly, i.e., within 10 days.

Standard 5.5. The results obtained by the students throughout the study cycles are certified by the academic record.

All results of the students are recorded within the electronic student management system (SEMS) and archived in a physical form as a backup. Students are provided with an appropriate physical proof of their results upon request.

Standard 5.6. Flexible treatment of students in special situations is ensured with respect to deadlines and formal requirements in the program and to all examinations.

In cases of student absence from duties with compulsory attendance, e.g., laboratory exercises, additional timeslots are provided to students to complete the required duties. However, no flexible treatment is ensured for students in special situations (e.g., illness, parenthood, professional athletes) in terms of knowledge assessment, deadlines, and course progression requirements.

Standard 5.7. Records of student completion rates are kept for all courses and for the program as a whole and included among quality indicators.

Records of students' completion rates were not provided neither in the self-evaluation report nor after the explicit request for this data.

Standard 5.8. Effective procedures are being used to ensure that work submitted by students is original.

Students sign a declaration on the originality of their bachelor's thesis. Supervisors are obliged to ensure the originality of the work. However, no general, well-defined mechanism is established in regulations to ensure originality and prevent plagiarism. Bachelor theses are not published online.

Standard 5.9. Students' rights and obligations are made publicly available, promoted to all those concerned and enforced equitably; these will include the right to academic appeals.

The rights and obligations of the students are clearly regulated with internal regulations of the University of Pristina. The body of student representation is the student council, which is elected by students. Student representatives are also part of academic decision-making bodies, i.e., the faculty council and the university senate. While the student representatives consist of almost a fifth of the university senate, less than 5 % of the faculty council members are students. The team of experts evaluates the number of student representatives in the faculty council as rather low. Communication paths are established between students and their representatives

and between student representatives and the faculty management. Students have a right to academic appeals, which is clearly regulated in internal regulations. Students are aware of this right but rarely exercise it.

Standard 5.10. The students' transfer between higher education institutions, faculties and study programs are clearly regulated in formal internal documents.

The student's transfer is clearly regulated in the Regulation on the mobility of UP academic staff and students. Students, generally, have no major difficulties with the recognition of ECTS credits obtained within mobility programs. There are no incoming mobility students.

Standard 5.11. Academic staff is available at sufficient scheduled times for consultation and advice to students. Adequate tutorial assistance is provided to ensure understanding and ability to apply learning.

Every teacher is available to students at least four hours a week in the form of consultations. Timeslots for consultations are easily accessible to students. Teachers are available during the time allotted for consultations and often take advantage of consultations. Teachers are available to students via e-mail and respond promptly.

Performance indicator 5.1. If necessary, an adequate selection process as well as recognition rules for foreign qualifications pursuant to the Lisbon Recognition Convention as well as qualifications obtained outside higher education institutions are defined.

Fully fulfilled

Recognition rules are clearly regulated with state and university regulations. The team of experts, however, notes that these are not applied due to the lack of students with foreign qualifications.

Performance indicator 5.2. Systems are established for monitoring and coordinating student workload across courses. Systems are in place for monitoring the progress of individual students with assistance and/or counselling is given to those facing difficulties. Year to year progression rates and program completion rates are monitored and analyzed to identify and provide assistance to any categories of students who may be having difficulties.

Partially fulfilled

Monitoring and coordinating student workload across courses relies on student surveys. Students are obligated to fill out these surveys. However, the direct impact of their response on their workload cannot be identified. Students are on occasion provided with assistance and counseling on a case-by-case basis. However, there is no formal regulation or mechanism that grants access to these services to every student facing difficulties. The student completion/progression rates are not tracked and evaluated within the internal quality assurance procedures.

Performance indicator 5.3. Grading of student's tests, assignments and projects is assisted by the use of matrices or other means to ensure that the planned range of domains of student learning outcomes are addressed. Arrangements are made within the institution for training of teaching staff in the theory and practice of student assessment.

Substantially fulfilled

Grading of student tests is often performed using modern approaches of theory and practice of student assessment to assess whether student learning outcomes are met. The Centre of Excellence in Teaching at the university level organizes training in the theory and practice of student assessment. Participation in this training is required for the progression of the career of the academic staff.

Performance indicator 5.4. Support services (e.g., regarding the study program, student counselling in case of emotional, financial or family-related problems, career guidance, international matters, legal advice etc.) as well as subject-related and interdisciplinary guidance are provided.

Not fulfilled

Support services are not systematically provided. Students are unaware of the availability of any such services.

Performance indicator 5.5. Textbooks and reference materials are up to date and incorporate the latest developments in the field of study. Textbooks and other required materials are available in sufficient quantities before classes commence.

Substantially fulfilled

Textbooks and reference materials are up to date and include standard state-of-the-art literature in the field. However, the more recent literature is not available in the library in sufficient quantity.

Performance indicator 5.6. The academic or professional fields for which students are being prepared are monitored on a continuing basis with necessary adjustments made in the program and in text and reference materials to ensure continuing relevance and quality.

Partially fulfilled

The program generally evolves with the development within the field. However, some development in the field of Chemical Engineering is lacking. Additionally, more formalized mechanisms of self-assessment and industry collaborations would be desired for more efficient adjustments within the program.

Recommendations from previous accreditation:

1. Improve the design of your webpage to promote the recruitment of students

Substantially fulfilled.

The website is visually appropriate and much information is provided there. There remains room for improvement with additional content.

2. Improve the number of incoming foreign students through mobility programs

Not fulfilled.

There are no foreign students due to the lack of courses in English.

3. Enable smoother procedure for the transfer between Universities and ECTS recognition especially when students take part in mobility exchange

Substantially fulfilled.

Procedures are clearly regulated. Students understand them and express no major difficulties.

4. Implement additional support for student for their professional counselling

Partially fulfilled.

Such support is only provided on an informal basis. Formal mechanisms of support are needed.

5. Continue good practice of industrial collaboration providing internships for the students

Partially fulfilled.

Students are satisfied with the quality of internships. However, more internship positions and their integration into the program would be beneficial as students, generally, have no time to participate in the internships due to the course workload.

6. Increase the number of the foreign students and ensure gender balance through the recruitment

Not fulfilled.

No foreign students are enrolled, mainly due to the lack of courses in English. No action focused on ensuring the gender balance was.

7. Provide mechanisms to ensure that work submitted by students is original (use of plagiarism software)

Not fulfilled.

Such systems are not used.

8. Continue further developing the ALUMNI organization.

Partially fulfilled.

Alumni organizations do exist. However, it is not very active and their role in the development of the program is unclear.

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

Compliance level: Fully compliant/**Substantially compliant (73 %)**/Partially compliant/Non-compliant

ET recommendations:

1. *Ensure flexible treatment of students in special situations (e.g., illness, professional athletes, parenthood) in terms of deadlines and formal requirements.*

2. *Monitor and carefully analyze student progression rates and student completion rates and use this data to further develop the program.*
3. *Actively include students and alumni in the internal quality assurance.*
4. *Publish bachelor theses of students online.*
5. *Establish courses in English to attract foreign students.*
6. *Provide students with student counseling in case of emotional, financial or family-related problems, career guidance, international matters, and legal advice. Promote these assistance services to ensure that students are aware of them and use them when needed.*
7. *Update the literature available in the library.*
8. *Critically assess whether the number of student representatives in the faculty council is appropriate and adapt it, if needed.*

2.6. Research

Standard 6.1 The study program has defined scientific/applied research objectives (on its own or as part of a research center or interdisciplinary program), which are also reflected in the research development plan of the institution; sufficient financial, logistic and human resources are allocated for achieving the proposed research objectives.

The study program has defined scientific/applied research objectives. The objectives are also reflected in the research development plan of the institution; sufficient financial, logistic and human resources are allocated for achieving the proposed research objectives. (Regulations for the financing of research - scientific, artistic and sports activities at the University of Prishtina, 2020; Financial plan FMNS 2024).

Standard 6.2. Expectations for teaching staff involvement in research and scholarly activities are clearly specified, and performance in relation to these expectations is considered in staff evaluation and promotion criteria.

During the discussions with teaching staff of the program the expert team gets the impression that the expectations for teaching staff involvement in research and scholarly activities are clearly specified. The research performance of the teaching staff is considered in staff evaluation and promotion criteria. The corresponding regulatory documents are developed and publicly available. None of the interviewed teachers showed any concerns about his/her professional development based on research activities. The publications in high ranked journals are specially supported by the University (Statute of UP; Regulation on the establishment and functioning principles of the committee for ethics in scientific research, last amendment 2023; Research regulations and sponsored programs, last amendment 2019; Regulations for the selection procedures related to the appointment, re-appointment and advancement of academic staff in UP, last amendment 2022; Regulations for the establishment and principles of the commission for ethics in scientific research, last amendment 2023; Regulations for disciplinary measures and procedures against the academic staff of the University of Prishtina, 2017; Regulations for the financing of research - scientific, artistic and sports activities at the University of Prishtina, 2020).

Standard 6.3. Clear policies are established for defining what is recognized as research, consistent with international standards and established norms in the field of study of the program.

Clear policies are established for defining what is recognized as research, consistent with international standards and established norms in the field of study of the program (Statute of UP; Regulation on the establishment and functioning principles of the committee for ethics in scientific research, last amendment 2023, etc). The corresponding regulations are presented and publicly available on the University web page.

Standard 6.4. The academic staff has a proven track record of research results on the same topics as their teaching activity.

The academic staff has an impressive list of research publications in high-ranking journals on the same topics as the teaching activities for the study courses in the field of chemistry. This does not apply to the study course in the field of chemical engineering where, where teaching staff generally do not have a corresponding scientific output because they are not active in this scientific field. For this reason, appropriate steps should be taken at the FMNS in the future to develop new research areas related to chemical engineering as a scientific discipline, which can be realized either by changing the research area of some of the current teaching staff or by hiring future assistant professors with a PhD in chemical engineering

Standard 6.5. The academic and research staff publish their work in speciality magazines or publishing houses, scientific/applied/artistic products are presented at conferences, sessions, symposiums, seminars etc. and contracts, expertise, consultancy, conventions, etc. are provided to partners inside the country and/or abroad.

The academic and research staff publish their work in highly ranked specialty scientific journals, scientific and applied results are presented at conferences, sessions, symposiums, seminars etc. (the list is provided in the CVs, as well as as additionally requested documents). Additionally, the teaching staff members offer their expertise by providing consultations, expertise to national and international partners including expert functions for governmental agencies.

Standard 6.6. Research is validated through scientific and applied research publications, artistic products, technological transfer through consultancy centers, scientific parks and other structures for validation.

Research results of the academic and research staff of the Program are mainly validated through scientific and applied research publications. 182 papers are published in highly ranked journals for the last 3 years: 39 papers in Q1 journals; 44 papers in Q2 journals; 28 papers in Q3 and 3 papers in Q4. Technological transfer is not reported or shared during discussions. Cooperation with research groups from the region and Europe within the CEEPUS program as

well as other international programs is well developed and proves the quality and validation of research.

Standard 6.7. Each academic staff member and researcher has produced at least an average of one scientific/applied research publication or artistic outcome/product per year for the past three years.

Most of the members of the academic staff have been very active in research publishing during the last three years. The research results are published in high ranked journals. However, not each academic staff member involved in the program has produced at average one publication per year. Moreover, in the list presented in SER not all members of the staff presented in the standard 3.1 are included.

Standard 6.8. Academic and research staff publish under the name of the institution in Kosovo they are affiliated to as full-time staff.

Academic and research staff publish under the name of the institution in Kosovo they are affiliated to as full-time staff. List of papers with DOI numbers was provided.

Standard 6.9. Academic staff are encouraged to include in their teaching information about their research and scholarly activities that are relevant to courses they teach, together with other significant research developments in the field.

Academic staff shared during the discussions that they include in their teaching activities and materials information about their research and scholarly activities that are relevant to courses, together with other significant research developments in the field. The new and innovative students' assignments and diploma thesis are developed based on the staff research results. The staff is offering research-based teaching, influencing the development of students' skills in research work, building hypotheses, testing them, planning work, etc (Research based teaching AWARD 2023, 2023; Liridon Berisha, Tahir Arbneshi, Arsim Maloku, Fatmir Faiku, 2023). As explained in 6.4, this only applies to chemistry study courses. As BSc chemistry teachers work scientifically in the field of chemistry (and to a lesser extent in the field of physics and mathematics), this does not apply to chemical engineering study courses where current teaching staff do not work scientifically.

Standard 6.10. Policies are established for ownership of intellectual property and clear procedures set out for commercialization of ideas developed by staff and students.

SER reported that the intellectual property at the University of Prishtina is regulated by the Kosovo Law on Intellectual Property (adopted in 2011). The law in question was adapted in 2016 to the European Union directives on intellectual property. Additionally, the Statute of the University, article 47 imposes the development of the policies for intellectual property.

Standard 6.11. Students are engaged in research projects and other activities.

According to SER, the students are not directly involved in research projects, but they benefit indirectly from research experiences and results, as they are transferred to students through lectures. However, based on the data presented in the additional required documents it could be seen that students are engaged in research activities. Forty six participation of students in scientific reports (research papers or conference participation) as co-authors are presented (required documents for BSc Engineering chemistry). A project directly focused on Research based teaching funded by MSEI of Kosovo (2022-2023) was implemented in the Department of Chemistry. Ten students participated in six research conferences during the evaluated period (40% of the enrolled students for 2021-2023).

Performance indicators are not elaborated in SER

Performance indicator 6.1. Assistance and support is given to teaching staff to develop collaborative research arrangements with colleagues in other institutions and in the international community.

Fully compliant.

The University of Prishtina, through the office for international relations and all other administrative offices, offers full support for the establishment of cooperation relations with universities and international research institutes. The teaching staff is satisfied with the support received. Staff participated in national and international projects.

Performance indicator 6.2. The study program periodically organizes scientific sessions, symposiums, conferences, round tables, with the involvement of teaching staff, researchers, students and graduates, while proceedings are published in ISBN, ISSN scientific reports or in magazines dedicated to that particular activity.

Non-compliant.

Not elaborated in the SER and not evident from the additional documents submitted by the FMNS..

Performance indicator 6.3. Support is being provided for junior teaching staff in the development of their research programs through mechanisms such as mentoring by senior colleagues, inclusion in project teams, assistance in developing research proposals, and seed funding.

Fully compliant.

The University of Prishtina provides continuous support to the staff in the development of research programs through workshops, involvement in project teams, assistance in the

preparation of funding applications, etc. The list of the presented projects of the staff of the Program include researchers at different levels of career development.

Performance indicator 6.4. Strategies are introduced for identifying and capitalizing on the expertise of teaching staff and students in providing research and development services to the community.

Fully compliant.

The expertise of teaching staff and students in providing research and development services to the community is evidenced by a line of expert activity for governmental agencies, participation in national and international projects, students are included in research projects related to industrial problems. The Institute of Chemistry was reported to be established (UP, 2017), which envisages the capitalization of the expertise of the teaching staff and students through the provision of research and development services for the community. However, the Institute does not actively operate during the evaluated period.

Performance indicator 6.5. The institution is monitoring and supporting staff's contribution to attracting financial resources through research/applied/artistic projects and products. Staff capacity to generate such financial returns is considered in the individual performance review system.

Fully compliant.

The University monitors and supports the academic staff in attracting financial resources through projects and it is also one of the evaluation criteria of the academic staff in the promotion process.

Performance indicator 6.6. Cooperation with local industry and with other research agencies is encouraged. When appropriate, these forms of cooperation involve joint research projects, shared use of equipment, and cooperative strategies for development.

Fully compliant.

Cooperation with local industry and other agencies is encouraged and supported by the University of Pristina, and so far, there are several cooperation agreements in research work with local industries (list of expert activities of the Program's teaching staff; during meetings the staff confirmed that they widely collaborate with industry by shared use of equipment, or support for diploma project).

Recommendations from previous accreditation:

1. Continue further increase of number and quality of scientific publications

Fulfilled.

Analysis: The UP implemented a strategy to motivate their staff for reporting their results in high ranked journals through the Governmental programs. 188 papers were published in WoS journals ranked Q1-Q4 for the last three years. The FMNS makes publicly available a list of

Scopus publications on its website. Research performance is a base of academic promotions (according to the Statute of UP).

2. Explore the use of research funding from international organisation to improve research capacities, especially equipment

Fulfilled.

Analysis: The improvement of the institution's research capacities will be solved to a large extent by the move to the new FMNS building, where the Department of Chemistry will not only have new spatial capacities but also new equipment that can be used not only for research work but also for teaching study courses on all study programs that are carried out. These funds are provided from the EU. In addition, some of the equipment was recently acquired as part of national and international projects.

3. Foster more international collaboration in scientific research

Fulfilled.

Analysis: Improving the position and role of UP on the international scene through joint study programs, increased participation in international academic and scientific cooperation programs and integration into the European Higher Education Area is one of the main strategic goals of the Strategic Plan envisaged in the Strategy of the University of Prishtina 2023-2025. In addition, a considerable number of scientific papers published in scientific journals are the result of joint cooperation with scientists from foreign institutions, which is evident from the list of papers and the attached curriculum vitae of the teaching staff.

4. Use standardized plagiarism tools to prevent plagiarism for both academic staff and students

Not Fulfilled.

Analysis: The purchase of a licence for anti-plagiarism software at UP level has not yet taken place in order to be fully accessible to all academic staff. Possible cases of plagiarism in papers written by students in Albanian are clarified by the professors when reviewing the papers. It should be noted that plagiarism in papers written by students at FMNS was not been recorded. There are appropriate procedures for dealing with possible cases of plagiarism, which are described in the Regulation on Disciplinary Measures and Procedures for the Academic Staff of the University of Prishtina.

5. Provide access to scientific journals to both academic staff and students

Substantially fulfilled.

Analysis: Access to some scientific journals (ACS Publications) is provided to academic staff and students through the University Library. For some publications in journals to which access is not guaranteed, professors obtain the material through the network of their partners in international institutions. This type of access to publications is certainly not systematic and

should be replaced by providing public funds needed for access to databases of journals relevant to the field of science and engineering.

6. Engage all students in the research activities

Fulfilled.

Analysis: As all final thesis of students' final year projects are based on laboratory work on topics of scientific interest to their mentors, it can be concluded that the students are fully involved in scientific research at the institution. From the information provided by the SER and the list of teaching staff publications, it can be concluded that some students are involved in the publication of papers in journals and conference proceedings as co-authors of scientific publications.

7. Communicated your research more in form of organizing scientific conferences at the Faculty

Partially fulfilled.

According to SER, presentations in the department of academic staff of publications and research are carried out continuously. According to the Statute of UP, each staff member presents their achievements at least once per year in front of the department council. Non evidence is presented.

8. Clear introduction of research activities on web site

Fulfilled.

Analysis: The FMNS website provides clear information on the research directions for each member of the teaching staff (in Albanian).

Standard	Compliance	
	Yes	No
<i>Standard 6.1.</i> The study program has defined scientific/applied research objectives (on its own or as part of a research centre or interdisciplinary program), which are also reflected in the research development plan of the institution; sufficient financial, logistic and human resources are allocated for achieving the proposed research objectives.	X	
<i>Standard 6.2.</i> Expectations for teaching staff involvement in research and scholarly activities are clearly specified, and performance in relation to these expectations is considered in staff evaluation and promotion criteria.	X	

<i>Standard 6.3.</i> Clear policies are established for defining what is recognized as research, consistent with international standards and established norms in the field of study of the program.	X	
<i>Standard 6.4.</i> The academic staff has a proven track record of research results on the same topics as their teaching activity.		X
<i>Standard 6.5.</i> The academic and research staff publish their work in speciality magazines or publishing houses, scientific/applied/artistic products are presented at conferences, sessions, symposiums, seminars etc. and contracts, expertise, consultancy, conventions, etc. are provided to partners inside the country and/or abroad.	X	
<i>Standard 6.6.</i> Research is validated through scientific and applied research publications, artistic products, technological transfer through consultancy centres, scientific parks and other structures for validation.	X	
<i>Standard 6.7.</i> Each academic staff member and researcher has produced at least an average of one scientific/applied research publication or artistic outcome/product per year for the past three years.		X
<i>Standard 6.8.</i> Academic and research staff publish under the name of the institution in Kosovo they are affiliated to as full-time staff.	X	
<i>Standard 6.9.</i> Academic staff are encouraged to include in their teaching information about their research and scholarly activities that are relevant to courses they teach, together with other significant research developments in the field.		X
<i>Standard 6.10.</i> Policies are established for ownership of intellectual property and clear procedures set out for commercialization of ideas developed by staff and students.	X	
<i>Standard 6.11.</i> Students are engaged in research projects and other activities.	X	

Compliance level: Fully compliant/**Substantially compliant (73%)**/Partially compliant/Non-compliant

ET recommendations:

- 1. Increase the publication activity of the teaching staff.*
- 2. Demonstrate the relevance of research to the taught topic for each staff member.*
- 3. Regularly monitor the research achievements of each member of the teaching staff.*

2.7. Infrastructure and Resources

Standard 7.1. The adequate long-term implementation of the study program is ensured in quantitative terms as regards premises, human resources and equipment. At the same time, it is guaranteed that qualitative aspects are also taken into account.

The long-term implementation of the study program is ensured by the premises: a new building is built, appropriate space is planned for the study program as specialised laboratories, lecture halls with adequate number of working places.

Standard 7.2. There is a financial plan at the level of the study program that would demonstrate the sustainability of the study program for the next minimum three years.

The financial plan at the level of the FMNS 2024 is provided. Long Term financial plan that would demonstrate the sustainability of the study program for the next minimum three years is not presented. According to SER, the Department of Chemistry (including this study program) has an annual financial plan covering the consumables, reagents, solvents, equipment, transport and accommodation required for laboratory work, which ensure the sustainability of the study program for the coming years.

Standard 7.3. The higher education institution must demonstrate with adequate documents (property deeds, lease contracts, inventories, invoices etc.) that, for the study program submitted for evaluation it possesses the following, for the next at least three years:

- a) owned or rented spaces adequate for the educational process;
- b) owned or rented laboratories, with the adequate equipment for all the compulsory disciplines within the curriculum, wherever the analytical syllabus includes such activities;
- c) adequate software for the disciplines of study included in the curriculum, with utilisation licence;
- d) library equipped with reading rooms, group work rooms and its own book stock according to the disciplines included in the curricula.

The Department of Chemistry as part of FMNS is located in a separate building and no other object has been rented. The laboratory equipment is a property of the University. All used software is licensed (SER), however a list of the software and the licence is not provided. The chemistry department library is equipped with a reading room; however, the conditions are not at an appropriate level. During the on-site visit the expert team contacted that the available books are too old, the currently used books are available at the teachers upon demand. The students could use the university library without limitations. The provided list of books related to the study program contained 25 titles. The titles in Albanian are in sufficient numbers to be

used by the students and teachers without difficulties. Fourteen of the titles were published after 2010. The periodicals available in the library are not up to date. The UP library offers access to digital databases such as Science Direct, etc. Access to some scientific journals (ACS Publications) is provided to academic staff and students through the University Library. For some publications in journals to which access is not guaranteed, professors obtain the material through the network of their partners in international institutions. This type of access to publications is certainly not systematic and should be replaced by providing public funds needed for access to databases of journals relevant to the field of science and engineering.

Standard 7.4. The number of seats in the lecture rooms, seminar rooms and laboratories must be related to the study groups' size (series, groups, subgroups); the applicative activities for the speciality disciplines included in the curricula are carried out in laboratories equipped with IT equipment.

The current building of the Department of Chemistry has 4 classrooms (210 m²), 24 laboratories for students and researchers (1152 m²), 21 teachers offices (281 m²) and 6 administrative or supplementary offices (239 m²). A hall equipped with computers is available for students. The department also uses the research laboratories and lecture halls of the Faculty. The number of seats in the lecture room and the working places in the laboratories is adequate, the number of working places in the laboratories correspond to the number of students in the group. The presented plans for the Department of Chemistry in the new building of FMNS demonstrate that adequate space and equipment is envisaged: 12 individual working places, the laboratories are equipped with enough laboratory furniture and ventilated hoods. Four specialised laboratories and two research laboratories are planned for the study program in the new building. The current premises are 2041 m² and currently the program has 145 students. However, as this space is used by all programs in the Chemistry department, the additional required documents (request 9) revealed that currently the space is not enough and due to the large number of students' groups there is a confusion in the teaching schedule during the working days. In contrast, the students didn't share any confusion due to lack of enough spaces. The new building and premises will address these issues.

Standard 7.5. The education institution's libraries must ensure, for each of the study programs:

a) a number of seats in the reading rooms corresponding to at least 10% of the total number of students in the study program;

Fulfilled. The department library is 160 m², the data about the University library are not provided. The current number of students in the program are 28.

b) a number of seats in the group work rooms corresponding to at least 10% of the total number of students in the study program;

Fulfilled.

c) their own book stock from Albanian and foreign speciality literature, enough to cover the disciplines within the curricula, out of which at least 50% should represent book titles or speciality courses of recognised publishers, from the last 10 years;

Fulfilled. (additional document titled “request 13” as well as specific documents for BSc Engineering Chemistry).

d) a book stock within its own library with a sufficient number of books so as to cover the needs of all students in the cycle and year of study the respective discipline is provided for;

Fulfilled. The number of books in Albanian is sufficient.

e) a sufficient number of subscriptions to Albanian and foreign publications and periodicals, according to the stated mission.

Fulfilled.

Standard 7.6. The infrastructure and facilities dedicated to the implementation of the program is adapted to students with special needs.

Currently, the infrastructure and facilities are not adapted to the students with special needs, however the new building of the FMNS offers more possibilities.

Performance indicator 7.1. Formal plans are developed for the provision and improvement of infrastructure and resources, and the implementation and effectiveness of those plans is monitored on a regular basis.

Fully compliant.

Financial plan is developed. The infrastructure improvement is currently in progress. New building is ready and currently the efforts are focused on the equipment. The financial resources are available by EU programs. The monitoring of the implementation of the financial plan is at faculty and UP level by responsible vice rectors or vice deans.

Performance indicator 7.2. A senior staff member is assigned the responsibility for oversight and development of infrastructure and resources.

Fully compliant.

The senior staff members participated in the committees responsible for strategic development of the program and the faculty. The senior staff supervise a line of projects funded by national and international research programs.

Performance indicator 7.3. The effectiveness and relevance of infrastructure and resources is regularly monitored through processes that include surveys of student usage and satisfaction. Infrastructure and resources are modified in response to evaluation and feedback.

Fully compliant.

The students' satisfaction is monitored, and results are available on the SEMS database. New equipment is purchased by national and international projects coordinated by the teaching staff. Modern analytical instruments are accessible to students. Research laboratories are equipped with modern instruments. The students use it during their project work as well as during diploma thesis preparation.

Recommendations from the previous accreditation:

1. Continue collaborating with research Institutes to overcome lack of research infrastructure

Fulfilled.

Analysis: Some MoUs are signed. However, personal collaboration of the teachers is the main base for overcoming the lack of research infrastructure. However, it should be noted that new modern equipment is bought by project funding.

2. Continue improving digitalisation and distance learning facilities

Fulfilled.

Analysis: Based on the insight into the IT infrastructure provided during a tour of the FMNS premises, and particularly in light of the upcoming move to a new, modern building, the experts believe that the level of digitalization and the infrastructure required for teaching (including distance learning) meet the needs of modern higher education in the field of science and engineering.

3. Ensure that students with special needs will have adequate infrastructure when new Facilities are built

Fulfilled.

Analysis: The expert team was ensured by the FMNS management that this issue is resolved in the new building.

4. Improve the library fund so that literature needed for the program is accessible and sufficient to all students enrolled

Partially fulfilled.

Analysis: Although a line of new books in print and e-book version are available now. The efforts for upgrading the library fund should be additionally intensified.

5. Ensure that new facilities will benefit both students and research

Fulfilled.

Analysis: The new building and the new equipment definitely will benefit both students and research. During the on-site visit the expert team found that the student can use modern

instruments for their practical training not only during research projects but also during the regular laboratory sessions.

Standard	Compliance	
	Yes	No
<i>Standard 7.1.</i> The adequate long-term implementation of the study program is ensured in quantitative terms as regards premises, human resources and equipment. At the same time, it is guaranteed that qualitative aspects are also taken into account.	X	
<i>Standard 7.2.</i> There is a financial plan at the level of the study program that would demonstrate the sustainability of the study program for the next minimum three years.	X	
<i>Standard 7.3.</i> The higher education institution must demonstrate with adequate documents (property deeds, lease contracts, inventories, invoices etc.) that, for the study program submitted for evaluation it possesses the following, for the next at least three years: a) owned or rented spaces adequate for the educational process; b) owned or rented laboratories, with the adequate equipment for all the compulsory disciplines within the curriculum, wherever the analytical syllabus includes such activities; c) adequate software for the disciplines of study included in the curriculum, with utilisation licence; d) library equipped with reading rooms, group work rooms and its own book stock according to the disciplines included in the curricula.	X	
<i>Standard 7.4.</i> The number of seats in the lecture rooms, seminar rooms and laboratories must be related to the study groups' size (series, groups, subgroups); the applicative activities for the speciality disciplines included in the curricula are carried out in laboratories equipped with IT equipment.	X	
<i>Standard 7.5.</i> The education institution's libraries must ensure, for each of the study programs: a) a number of seats in the reading rooms corresponding to at least 10% of the total number of students in the study program; b) a number of seats in the group work rooms corresponding to at least 10% of the total number of students in the study program; c) their own book stock from Albanian and foreign speciality literature, enough to cover the disciplines within the curricula, out of which at least	X	

50% should represent book titles or speciality courses of recognised publishers, from the last 10 years; d) a book stock within its own library with a sufficient number of books so as to cover the needs of all students in the cycle and year of study the respective discipline is provided for; e) a sufficient number of subscriptions to Albanian and foreign publications and periodicals, according to the stated mission.		
<i>Standard 7.6.</i> The infrastructure and facilities dedicated to the implementation of the program is adapted to students with special needs.		X

Compliance level: Fully compliant/ **(83%) Substantially compliant**/Partially compliant/Non-compliant

ET recommendations:

1. *To increase the number of books (printed and electronic) issued in the last 10 years.*
2. *To ensure access to a larger number of scientific databases.*
3. *To motivate teachers to prepare teaching materials (books, manuals, etc) in the language of teaching.*

3. FINAL RECOMMENDATION OF THE ET

(Insert all comments or observations, commendations and suggestions relating to this general area and its allocated standards, as specified in the KAA Accreditation manual. Consideration should be given to the adequacy of processes and results achieved in each of the standards.)

The evaluation was conducted in accordance with the KAA Accreditation Manual (2022) and the timetable set by the KAA. All meetings took place as planned and all meeting participants actively took part.

It should be noted at the beginning that the fundamental shortcoming of SER is that it does not provide evidence of compliance with standards and performance indicators. It would be expected that the SER would have been written in an evidence-based manner, i.e. that each of the statements on the individual standards and performance indicators would be clearly supported by appropriate evidence in the form of documents, statements, data, etc. In practice, the only data available to the members of the expert team other than the SER were the curriculum of the study program and the curriculum vitae of the teachers involved in the delivery of the study program. Although this shortcoming appears to be major and should certainly be corrected in the preparation of future SERs, the lack of evidence in the SER was successfully compensated for by gathering information during the meetings with stakeholders,

based on subsequently submitted documents and data available on the FMNS and UP websites, which contain a whole range of relevant documents in English. In addition, the SER did not fully consider all the recommendations made by the experts during the last reaccreditation, and no acceptable explanations were given for some of the recommendations that were not accepted.

The mission and objectives of the BSc Engineering Chemistry are in line with the strategic documents of the UP. The FMNS management works within the framework defined by the UP, appropriate documents such as the institution's financial plan and work plan are adopted in a timely and systematic manner in accordance with UP guidelines. With the expected move to the new FMNS building (October 1, 2024), the entire infrastructure of the institution will make significant progress in the coming period. In addition to the new premises, new equipment will also be available, representing a significant advance in the development of research and making it possible to increase the quality of student work and acquire additional skills associated with working on modern equipment. Taking into account the above, it can be said that in the future the BSc Engineering Chemistry will have all the prerequisites for further development on the basis of more modernly equipped new premises.

Notwithstanding the excellent infrastructure in which the FMNS will soon operate, and notwithstanding all the efforts of the administration and the existing institutional framework that adequately defines the methodology and procedures in all areas of academic life at the higher education institution, all this means nothing without the active support of the teaching staff (and also the administrative staff) and the students. Based on the data available in the SER, and especially on the basis of discussions with students during the site visits, it can be concluded that students are highly motivated to study, are familiar with all elements of the relevant documents governing their rights and obligations, and see their teachers as equal partners who treat them with respect and appreciation. Students have repeatedly emphasized the support of teachers in all forms of academic life and their willingness to be available to students in all aspects of their professional development. According to the members of the expert team, the teaching staff is highly motivated to carry out the teaching, research, administrative and social activities expected from every teacher. All teachers publish research results in prestigious journals, participate in conferences and continuously improve their teaching skills in training courses and workshops organized by the UP. In addition, they very often go abroad as part of exchange programs to explore their competencies.. The expert team highly recommends the professional training (internship) to be included in the Program.

It should be noted that no data were found within the SER and post-submitted data that refer to flexible treatment of students in special situations. Procedures to prevent student plagiarism are not fully defined. In addition, bachelor theses are not published online.

The lack of content in the field of chemical engineering and the lack of a mandatory professional internship for all students are the biggest disadvantages of the BSc Engineering

Chemistry. In the long term, it must be ensured that the teaching staff is expanded to include experts from the field of chemical engineering, who will take over the scientific development of this field and develop appropriate study course content according to their scientific expertise (from the field of chemical engineering). In addition, greater involvement of graduates and employer representatives in the quality assurance system and general cooperation with FMNS and UP is required. This should definitely be done through the activities of the UP alumni association, which should be further expanded. It is necessary to institutionalize cooperation with corporate partners through appropriate contracts and thus give students the opportunity to acquire skills in the "real industry". The study program should be further developed, especially by introducing new literature, providing institutionalized access to databases through the University library (journals, books) in the field of natural sciences and engineering, and providing funds for the continuous acquisition of equipment necessary for conducting research and acquiring practical skills of students. In order to raise the profile of the study program in the region and increase the incoming mobility of students and visiting professors, it is necessary to offer some of the study courses in English.

In summary, the Expert Team considers that the BSc study program Engineering Chemistry offered by the University of Prishtina is in substantial compliance with the standards contained in the KAA Accreditation Manual (2022) and therefore recommends the accreditation of the study program for a period of three years with a maximum number of students per year enrolled in the program: 60.

Overall compliance:

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

Compliance level: Substantially compliant

Student quota recommended/Three or Five Years: 60 students per year/ Three years

Expert Team

Member

Prof. Bruno Zelić, PhD

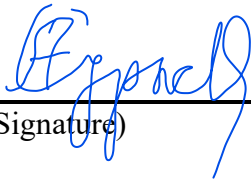
March 22nd, 2024

(Signature)

(Print Name)

(Date)

Member



Prof. Andriana Surleva, PhD

March 22nd, 2024

(Signature)

(Print Name)

(Date)

Member



Ervin Rems

March 22nd 2024

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