

Evaluation Report

External Expert Team

University of Mitrovica

“Isa Boletini”

2017

Evaluation Report by the team of experts assessing study programs of University of Mitrovica “Isa Boletini” (UMIB) in the process of accreditation or re-accreditation by the Kosovo Accreditation Agency

June 5th, 2017

1 Introduction

The Kosovo Accreditation Agency (KAA) is requested by the Minister of Education, Science and Technology of Kosovo to evaluate all public institutions of higher education which operate in Kosovo. According to this request the Bachelor degree programme of Faculty of Law and the Bachelor and the Master degree programmes of the Faculty of Geosciences, University of Mitrovica “Isa Boletini” (UMIB), shall undergo a programme re-accreditation. In order to evaluate the study programmes the KAA established a team of experts. The following experts were appointed to the team:

- Prof. Dr. Bettie Higgs/ University College Cork (IE)
- Prof. Dr. Michael Geistlinger/ University of Salzburg

Prof. Dr. Bettie Higgs was asked to be chair of the team.

According to the Kosovar assessment regulations a site-visit of the University by the team of experts is part of the evaluation process. Therefore, a site-visit was organised by the KAA for May 26th 2017. According to the Code of Good Practice for site-visits and the Guidelines for experts (Academic Programmes), edited by the KAA, the team of experts has produced the following evaluation report. The report is based upon a Self-Evaluation Report (SER) produced by UMIB which contains the institutional vision and mission and also includes programme descriptions. Supplementary documents included a staff list, staff CVs, course syllabi, and a previous site-visit report delivered in the process of accreditation in 2014. The previous site visit report contains a number of recommendations which will be referred to below. For the current review, the team of experts asked for additional documents. The requested documents were delivered and are listed in Annex 1 of this report.

The frames of reference for the evaluation report are the international standards of comparable institutions of higher education (benchmarks) and the national standards, edited by the KAA (10.2013). This current evaluation report will conclude with a number of recommendations concerning each of the programmes being reviewed for re-accreditation. The recommendations are the personal opinion of the authors and are formulated with the experiences mentioned above in mind. The recommendations take account of what the authors regard as good or standard practices in a number of mainly Western European education systems, without wanting to prejudice the specific conditions of tertiary education in Kosovo in any way. Therefore, the final decision on the University’s application for accreditation/re-accreditation of the courses mentioned above will have to be made by the relevant authorities (KAA). In this context, the undersigned recognize the heritage of a very difficult period that tertiary education in Kosovo had to undergo in the 1990s and the “lost generation”; however, Kosovo should look to the future, and in tertiary education the orientation of national standards towards those generally prevalent in the European Union certainly will be an advantage.

The expert team commends the UMIB for the recent development of a new campus. This should be appropriately funded annually to ensure the functioning is optimised for the benefit of the programmes and students.

This report could not have been written without the support of the staff of the KAA in the first place, and also without a number of helpful face-to-face contacts with staff and students at the University.

2 General Remarks

2.1 Meeting with the senior management team

The expert team met with senior management from the UMIB Quality Assurance, International Affairs, Academic and Finance Offices. They noted the optimistic and positive attitude regarding the future of the University.

Numbers have grown over the past 3 years and there are now approximately 3,500 students registered at UMIB. The senior management team indicated that access to programmes is merit-based and that there is some widening of access with some places allocated to minority groups. They also explained that the gender balance as a whole has evolved towards 50% male and 50% female, with some variation between subject disciplines.

The expert team appreciated the high level of scholarship involved in the programmes offered, as well as the well-established contacts with the local companies. The Faculty of Geosciences and the Faculty of Law provide good and enthusiastic teaching and carry out some research. These are good outcomes and provide value for the society. Students are drawn not only from Mitrovica but also from the surrounding regions. The expert team took this as a good indicator of the quality of the programmes of the Faculty of Geosciences and Faculty of Law, in that they attract students from other parts of the country.

When asked about concerns for the future, the management team said their main concern was not being able to attract sufficient funding. Due to the current legal status of UMIB, the management team cannot accept sponsorship from industry to facilitate research. There is a small income linked to student fees, but management would like to link with industry in the same way that is permitted in other higher education institutions.

The expert team congratulate the rector and senior management team on the progress made with the new campus. A sum of €40 million has been allocated for the infrastructure and costs of moving the faculties. While this may suffice in the short-term, a larger annual budget than the one that exists will be needed for the ongoing maintenance of buildings and infrastructure, technical laboratory equipment, libraries, cleaning and security on the new campus. A huge work will still have to be done to meet the goal of opening the new building for operation in autumn 2017.

The expert team were concerned about the student retention rate for programmes. Less than 50% of students complete their Bachelor's degree in 3 years (Geosciences), 4 years (Law). When extended to 6 years the number rises to 70%. These percentages are lower than most western European higher education institutions. There are a variety of reasons for student withdrawal or drop-out, some of which are beyond the control of the institution. However, the SER should include these figures as well as an analysis of why students leave before completion of their qualification. It might also help to follow-up the students after their graduation in order to be better equipped to mitigate against withdrawal and drop-out.

The senior management team confirmed that their objectives are to align with the Bologna accords for higher education. With this in mind, workshops are offered to facilitate staff development in teaching and learning and curriculum design. The University of Zagreb has proved an important higher education institution for benchmarking exercises. Reflection on the strengths and weaknesses of programmes and structures, as perceived by staff and students, should be contained within the SER.

The expert team noted that UMIB is currently engaged in building up new programmes. This action means that some courses must still be taught by the staff members of the University of Pristina. As to the Faculty of Law even the regular Bachelor Programme can be run only by widely using 5 PhD candidates, all of them expecting to graduate in the forthcoming year or at the latest within the next two years. Adding 5 PhDs to the existing 3 PhDs is considered by the expert team as a minimum professors' staff for a law faculty independent from Pristina.

Recommendations:

- The expert team highly recommends building on the existing shoulders of the Faculty of Geoscience to create an Institute of Excellence in Geoscience for the whole region. The expert team is cognisant that there is much work to be done for this to be realised.
- The expert team highly recommends the appointment of 5 additional PhD and other supporting academic staff with the relevant specialisations in the Faculty of Law at the latest by 2019.
- Policies and Guidelines to allow UMIB to accept sponsorship for ethical and unbiased research should be drawn up and implemented, in line with other higher education institutions. This will allow research and facilities to be improved and ultimately benefit the students and society.
- The self-evaluation and self-reflection in the SER could be deepened to include self-analysis of what works well in programmes and structures, and what could be improved.
- Development of in-house programmes for Academic Staff based on teaching innovation.
- Recognition of best Academic Staff educational practices and dissemination of these practices within the institution.
- Additional students' supports should be established in the university: sports, leisure, dormitories, library, psychological support.
- Establishment of an alumni-system and documentation of the accommodation of the graduates in the labour market.

2.2 Staff Meeting

Members of staff from the Faculty of Geosciences and Faculty of Law were available to meet with the expert team.

In separate meetings with the responsible persons for the programmes, Bettie Higgs for Geology met with Afrim Koliqi, Behxhet Shala and Islam Feiza, and for Hydrogeology and Engineering Geology, Sabri Avdullahi and Zenun Elezaj. Michael Geistlinger saw, for Law, Agron Beka, Halil Bajrami and Islam Qerimi.

As to Law, the staff meeting showed to Michael Geistlinger, that the Law Faculty implemented the recommendations of the ET from the Evaluation Report 2014 and developed a faculty more and more independent from the Law Faculty of Pristina over the three-year period. Elements of the Study Programme, its contents and description criticised by the experts in 2014, have been cured in the meanwhile. The basic and essential requirements of 5 regular staff members, in order to show a minimum independence from Pristina have been fulfilled.

In 2014, the Law Faculty admitted 120 students from 4–5 times more applications, in 2015 130 students, in 2016 120 students and for 2017 161 students will be admitted. These numbers are currently run by 3 full-time PhD professors, formally holding the positions of Assistant Professors, and 7 other regular full-time staff members, 5 of them being PhD candidates who are supposed to finish their PhD-thesis within the forthcoming 1 – 3 years. In addition, 4 professors holding a doctor's degree, 5 adjunct professors and an unspecified number of lecturers are engaged on a part-time basis.

The discussion showed that the PhD candidates are fulfilling a decisive role in supplementing the lecturing of the three full-time professors and can do so by the applicable rules, because they have been entrusted by lecturers. The three full-time professors teach 6 hours per week. According to the applicable rules only PhD graduates are entitled to hold the main lectures and seminars. But using the PhD candidates as lecturers helps to overcome the obvious lack in PhD staff.

The experts hold that such a system can only be accepted for a temporary period and, thus, urgently recommend that at least 5 more full-time PhD professors will be hired at the earliest convenience, at the latest a year before the end of the period of re-accreditation. Since there is no automatic procedure in place for hiring the PhD candidates after successful completion of their PhD thesis, but instead a public tender and independent assessment and recruitment procedure will have to take place for each post, the ET can only recommend to open recruitment processes as early as possible after the successful completion of their PhD theses by the five PhD candidates and, thereby, offering them a chance for promotion and the Law Faculty a chance for reaching a solid and satisfactory minimum staff for running a Bachelor Program in Law fit to international standards.

The ET with great appreciation took note of daily exchanges of opinion between the management and the faculty staff which were reported at the Staff meeting.

The Staff meeting brought to light that it is expected that only 40 out of 120 students of the first Bachelor Program in Law will graduate in 2018. It is expected that all of them will find employment in Mitrovica or surroundings. One factor for such optimistic perspective is the opening of a new court and prosecutor's office in Mitrovica. Besides, local governments, municipalities, but also the big mining company Trepça, will provide job opportunities. The staff agrees to the ET's opinion that the drop-out rate is too high. They provide as explanation that many students started their Law Program because of lack of alternatives and left, once preferred alternatives on the market opened up.

As to Geosciences, job opportunities are seen in exploration companies, the state geological survey and ministries, the mining administration in general, but, in particular, in the company Trepça.

For both faculties the staff emphasized the need for more international cooperation with foreign universities. There is a lack of sufficient chances for international mobility, both, for staff and students due to a small number of available partnership programs and administrative as well as visa and language barriers. Some of these programs are available only with a Master's degree (eg for geosciences in Norway and Poland) and should be expanded. The ET urges the management to conclude further cooperation agreements with universities abroad and assist its staff to overcome financial and other barriers.

The staff showed their readiness for a closer inter-faculty cooperation including mutually adjusting special courses and the lecturing program in general to the existing potential and specialities available in the other faculties respectively. The ET strongly supports such initiatives and sees in

them a chance for developing a unique profile linked to the particular location of the university in a prominent mining area and the history of the university as specialized in mining. These specifics have implications for both faculties and should be used effectively. This is warmly recommended by the ET.

2.3 Student meeting

Students studying the Masters in Hydrogeology and Engineering Geology and Bachelor's in Law were available to meet with the expert team.

The students (four from Geosciences and three from Law) impressed the ET by a very good knowledge of the English language, and by their conviction to their studies, but also by their desire to serve Kosovo after the end of their studies. They showed a keen interest in international mobility and cooperation, but at the same time raised no doubts that they might become part of a brain-drain to other countries.

The students confirmed that an evaluation of lectures and courses takes place by means of anonymously filling-in questionnaires for every subject at the end of each semester. They were convinced that, even though there is no direct feed-back from the professors, the professors react to critique and adapt future courses and lectures accordingly.

The students request an extension of international mobility programs by their university and faculties. ERASMUS+ is currently not available for the Bachelor students in Law. For Geosciences only Freiburg is offered, but not used in practice.

The students showed satisfaction with the opportunities offered by the university and faculties for practical work and experience. They show regret, however, that no additional credits are offered for such work and that there is no obligation of the university for such an offer. The ET recommends the setting-up of an obligatory system, or Diploma Supplement, and adjust the credits provided accordingly.

The students also emphasised their satisfaction concerning the contact with the academic staff. The academic staff attentively reacts to emails and requests for consultation hours, and meetings take place soon after submission of a respective request.

Apart from the bad technical quality of the university bus used by the Law Faculty for excursions to relevant practical institutions the students in Law raised only concerns that due to a lack of academic staff certain elective subjects offered on the programme could not be chosen in practice, and that the heating did not function in winter. The ET sees a chance that both problems will be overcome if the management of the university implements its recommendation as to staffing of the Law Faculty and by move to the new university building before the next winter.

The students in the Faculty of Geosciences said there were waiting lines for access to computers and shortcomings as to access to open databases. The ET holds that both shortcomings might be overcome in the new university building providing there is sufficient financing. Students from the Faculty of Geosciences say they have missed out on opportunities because of the failure of the Faculty bus.

Recommendations

- The management should seek to conclude further cooperation agreements with universities abroad and assist its staff and students to overcome financial and other barriers.

- The faculty bus is a great benefit, but should be serviced regularly
- Devise a system to give students credit for work experience, or a Diploma Supplement, and adjust the credits provided accordingly.

3 Faculty of Law

3.1 General Remarks

There is only a Bachelor programme offered in law and this programme lasts for 4 years. This long duration corresponds to international standards, in particular, in such countries that did not yet implement the Bologna system for law due to the fact that a 3-years Bachelor programme cannot provide the basic knowledge in law necessary for entering the respective labour market (eg Austria or Germany). The programme was evaluated on the basis of a self-evaluation report (SER), including CVs of the lecturers and syllabi of the courses, and a site visit. The expert team want to congratulate the programme team members on the progress so far in implementation of recommendations made in the 2014 review. Having reacted to the concerns of the expert team in 2014, the Faculty of Law is providing an independent curriculum, however, not sufficiently staffed. The professors responsible for the programme impressed by their individual scientific background and international expertise, but there is a need for further colleagues on the same academic level in order to have a minimum of subjects covered in teaching and research.

Recommendation:

- The ET strongly recommends to install at least five additional full-time PhD professors at the earliest convenience, but at the latest one year before the end of the re-accreditation period.

3.2 Bachelor of Laws (LL.B.)

3.2.1 Academic programmes and student management

The Bachelor programme corresponds to the mission statement of UMIB by offering a law programme for the region of Mitrovica, as was stated in the SER (pp. 827f). The expert team understands that the bachelor programme intends to offer a law programme for the area of Mitrovica and the surrounding regions of Kosovo, so that students can live at home and travel to UMIB by public transport. Teaching currently is run on Mondays and Wednesdays, which is caused by lack of auditoria and the need to accommodate also the teaching in education and finances. With the opening of the new university building in autumn 2017 these problems will be solved. The Faculty of Law will profit foremost from the new rooms available. Current shortcomings in infrastructure (auditoria, court room for simulation of court procedures and forensic laboratory) will be solved. In the beginning, each member of the academic staff will have a room of her/his own. The expert team recommends to make efforts to have such room policy also safeguarded and continued with the necessary enlargement of the academic staff. There might be further rooms available in the building for the management which will be finished later than autumn 2017 and which dimensions go well beyond the need of a university of the size of UMIB.

The discussions with the programme responsible persons focussed on slight adjustments of the curriculum currently provided by the Faculty of Law. While it is appreciated that this programme widely follows the models used in Lyublyana, Zagreb, Sarajevo, Maastricht and FU Berlin, there are a few issues where the three professors accepted to revise the programme. Competition law will be moved from the first year (SER p. 836) to the third or fourth year. This subject requires basic knowledge of civil, public and criminal law and shall be offered only at a stage when such knowledge already exists. It should also be considered why International Law of Human Rights is taught in the first year (second semester), while the basic course on Public International Law (wrongly called in the SER "International Public Law", p. 838) comes much later. The reverse order is deemed more appropriate.

The professors responsible for the programme showed to the expert team a revised version of the SER, where the literature used for the courses was updated and included only books, articles and documents edited in the last 9 years. The expert team expects that the courses, indeed, will consider new editions and will on a permanent basis and not only for purposes of a SER be updated following the appearance of new literature. At the same time, really brilliant literature never loses its scientific value.

The course descriptions in the SER are well-done, give an understanding of the method being used and of the expected learning outcomes. Recommendations of the 2014 Evaluation Report have been duly considered. The contents of the courses are protected by the lecturers' freedom of teaching.

The allocation of credits is appropriate and justified and comparable to other programmes. The recommended decrease of credits for some courses has been implemented. The calculation of credits takes into consideration the workload of the students and, thus, has been properly adjusted following the requests of the 2014 Evaluation Report (see SER, pp. 832 f). The proportion of students' independent study time to classroom time is appropriate. The ECTS credits assigned are justifiable, and the workload is manageable.

The combination of teaching methods and content is appropriate, and very common for law studies, and could provide appropriate competences, qualifications, knowledge and skills. There is not too much overlap in programme content, and where this occurs it is obvious for students.

The admission criteria and admission procedures are appropriate and comparable with national and international standards.

The programme offers sufficient opportunity for independent study, with 70% theoretical study and 30% practical study.

Valuable information on the programme can be gathered from student evaluation. The expert team was pleased to see that much improvement had been made in this regard compared with the 2014 review. In the current review students concurred with the assertion that an evaluation questionnaire was given to all students at the end of each semester. Students should be informed of any changes that are made in response to the student evaluation. This could improve the retention rate and drop-out on the B.Sc. programme.

The expert team expects that its basic recommendation to increase the full-time PhD staff to eight professors as soon as possible and no later than a year before re-accreditation will be implemented properly, thereby ending a provisional regime of safeguarding an acceptable ratio academic staff – students through PhD candidates actually doing a professor's job by being entrusted with lecturing and through lecturing of the former President of the Constitutional Court and other top level persons of the judiciary. Whereas, on top of in-house lectures, lectures of professors from abroad or practitioners always enrich the programme of a law faculty, UMIB must provide a full-time basic PhD staff covering the key subjects. The expert team acknowledges that this cannot be done from one day to the other and that UMIB already improved a lot since 2014, but sets a final deadline for the achievement of such an aim. The ratio should not be imported from somewhere else, but follows from the current staffing of the Faculty of Law with PhD candidates. They obviously all are needed, but as PhD staff and not through entrusting them with professors' tasks on a PhD candidate level. Since the talks with the students showed that elective courses offered on the paper have not been

realised in practice due to lack of staff, it follows as a consequence that also further supportive staff will be needed in the long-run.

The expert team further finds that the teaching programme, once the Law Faculty will have moved into the new university building, will have to be spread to the whole week and not only on two days. The expert team doubts, even on a rough calculation of hours, that all courses as per the programme description can be offered on two days. The expert team understands the problems with rooms that existed in the first years of creation of the Faculty of Law. These problems soon (autumn 2017) will be solved and this shall also be the moment when a regular and all-inclusive operation of the studies shall be safeguarded.

Expecting that UMIB follows the recommendation of the expert team, the expert team considers the ratio of the academic staff and students as appropriate.

Recommendations:

- Appointment of 5 additional PhD and other supporting academic staff with the relevant specialisations in the Faculty of Law at the latest by 2019.

3.2.2 Staff

The expert team has no concerns as to the quality and profile of the staff, but rather felt impressed by their expertise and profited from exchange of views and opinions. It is clear that some staff development/training is provided e.g. language courses, and teaching development courses. Further training to support some staff in language acquisition would be beneficial. Continued opportunities for staff development in teaching and learning are important. Faculty staff who teach on this programme should be required to show a certain level of participation in such events. Staff should gain recognition and reward for this personal development in their profession. In-house expertise, for example in the writing of learning outcomes, could be shared to support new staff in their teaching and learning role.

3.2.3 Research and International Co-operation

The expert team were informed that the staff get some support for international projects/visits from an international office and that UMIB supports conference participation (in theory twice per year) for research collaboration purposes. Staff would like an improvement in the way funds are administered, with more local control by the Faculty. Staff also need to be able to apply for external grants/sponsorship for research equipment. This will not only benefit their research but also the experience of students on the programme.

The SER showed a research plan on p. 836 mentioning six major areas for research, which, indeed, seem broad enough to include many, if not all subjects of the Faculty of Law. Like for teaching the discussion with the professors responsible for the programme showed that the inter-faculty context, the specific history and chances of UMIB and its location, have not been considered yet. It was promised, however, to the expert team that the mining context will be considered, both on the teaching as well as the research sector. For teaching, special courses will include aspects related to mining (e.g. issues related to environmental law, law of the soil and sub-soil, property law aspects, etc.). Also for the research plan, such adjustment should take place.

Another major issue and challenge, both for the teaching as well as the research, is the situation of UMIB in an area immediately close to the Serbian speaking part of Kosovo. The Faculty of Law needs to attract Serbian speaking students and could, thus, contribute to overcoming the basic conflict

situation in this area. How this could be best done (e.g. by offering courses in Serbian language or by a double-language programme), and what other measures would be advisable, needed to be elaborated as part of law-related research in the particular Mitrovica context and linked to the specific profile of UMIB, being situated in such mixed and conflict zone.

Recommendation:

- The expert team recommends enlarging the Law Faculty's research plan by including the mining background and inter-faculty potential and the location of UMIB immediately close to the Serbian speaking area of Kosovo.

3.2.4 Finances and Infrastructure / Space and Equipment

The quality of the library has improved considerably since the review in 2014. However, still it is at a low level. Donations have helped considerably, but increased and sustained financial efforts will be further needed. Access for all students to electronic databases in law could help to overcome current deficits, in particular concerning international literature. The new university building will provide enough room for a much higher number of computers available to students with lesser queues, but these computers and databases need to be permanently updated. Specific investments on a permanent basis will have to be provided.

The new campus provides new opportunities. The expert team recommend implementing a fit-for-purpose Learning Management System (LMS) as a complementary facility for face-to-face teaching. This LMS could be for all UMIB and would improve communication between students and lecturers, and also introduce innovative teaching and learning methodologies. We recommend further developing online access to open educational resources (OER) as an institutional repository. Using OER would allow students access to international resources and co-operation with international institutions and lecturers.

Since there is significant future potential for online teaching and learning, the necessary infrastructure must be included in the new premises for video conferencing, allowing classes of students to receive a lecture remotely from a partner institution, or for an academic staff member in UMIB to give a lecture to a class in another country. In addition, international class debate can take place. With this in mind, the language classes associated with the programme are to be welcomed and further strengthened. This could include co-curricular classes, or regular informal meetings to practice the language.

Recommendation:

- The expert team recommends safeguarding sufficient means for library purposes, in particular, for providing for permanently updated access to electronic databases in law, the implementation of LMS and the setting-up of joint internet-lectures/seminars with partners in, and outside of, Kosovo.

3.2.5 Quality Management

The expert team saw that UMIB implemented the recommendation of the review of 2014 to establish a quality management strategy by a standardized evaluation process.

The establishment of an alumni-system and documentation of the accommodation of the graduates in the labour market will help to detect some of the reasons for the low retention and high drop-out rate.

Recommendation:

- The expert team recommends the establishment of an alumni-system and documentation of the accommodation of the graduates in the labour market.

3.2.6 Overall Recommendation:

The Expert team recommends the re-accreditation of the Bachelor of Laws (LL.B.) for three years.

4 Faculty of Geosciences

4.1 General Remarks

The Faculty of Geosciences provides academic degree programmes that are important for the future economic growth of Kosovo including a Bachelor Programme in Geology and a Masters Programme in Hydrogeology and Engineering Geology. These Programmes aim to provide skilled professional workers for exploration, development, protection and remediation of the natural resources of the country. It is, therefore, imperative that each programme has substantial consideration of associated environmental factors embedded in it. The Faculty Strategic Development Plan (2016-2020) for teaching and research highlights the importance of environmental quality together with development of natural resources and is to be welcomed.

4.2 Bachelor of Geology B.Sc.

4.2.1 Academic programme and student management

This programme was evaluated on the basis of a self-evaluation report (SER) and a site visit. The expert team want to congratulate the programme team members on the progress so far in implementation of recommendations made in the 2014 review.

This Batchelor's programme is important nationally because of the legacy and future potential for exploration and exploitation, as well as protection, of mineral resources and the future need for remediation. This programme benefits from international collaboration with other higher education institutions, government organisations and industry. Students are able to use equipment and acquire internships in partnership with local industry. This should be further encouraged, as it benefits students and has potential for research. This supports the implementation strategy to align the curriculum of studies with the needs of the region and country.

In 2014 it was recommended that the programme include substantial consideration of environmental factors associated with mineral exploitation. The current programme has improved in the inclusion and visibility of environmental geology within the curriculum. This should be monitored and continually updated to meet the needs of the region and country.

The admission criteria and procedures for the B.Sc. appear to be rigorous and appropriate for the programme. It is commendable that some quotas are available for minority groups, and that diversity is increasing.

According to the information given in the self-evaluation report (SER), together with the supplementary documents, the course content is thorough and at the right level. The proportion of continual assessment (60-70%) to terminal examination (30-40%) is appropriate. The proportion of students' independent study time to classroom time is appropriate. The ECTS credits assigned are justifiable, and the workload is manageable. Benchmarking indicates that the degree corresponds to international standards.

It would appear that there are sufficient staff to run the programme offered. The proportion of permanent staff to external staff is appropriate, and staff have sufficient expertise to deliver the programme. However, the supplementary documents show that the staff expertise and course content is heavily influenced by geological aspects of mining and engineering. This is understandable given the mining history of the country. Since there are other Batchelor's programmes specialising in mining and metallurgy, consideration could be given to the balance of geological expertise for this programme to facilitate a broader geological course content. For example, the SER and

supplementary documents indicate that the professor teaching historical geology and palaeontology left the institution in 2015, (although the ET were later assured this was not the case) and in the SER the course texts, aims and learning outcomes for this module are in need of updating.

Student retention on the programme is low with a large drop-out (>50%) in first year. There are a number of reasons for this, some beyond the control of the Faculty. However, in the SER, the faculty should present the retention figures and some analysis of the reasons for this drop-out. There should be conclusions about what the faculty can do to further support students to complete the course.

Although progress has been made in the acquisition of laboratory and field equipment, the site visit made clear that the laboratory facilities are not sufficient for the student intake (60 per year) into the programme. The expert team noted that the classroom containing computers was not being used. In a later meeting, students in the Faculty of Geosciences noted that they had one computer available to them, and they queued to use this computer. The Faculty should address this discrepancy, particularly on the new campus.

The new campus will have adequate space for the student numbers. Laboratory equipment, such as microscopes, will be required to avoid equipment rotas that restrict sufficient student access. The course team could consider the use of supplementary laboratory resources for students to use in their own time. For example, the use of an open access virtual microscope could supplement the time spent in laboratory classes and allow some flexibility for students who want to further build their skills. (See the open access resources <http://www.virtualmicroscope.org/> and <https://www.youtube.com/channel/UCGjNjTIFpjivwTDbzqs1E9Q>)

The programme team should be explicit as to how mathematics, physics and chemistry are relevant to geoscience. Ways of helping students to see meaningful connections between the subjects they are studying in first year would be very beneficial and could increase retention. Connections between disciplines can be achieved by studying real world challenges in first year. This would be less abstract for the students, and would allow them to see future potential.

The 2014 report strongly recommended that module descriptions contain appropriate learning outcomes in line with Bologna standards. The module learning outcomes have not been updated in the current SER and so it appears that there has been no progress since the 2014 review.

However, in the supplementary document containing module syllabi it is apparent that good progress has been made for most courses. The teaching staff should be commended for this improvement. The SER should have been updated to reflect the current situation.

The 2014 report highlighted the apparent lack of variety in the type of module assessment. The expert team are pleased to report that the variety of assessment types used in each module has been increased and the breakdown of marks for each type is given in the module description.

If a student can perform the assessment and therefore achieve the learning outcomes, the student will be demonstrating what they know and understand. This will more completely fulfil the institutional mission statement “Continuity of the learning process according to standards of the Bologna process”

In addition, the SER and course descriptions should show how learning outcomes for each module align with the Kosovo National Qualifications Framework (NQF). Knowledge, skills and competencies should be at the correct level according to the NQF. This, along with the course aims and description

should show how each module is distinct. It should be possible to see a development of knowledge and skills from first year to third year.

Valuable information on the programme can be gathered from student evaluation. The expert team was pleased to see that much improvement had been made in this regard compared with the 2014 review. In the current review students concurred with the assertion that an evaluation questionnaire was given to all students at the end of each module. Students should be informed of any changes that are made in response to the student evaluation.

All of the above points could help to improve the retention rate on the B.Sc. programme.

4.2.2 Staff meeting

Members of staff from the Bachelors in Geology were available to discuss issues with the expert team. They showed the expert team around the laboratory and classroom facilities currently available to the staff and students in the Faculty.

The staff members appear to be very motivated and were frank and open about the strengths and weaknesses of the Batchelor's Programme. Once again finance, space and equipment are the main concerns. They acknowledge that laboratory equipment is insufficient to cater for students on the Batchelor's programme. Some equipment has been recently acquired and is in storage until the move to the new campus where staff feel space will be adequate for the needs of the programme. It is essential that adequate finances for equipment, technical staff, maintenance, and security are allocated on an annual basis when on the new campus.

The staff members are to be commended on the range of core subjects and electives available to students on the Batchelor's Programme. There is some scope for development of inter-faculty cooperation, for example with the emergence of Environmental Law, in the Faculty of Law.

At present, some staff need to further refine the learning outcomes for their modules. For example, it is not appropriate to say that students will be able to 'understandX, Y, and Z'. it is necessary to say how students will demonstrate their understanding, for example they will be able to 'apply a classification...' or 'construct a geological column from study of field area.....' etc. In-house expertise in this regard has been gained, and should be acknowledged, and used to mentor other staff.

It is clear that some staff development/training is provided e.g. language courses, and teaching development courses. Further training to support some staff in language acquisition would be beneficial. Continued opportunities for staff development in teaching and learning are important. Faculty staff who teach on this programme should be required to show a certain level of participation in such events. Staff should gain recognition and reward for this personal development in their profession. The Faculty of Geosciences is building local in-house expertise, for example in the writing of learning outcomes, which could be shared to support new staff in their teaching and learning role.

The staff informed the ET that they get some support for international projects/visits from an international office and that supports conference participation (in theory twice per year) for research collaboration purposes. Staff would like an improvement in the way funds are administered, with more local control by the Faculty. Staff also need to be able to apply for external grants/sponsorship for research equipment. This will not only benefit their research but also the experience of students on the programme.

Staff confirmed that student retention on the programme is <50% by the end of first year. They indicated that there are a number of reasons for this, some beyond the control of the Faculty. It appeared that an analysis of the reasons had not been carried out. An analysis would be beneficial to draw conclusions about what the faculty can do to further support students to complete the programme.

Staff confirmed that an evaluation questionnaire was given to all students at the end of each module. Some consideration had been given to the students' views. For example, staff reported that the students appreciate the links with industry/companies in the research work associated with the final year thesis. They were aware that the students believe the laboratory facilities are inadequate.

The staff reported that students continue to hand draw maps, but have a course where they use GPS, GIS and computer-generated maps. This is important to prepare students for the modern workplace.

The staff report that the Faculty is not looking to grow the annual intake of students above 60, even with the promised resources associated with the new campus. Staff say that the national labour market will not absorb higher numbers of graduates.

4.2.3 Student meeting

There were no students available from the Bachelor of Geology programme to meet with the expert team. However, students from a Master's programme in the Faculty of Geosciences stated that links with industry had been very beneficial to the thesis project in their final undergraduate year. It was also noted that there are financial constraints for some students completing their B.Sc. who would like to carry out post-graduate studies.

4.2.4 Research and international collaboration

Research-led teaching is the aspiration, and staff get some support for international research projects and visits abroad. It is essential that this is encouraged and facilitated. Staff report that there is a Faculty of Geosciences policy for research travel. However, the finances are not controlled by the Faculty. Some of the staff travel to international conferences. It is clear that links formed with Zagreb, Krakow and other international higher education institutions have been beneficial. There must be progress in the way that funds are administered, with more local control, to facilitate planning and international cooperation. Staff need more freedom to be able to apply for external grants/sponsorship for research equipment. This will not only benefit their research but also the experience of students on this programme.

International research could also be enhanced by developing good video-conferencing facilities. This should be provided on the new campus. There is also scope for research expansion and collaborations globally through sharing of expertise on postgraduate programmes. This can be done successfully online, and would have added value for the Bachelor's programme. Building networks and capacity to bid for international funding will provide PhD students that are required to develop the proposed Institute of Geosciences. Joint PhD students, with other institutions, should be encouraged.

It was a recommendation in 2014 that a Strategic plan for Research and for Teaching and Learning (programmes) be written, and an operational plan derived from this. This has begun with the publication of the 'Faculty of Geosciences Strategic Development Plan 2016-2012'. An annual review of objectives, strategy, and success indicators should be conducted, with a view to identifying

ongoing required actions. These developments will more completely fulfil the institutional mission statement to strengthen “scientific researches as well as the development of science in general and in particular way the cooperation with educational institutions of higher education in the country, region and Europe; exchange of information and advanced cooperation on research, with purpose of achieving European standards”.

Recommendations

- Cross faculty co-operation, for example in the area of Environmental Law, would be beneficial, with some courses could serving more than one programme.
- There should be continued opportunities for staff development in teaching and learning. Faculty staff should be required to show a certain level of participation in such events. Staff should gain recognition and reward for this personal development in their profession.
- The learning outcomes of some modules should be further refined. In-house expertise is available, and assistance should be given to academic staff members to write learning outcomes in the appropriate form and align with assessment. It should be possible to see a development of knowledge and skills from first year to third year.
- The SER and course descriptions should show how learning outcomes for each module align with the Kosovo National Qualifications Framework (NQF). Knowledge, skills and competencies should be at the correct level according to the NQF.
- The SER should be updated to align with the course syllabi.
- The SER should contain more self-reflection on the basis of Strengths, Weaknesses, Opportunities and Threats (SWOT).
- Retention figures should be included in the SER together with some analysis

4.2.5 Finances and Infrastructure/Space and Equipment

A new campus for UMIB is almost complete and will include specific facilities, including large lecture theatres, spacious laboratories, a library and Wi-Fi access for the Faculty of Geosciences students. The ET were told that a budget of €40 million is available to facilitate this infrastructure on the new campus. It is essential that sufficient additional funds are available on an annual basis to employ sufficient technical, maintenance and security staff.

The new campus provides new opportunities. We recommend implementing a fit-for-purpose Learning Management System (LMS) as a complementary facility for face-to-face teaching. This LMS could be for all of UMIB and would improve communication between students and lecturers, and also introduce innovative teaching and learning methodologies. We recommend further developing online access to open educational resources (OER) as an institutional repository. Using OER would allow students access to international resources and co-operation with international institutions and lecturers.

Since there is significant future potential for online teaching and learning, the necessary infrastructure must be included in the new premises for video conferencing, allowing classes of students to receive a lecture remotely from a partner institution, or for an academic staff member in UMIB to give a lecture to a class in another country. In addition, international class debate can take place. With this in mind, the language classes associated with the programme are to be welcomed

and further strengthened. This could include co-curricular classes, or regular informal meetings to practice the language.

4.2.6 Quality Management

The expert team saw that UMIB implemented the recommendation of the review of 2014 to establish a quality management strategy by a standardized evaluation process.

The establishment of an alumni-system and documentation of the accommodation of the graduates in the labour market will help to detect some of the reasons for the low retention and high drop-out rate.

Recommendations:

- The expert team recommends the establishment of an alumni-system and documentation of the accommodation of the graduates in the labour market.
- Analysis of the student evaluation should be contained in the SER. Where appropriate faculty should respond to the students' suggestions to say what if anything has been changed. This ensures 'closing of the feedback loop'.
- The activity of benchmarking should be strengthened and reported in the SER.

4.2.7 Overall Recommendation

The ET recommends the re-accreditation for three years of the Bachelor in Geology, B.Sc..

4.3 Masters in Hydrogeology and Engineering Geology M.Sc.

4.3.1 Academic programme and student management

This programme was evaluated on the basis of a self-evaluation report (SER) and a site visit. The programme is important nationally, for the supply of water resources, the construction industry and for the economic well-being of Kosovo. The expert team want to congratulate the programme team members on the progress so far in implementation of recommendations made in the 2014 review.

The programme benefits from international collaboration with other higher education institutions, government organisations and industry. This should be further encouraged, as it benefits students and has potential for research. It supports the implementation strategy to align the curriculum of studies with the needs of the region and country. It is imperative that the programme continues to include substantial up-to-date consideration of environmental factors associated with the Geosciences and Engineering.

The admission criteria and procedures for the programme are rigorous and appropriate for the programme. The disciplinary content of the course appears to be at the right level, and there are compulsory and elective courses on the programme.

The proportion of permanent staff to external staff is appropriate, and staff have sufficient expertise to deliver the programme. The proportion of students' independent study time to classroom time is appropriate. The ECTS credits assigned are justifiable, and the workload is manageable. This was confirmed by the students during the site visit.

However, the SER must be updated with programme and course learning outcomes for the benefit of the programme team and for prospective students. This is to more completely fulfil the institutional mission which seeks "continuity of the learning process according to standards of the Bologna process". This update had been done to some extent in a supplementary document of course syllabi.

In addition, the modules should be mapped against the requirement of the Kosovan National Qualifications Framework, Level 9. This is to demonstrate more thoroughly that the knowledge, understanding and skills are at the appropriate level. For example, a module where the majority of the learning outcomes state that students will be able to 'describe....X, Y and Z' is not appropriate and does not align with the Kosovan NQF.

The 2014 report highlighted the apparent lack of variety in the type of module assessment. The expert team are pleased to report that the variety of assessment types used in each module has been increased and the breakdown of marks for each type is given in the module description. The regular opportunity for students to present their work at seminars is particularly commended.

Although there are 15 places allocated for the Master's in Hydrogeology and Engineering Geology, the quota is not usually filled. Of the 10-12 students who begin the course, approximately half complete within 2 years. Analysis of this relatively low retention rate should be carried out. This should be contained within any future SER.

4.3.2 Staff meeting

Two staff members from the Programme Team were available to meet with the ET. The staff are very enthusiastic and are to be commended on the range of core subjects and electives available to students on this programme. Staff advise graduates as to which of the elective modules would be appropriate. For example, no students have taken the module in numerical modelling of

groundwater, because the maths background of students is not generally sufficient. Emphasis on groundwater monitoring and protection, as well slope stability and other geohazards, is appropriate for the region and the country. There is scope for cross-faculty collaboration, for teaching, in areas such as environmental law.

Detailed benchmarking, with a site visit, was not carried out by staff prior to the current review. Communication by the Course Team with Zagreb University indicated that the degree corresponds to international standards. A more thorough benchmarking exercise should be included in a future SER.

In discussion with the staff, the expert team were pleased to see that there is a course booklet for students with guidelines for the research thesis. The ET recommend that explicit criteria for the research thesis should be contained within the SER. This is required to allow confirmation of alignment of learning outcomes (including competences), assessment and teaching methods.

The main issues identified by the staff for improvement in running the programme were finances, space and facilities. Several pieces of equipment for practical work in rock dynamics and resource evaluation were demonstrated in the site visit of current facilities. The expert team noted additional equipment had been acquired since the last review, and that some of it was packed in boxes to be transported to the new campus. Taking measurements in the field is essential for both hydrogeology and engineering geology, particularly at Masters level. The space for teaching and carrying out experiments is small, necessitating repeated demonstrations by technical and academic staff.

The inclusion of field-based learning is particularly important, and is to be commended. It is highly commendable that external partnerships are strong and that students can use facilities, such as seismic equipment, at the premises of industrial partners within the region. Links with the Kosovo Geological Survey are also benefiting students. Work-placements are excellent and essential at this level of learning. This aligns with the implementation strategy to harmonize “coordination of the curriculum of studies, with the labour market”. Staff feel that their links with industry projects (as consultants) helps to up-skill staff who gain specialisations.

It is essential that this programme in the Faculty of Geoscience is allocated appropriate space, including laboratories, and has adequate finances for appropriate equipment and infrastructure on the new campus.

There is huge potential for online teaching and learning at Masters level. Infrastructure must be included in the new premises for video conferencing, allowing classes of students to receive a lecture remotely from a partner institution, or for an academic staff member in UMIB to give a lecture to a class in another country. In addition, equipment can be demonstrated online from a remote location, or students can use open-access virtual microscopes for 24/7 support. Also, international class debate can take place. With this in mind, the language classes associated with the Bachelor's programme are to be welcomed and should be continued at Master's level. This could be done by co-curricular classes, or regular informal meetings to practice the language. This aligns with the institutional implementation strategy to build bridges with European higher education institutions "through exchange of students and programmes".

Research-led teaching is the aspiration, and it is essential that this is encouraged and facilitated. Staff report that there is a Faculty policy for research travel. Some of the staff travel internationally, to conferences, and have collaborations with other institutions. Links formed with Zagreb, Krakow and BRGM during past benchmarking should be strengthened.

International research could also be enhanced by developing good video-conferencing facilities. There is also scope for research expansion and collaborations globally through sharing of expertise on postgraduate Programmes. This can be done successfully online. Joint PhD students, with other institutions, should be considered. Building networks and capacity to bid for international funding will provide PhD students that are required for the Faculty of Geosciences to develop an Institute/Centre of Excellence in Geosciences for research and teaching.

4.3.3 Student Meeting

The expert team enjoyed a lively discussion with the Master's in Hydrogeology and Engineering Geology students, who were quite open and articulate. Some students translated for the benefit of those who were less experienced at conversing in English.

They had much to say in praise of their departments and programmes, and the excellent care by the professors. Several of the students stated that they get good support from the faculty, including the professors, and that there is a good communication culture. If students have a problem they can approach a professor directly. UMIB has a student's council which seems to be well established.

The students appreciate the good cooperation with the local companies and public administration. They felt that the latter are beneficial for work-placement, research and/or employment. They particularly appreciate the links with industry in the research work associated with the Master's research thesis. An example of a research project just completed was well-articulated by one student. However, students note that the health and safety conditions in some industries are less than satisfactory, and should be improved for student placements. Students do not generally receive payment for their work in industry, but they believed that new labour laws may change that situation.

There was a brief discussion relating to the Scholarships provided by the Government, and the financial burden placed on students for a 2-year period.

The 2014 report highlighted a disconnect between staff perception of module evaluation and student experience of evaluation (giving their feedback on the modules). The expert team were pleased to hear that there has been improvement and that the paper questionnaire is now completed by all students after each module. However, the framework for evaluation of courses by students could be further developed based on the discussion with students. Following completion of the paper questionnaire, students would like to hear of any changes made in structures/systems/facilities/content based on their suggestions.

The main issue arising for the students was the limited space in the laboratory, which leads to the situation that a lot of theory is taught, at the expense of the practical, laboratory skills. Students would like more laboratory time and more field time. The discussion of student workload concluded that the curricula was reasonable. Students attend 5 days per week for theory and practical classes. The students felt that although there were rotas for laboratory equipment there was sufficient access to equipment to carry out the set assignments.

Students would also like more opportunity for international mobility and study abroad.

Recommendations:

- The data from student module evaluations should be analysed and made available to staff. Students should be informed in due course what has changed (if anything) as a result of their evaluation. This is referred to as 'closing the loop'.

- The faculty of Geosciences should continue to develop online resources for students relating to the requirements and content of each module.
- The Faculty should continue to invest in geophysical equipment for this important programme, in particular for shallow subsurface investigation and protection of groundwater reservoirs. This equipment should be available for use by other programmes in the Faculty.
- The learning outcomes for some courses need further refinement. Assistance should be given to academic staff members to write the learning outcomes for their course in the appropriate form, and align with the Kosovan NQF.

4.3.4 Research and international collaboration

Research-led teaching is the aspiration, and staff get some support for international research projects and visits abroad. It is essential that this is encouraged and facilitated. Staff report that there is a Faculty of Geosciences policy for research travel. However, the finances are not controlled by the Faculty. Some of the staff travel internationally to conferences. It is clear that links formed with Zagreb, Krakow and other international higher education institutions have been beneficial. There must be progress in the way that funds are administered, with more local control, to facilitate planning and international cooperation. Staff need more freedom to be able to apply for external grants/sponsorship for research equipment. This will not only benefit their research but also the experience of students on this programme.

International research could also be enhanced by developing good video-conferencing facilities. This should be provided on the new campus. There is also scope for research expansion and collaborations globally through sharing of expertise on postgraduate programmes. This can be done successfully online, and would also have added value for the Bachelor's programme. Building networks and capacity to bid for international funding will provide PhD students that are required to develop an Institute of Geosciences. Joint PhD students, with other institutions, should be encouraged.

It was a recommendation in 2014 that a Strategic plan for Research and for Teaching and Learning (Programmes) be written, and an operational plan derived from this. This has begun with the publication of the 'Faculty of Geosciences Strategic Development Plan 2016-2012'. An annual review of objectives, strategy, and success indicators should be conducted, with a view to identifying ongoing required actions. These developments will more completely fulfil the institutional mission statement to strengthen "scientific researches as well as the development of science in general and in particular way the cooperation with educational institutions of higher education in the country, region and Europe; exchange of information and advanced cooperation on research, with purpose of achieving European standards".

4.3.5 Finances and infrastructure/Space and Equipment

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The new campus provides new opportunities. We recommend implementing a fit-for-purpose Learning Management System (LMS) as a complementary facility for face-to-face teaching. This LMS

could be for all of UMIB and would improve communication between students and lecturers, and also introduce innovative teaching and learning methodologies. We recommend further developing online access to open educational resources (OER) as an institutional repository. Using OER would allow students access to international resources and co-operation with international institutions and lecturers.

Since there is significant future potential for online teaching and learning, the necessary infrastructure must be included in the new premises for video conferencing, allowing classes of students to receive a lecture remotely from a partner institution, or for an academic staff member in UMIB to give a lecture to a class in another country. In addition, international class debate can take place. With this in mind, the language classes associated with the programme are to be welcomed and further strengthened. This could include co-curricular classes, or regular informal meetings to practice the language.

4.3.6 Quality Management

The expert team saw that UMIB implemented the recommendation of the review of 2014 to establish a quality management strategy by a standardized evaluation process.

The establishment of an alumni-system and documentation of the accommodation of the graduates in the labour market will help to detect some of the reasons for the low retention and high drop-out rate.

Recommendations:

- The expert team recommends the establishment of an alumni-system and documentation of the accommodation of the graduates in the labour market.
- Analysis of the student evaluation should be contained in the SER. Where appropriate faculty should respond to the students' suggestions to say what if anything has been changed. This ensures 'closing of the feedback loop'.
- The activity of benchmarking should be strengthened and reported in the SER.

4.3.7 Overall Recommendation

The ET recommends the re-accreditation of the Master in Hydrogeology and Engineering Geology, M.Sc. for three years.

5 Summary of Recommendations:

- The expert team highly recommends building on the existing shoulders of the Faculty of Geoscience to create an Institute of Excellence in Geoscience for the whole region. The expert team is cognisant that there is much work to be done for this to be realised.
- The expert team highly recommends the appointment of 5 additional PhD and other supporting academic staff with the relevant specialisations in the Faculty of Law at the latest by 2019.
- Policies and Guidelines to allow UMIB to accept sponsorship for ethical and unbiased research should be drawn up and implemented, in line with other higher education institutions. This will allow research and facilities to be improved and ultimately benefit the students and society.
- The self-evaluation and self-reflection in the SER could be deepened to include self-analysis of what works well in programmes and structures, and what could be improved.
- The SER should contain more self-reflection on the basis of Strengths, Weaknesses, Opportunities and Threats (SWOT).
- Development of in-house programmes for Academic Staff based on teaching innovation. Faculty staff should be required to show a certain level of participation in such events.
- Recognition of best Academic Staff educational practices and dissemination of these practices within the institution.
- Additional students' supports should be established in the university: sports, leisure, dormitories, library, psychological support.
- Establishment of an alumni-system and documentation of the accommodation of the graduates in the labour market.
- The management should seek to conclude further cooperation agreements with universities abroad and assist its staff and students to overcome financial and other barriers.
- The faculty bus is a great benefit, but should be serviced regularly
- Devise a system to give students credit for work experience, or a Diploma Supplement, and adjust the credits provided accordingly.
- The expert team recommends enlarging the Law Faculty's research plan by including the mining background and inter-faculty potential and the location of UMIB immediately close to the Serbian speaking area of Kosovo.
- Cross faculty co-operation, for example in the area of Environmental Law, would be beneficial, with some courses serving more than one programme.
- The expert team recommends safeguarding sufficient means for library purposes, in particular, for providing for permanently updated access to electronic databases in law, the implementation of LMS and the setting-up of joint internet-lectures/seminars with partners in, and outside of, Kosovo.

- The learning outcomes of some modules should be further refined. In-house expertise is available, and assistance should be given to academic staff members to write learning outcomes in the appropriate form and align with assessment. It should be possible to see a development of knowledge and skills from first year to third year.
- The modules should be mapped to the Kosovo National Qualifications framework at the appropriate level. Knowledge, skills and competencies should be at the correct level according to the NQF.
- The SER should be updated to align with the course syllabi.
- Retention figures should be included in the SER together with some analysis
- Analysis of the student evaluation should be contained in the SER.
- The data from student module evaluations should be analysed and made available to staff. Students should be informed in due course what has changed (if anything) as a result of their evaluation. This is referred to as 'closing the loop'.
- The faculty of Geosciences should continue to develop online resources for students relating to the requirements and content of each module.
- The activity of benchmarking should be strengthened and reported in the SER
- The Faculty should continue to invest in geophysical equipment for this important programme, in particular for shallow subsurface investigation and protection of groundwater reservoirs. This equipment should be available for use by other programmes in the Faculty.

Report supplement

"The expert team feels very pleased, that the University of Mitrovica in their comments of 12 June 2017 to the draft Report firmly committed to implement all recommendations of the draft report and set clear deadlines for the implementation. The expert team, thus, based on all facts, unconditionally repeats and re-enforces its overall conclusion that the Law program of the University of Mitrovica shall be re-accredited for three years. The evaluation of the law program shall be understood by the Accreditation Board to be thoroughly positive. This, at least, is what the expert team wanted to communicate to the Accreditation Board. All recommendations are understood as proposals for improvement and not as a reason for non re-accreditation."

Annex 1

A.1.1 Link to Kosovan National Qualifications Framework

A.1.2 Faculty of Geosciences 'Student Guidelines for the research thesis'