



Republika e Kosovës
Republika Kosova - Republic of Kosovo



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

UNIVERSITY OF PRISHTINA
FACULTY OF MATHEMATICS AND NATURAL SCIENCES
Department of Biology

BACHELOR OF SCIENCE IN BIOLOGY
STUDY PROGRAMME RE/ACCREDITATION

REPORT OF THE EXPERT TEAM

April 8, 2021, Zagreb



TABLE OF CONTENTS

Contents

TABLE OF CONTENTS.....	2
1. INTRODUCTION	3
1.1. Context.....	3
1.2. Site visit schedule	4
1.3. A brief overview of the institution and program under evaluation	5
2. PROGRAM EVALUATION.....	6
2.1. Mission, objectives and administration.....	6
2.2. Quality management	7
2.3. Academic staff	9
2.4. Educational process content.....	11
2.5. Students.....	13
2.6. Research.....	14
2.7. Infrastructure and resources	16
3. OVERALL EVALUATION AND RECOMMENDATION OF THE ET	18
1. Mission, objectives and administration.....	18
2. Quality management	18
3. Academic staff	18
4. Educational process content.....	18
5. Students.....	18
6. Research.....	18
7. Infrastructure and resources	18



1. INTRODUCTION

1.1. Context

Date of site visit: April 08, 2021

Expert Team (ET) members:

- Professor *Mladen Krajacic*, PhD

Coordinators from Kosovo Accreditation Agency (KAA):

- *Naim Gashi*, Executive Director of KAA
- *Shkelzen Gerxhaliu*, Senior Officer for Evaluation and Monitoring
- *Arianit Krasniqi*, Senior Officer for Evaluation and Accreditation
- *Leona Kovaci*, Senior Officer for Evaluation and Monitoring
- *Ilijane Ademaj*, Senior Officer for Evaluation and Monitoring

Sources of information for the Report:

- Self-evaluation report by the Faculty of Mathematics and Natural Sciences
- KAA Accreditation Manual
- Syllabi Document
- Teaching Staff CVs Document

Criteria used for program evaluation:

- Standards and performance indicators for external evaluation according to the KAA Accreditation Manual
- Compliance with the overall mission statement of the Faculty, and the University
- Consistency with the National Qualifications Framework, and the Framework for Qualifications of the European Higher Education Area



1.2. Site visit schedule

8th April

- 09.00 – 09.40** Meeting with the management of the faculty where the programme is integrated (*no slide presentation is allowed, the meeting is intended as a free discussion*)
- Prof. Dr. *Idriz Vehapi* (Dean),
Prof.Asoc.Dr. *Avni Berisha* (Vice-Dean for Teaching)
Prof.Ass. Dr. *Kajtaž Bllaca* (Vice-Dean for Finance)
Prof.Asoc.Dr. *Sefer Avdija* (Vice-Dean for Science and QA)
- 09.45 – 10:30** Meeting with quality assurance representatives and administrative staff
- Dr. *Ilir Mazreku* (FSHMN), *Besnik Loxha* (UP), *Artan Alidema* (FSHMN)
- 10.35 – 11.35** Meeting with the heads of the study programme
- Prof.asoc.Dr. *Hazbije Sahiti*, Prof.ass. Dr. *Kimete Lluga Rizani*, Prof.Dr. *Kasum Letaj*
- 11:35 – 12:10** Lunch break (to be provided within the faculty premises)
- 12.10 – 12:50** Meeting with teaching staff
- Prof.ass.Dr. *Bekim Gashi*, Ass. MSc. *Naim Berisha*
- 12.55 – 13.40** Meeting with students
- Rea Kurtaj*, *Dren Mulhaxha*, *Era Kastrati*, *Nikë Krasniqi*, *Melisa Ahmatoviq*, *Flutura Shabani*
- 13.45 – 14.25** Meeting with graduates
- Edison Kasumaj*, *Liridon Thaqi*



14.30 – 15.10	Meeting with employers of graduates <i>Sami Toplana</i> (Drejtor shkolle), <i>Blerim Dalipi</i> (zv.Drejtor SHMUF Faik Konica), <i>Fatmir Cakaj</i> (Vitech)
15.10 – 15.20	Internal meeting of KAA staff and experts
15.20 – 15.30	Closing meeting with the management of the faculty and program

1.3. A brief overview of the institution and program under evaluation

The studies in math and natural sciences started in 1960 at the University of Prishtina, the largest public higher education institution in Kosovo. Following the starting decade at the Faculty of Philosophy, the Faculty of Mathematics and Natural Sciences was founded in 1971. Ever since, five departments of the Faculty have been responsible for research and higher education activities in mathematics, physics, chemistry, biology and geography. This is the only research and higher education institution in natural sciences and mathematics in the country.

Following establishing of the Republic of Kosovo, the Faculty has changing study programmes aiming to rich European standards, thus an agreement with Bologna Declaration was achieved in 2001. All the formal policies, guidelines and regulations are in agreement with the University of Prishtina Statute.

Study programmes offered by the Department of Biology, constitutive unit of the Faculty, encompass:

Bachelor study programme in
Biology
Ecology and Environmental Protection

Master study programme in
Biology
Ecology and Environmental Protection

and

PhD study programme in
Biology of organisms and ecology



2. PROGRAM EVALUATION

2.1. Mission, objectives and administration

The Department of Biology has applied for re-accreditation of the *Study Programme in Biology – Bachelor Level*. The last accreditation of the programme was accomplished in 2016.

In concordance with the Faculty mission and objectives, the Department of Biology develops academic education and scientific research in the field of biology. The bachelor's study programme in Biology offers general biology subject. It equips students with general knowledge and basic proficiency in a range of fundamental biology disciplines. It also offers fundamental courses in usual supporting subjects, such as chemistry, physics and statistics. Intended learning outcomes are mostly consistent with both national and European qualification framework.

The Department of Biology proclaims permanent improvement by increasing the quality of studies. No matter of the employability of bachelors, which is uncertain, an adaptation in line with Bologna agreement (2001) was a step forward in approaching European standards and increasing cooperation with European universities. With its well-defined didactic and research concept, the study programme satisfies as a preparation for the master level study, which is the most real objective of the bachelor level. As the only study programme in biology in Kosovo, it is in high demand, indeed.

The programme follows institutional policies and regulations, that are administered in a way to make them available to staff and students.

Some recommendations, addressed in the previous accreditation processes, have been taken into account, making the progress obvious.



<i>Standard</i>	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.</i> All staff and students comply with the internal regulations relating to ethical conduct in research, teaching, assessment in all academic and administrative activities.	X	
<i>Standard 1.6.</i> 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	X	

Compliance level: Fully compliant

ET recommendations:

No recommendation

2.2. Quality management

All staff should participate in self-evaluations and cooperate with reporting and improvement process. Headed by a dean, the subsidiary line encompasses the Coordinator for academic development, and the Committee for Quality Assurance, composed of management, teaching staff and students' members. There is also an office and a committee at the University level. Aside the University and the Faculty management, responsible for teaching process, research, quality assurance and monitoring of student's examination and progress, a Head of the Department represents another level, responsible for coordination and supervision of those issues. Furthermore, at the department level, there are two persons among the academic staff, who are responsible for the respective programme.

According to the SER-document the Department of Biology, results of the internal quality assurance are respected and considered for further development of the study programme. Each



external evaluation process is followed by an action plan, in which experts' recommendations are recognised as milestones for the next five-year development.

All the structures have been formally established; however, it is always uncertain if they fulfil their intended obligations. The process has to encompass not only teaching process, but also research activities. This is, for sure, the main weakness of all universities that are not research-intensive. A demand in higher research performance would be the most powerful trigger of an overall academic development and progress.

<i>Standard</i>	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 five 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: Substantially compliant

ET recommendations:

1. *Quality assurance process has to encompass not only teaching process, but also research activities*



2.3. Academic staff

The Department of Biology provides sufficient full-time teaching staff, ranking from assistant professor to full professor, to supply the study programme. Their teaching workload (6 hours per week) makes them feel comfortable, leaving enough time for research, and administrative activities. The academic staff comply with the legal requirements, regulated by the university statute and related acts.

However, the formal criteria for selection, hiring and advancement of the academic staff are obviously too low. Six full professors were contracted in 2016., making this rank dominant, and influencing improper staff-structure (up-side-down pyramid) at the Department. By comparing those full professors, one can recognise big differences concerning their scientific productivity. The best one would be competitive even in much stronger research environment. But the worst one published one single journal-paper, and few conference proceedings or abstracts, in total. His last title is dated 2005, which means that he has been promoted twice to the higher position (associate professor and full professor) without producing any further publication. Some other bad examples could be found. As considered above (2.2), quality assurance should also cover selection, hiring and advancement procedures in relation to research productivity, and not only teaching process. In the past, the system has obviously failed to ensure quality assurance, especially concerning occupation of teaching positions. Nowadays, it is still uncertain if the overbuilt formal system provides complete and efficient control of that issue.

There are only 8 assistants at the Department. Thus, the question has to be raised, on:

- assistants' teaching workload, and their ability to participate in research or/and
- quality of the practical work, potentially organised in too large groups

In spite of some negative observations, it has to be emphasised that the things move forward. A growing share of an advanced teaching staff is undoubted. The younger employees, proficient in English, skilled in contemporary research, and experienced in international collaborations, are continuously getting more and more represented. Accordingly, the Department should consider development of its own promotion criteria, or at least to be quite selective in hiring younger collaborators who fulfil those general, national criteria, that are far too weak for contemporary natural sciences.



<i>Standard</i>	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) contract, workload for teaching, exams, consulting, administrative activities, research, etc. for the study program under evaluation.	X	
<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: Substantially compliant

ET recommendations:

1. *Quality assurance should encompass scientific productivity, and not only teaching*
2. *Expectations from younger and mid-edge teaching staff should be more demanding*
3. *Older teaching staff should be forced, at least, to develop a teaching content of their courses, and align it with a contemporary knowledge in the field.*



2.4. Educational process content

“Classical” biology still dominates across this study programme in Biology. Influenced by some modern disciplines and related techniques, this biology, conceptualised towards botany and zoology, is getting more and more redirected to environmental protection, primarily environmental toxicology. Most of the syllabuses, accompanied to those “classical” courses should be reconsidered from time to time, and compared to those of research-intensive universities. The course in Microbiology would be in the highest demand to change and develop. Much more than any other topic, Microbiology reflects intensively all dramatical changes and hectic development of scientific opinions and concepts. Thus, that one, represented at the Department of Biology, has to evolve rapidly to be aligned with the state-of-the-art. Furthermore, the Virology, in the scope of Microbiology, has to be much more represented. Since the beginning of the 21st century, we have been awarded that viruses are the most powerful ecological factors, and exceptional evolutionary drivers, implying they had been shaped also humans. It is therefore inadmissible, that virology appears just as a part of one single lecture in Microbiology.

Syllabuses of the courses, delivered by more successful researchers, are regularly better and their content is more recent. It is quite understandable, and has to implicate principles in hiring and advancement of the teaching staff.

With exception of some courses, that need to be modernised and updated to meet recent standards in biological science, the study programme develops methodological and generic skills and competencies, contributing to students’ employability, but also to their personality.

There is no complain on student-teacher relationship, student assessment mechanisms, or other mechanisms used for verifying student achievement. Properly designed ECTS system, student workload and adequate number of examinations contribute to the academic feasibility of the programme.

<i>Standard</i>	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	
<i>Standard 4.11.</i> 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 ETCS 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	
<i>Standard 4.12.</i> 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: Substantially compliant



ET recommendations:

- 1. Stronger promotion criteria and high demand on the teaching staff concerning scientific productivity will certainly contribute to the quality of the study programme.*
- 2. Modern laboratory techniques should be implemented as much as possible to practical work with students.*
- 3. Continuous evolution of a course content is an obligation for university teachers*

2.5. Students

According to the Self Evaluation Report, as well as the students' opinion, clear and formally adopted admission requirements are consistently followed and fairly applied to candidates who possess a high-school diploma, or an equivalent document. Study groups are properly dimensioned, and feedback on students' performance and assessment results is given promptly. Records of completion rates are kept for all courses and the entire programme, and included in quality indicators system. Academic staff is available for consultation, advices and tutorial assistance.

There is no complaint concerning students' obligations or violation of their rights. The students' transfer between faculties and study programmes is properly regulated.

Standard	Compliance	
	Yes	No
Standard 5.1. There is a clear and formally adopted admission procedure at institutional level that the study program respects when organising students' recruitment. Admission requirements are consistently and fairly applied for all students.	X	
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.	X	
Standard 5.3. The study groups are dimensioned so as to ensure an effective and interactive teaching and learning process.		X
Standard 5.4. Feedback to students on their performance and results of assessments is given promptly and accompanied by mechanisms for assistance if needed.	X	
Standard 5.5. The results obtained by the students throughout the study cycles are certified by the academic record.	X	
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.	X	
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.	X	
Standard 5.8. 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 is 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: Substantially compliant

ET recommendations:

- 1. The Department has to be aware of dimension of study groups attending the practical work and exercises.*

2.6. Research

From the perspective of the European Research Area, the Faculty of Mathematics and Natural Sciences, including the Department of Biology, would not be considered a research-intensive institution. Nevertheless, it is certainly among the most internationally recognised institutions in the Country. Consequences of far too weak promotion criteria in the past are still observable within the oldest generation of the teaching staff. It is reflected in a lower level of teaching skills and educational content. All the statements that have defined research objectives, and all the policies established to support research activities, failed due to inconsistent promotion criteria. Unfortunately, inappropriate research environment did not contribute in defining scientific research objectives. Insufficient financial support, was another threat that have not played in favour of research prosperity.

However, the progress is appreciable.

In spite of unfavourable conditions, some staff-members have made a significant step forward. They have succeeded to participate in some international collaborations, using project-funds to equip their laboratories and improve learning environment for their students. They have published scientific papers in more prominent journals, and above all, they have included younger colleagues in their research projects. By mentoring them, they have supported, in due time, a development of their research skills. A number of successful collaborative research arrangements with colleagues from international community have been developed. Some important positive trends have been triggered, and this is certainly the most important benefit resulted from that individual enthusiasm.



It is noticed from CV-documents that articles, published in scientific journals, are getting differentiated from easy-publishable conference proceedings, and especially abstracts. No doubt, the proper categorisation of scientific achievement is going to improve the research quality.

Those positive movements are expected to be irreversible, in fact, the process is expected to be accelerated and intensified. Sufficient support from the University, as well as from overall Kosovo society, would significantly help further progress in the forthcoming years.

<i>Standard</i>	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: Substantially compliant

ET recommendations:

- 1. The progress, visible since the last accreditation process, is expected to be irreversible, even accelerated and intensified.*
- 2. Strong determination is necessary in keeping promotion criteria high enough to be stimulating and to enable selection at all the advancement levels. Careful selection in assistants and assistant-professors recruitment is crucial.*
- 3. Strong effort is needed to move STEM area towards preferential position in Kosovo society.*
- 4. International collaborations, scientific trainings and specialisations have to be additional demands for advancement (not only respectable publications)*

2.7. Infrastructure and resources

Implementation of the study programme is substantially ensured concerning overall look of the Department of Biology. Number of teaching and seminar rooms, as well as laboratories, is sufficient for students involved in the programme. In recent years, laboratory equipment supply has generally increased and chemical reagents seemed to be more available. Some parts of the Department do not look very fancy, but this is certainly not the crucial bottleneck in study programme development.

As stated above (staff- and research-chapters), there are some laboratories that look restricted in space, but fully equipped for both research and superb laboratory work with students. Those positive examples resulted from individual achievements of some outstanding staff-members, and unfortunately not from the overall system.

Technician staff is missing. At least some of them would be necessary at the Department, to ensure wishful research-intensive environment.

A modest faculty library should have recent international titles (written in English), and those titles have to be included in the learning process, at least as additional courses-literature. The University library, situated next to the Faculty in the scope of the campus, is probably not equipped with items, necessary to support the study programme in biology.

At the Ministry/Government level, as well as the University level, the Department of Biology and the Faculty of Mathematics and Natural Sciences are not recognised as STEM area, preferable according to European research and higher education standards. The University has to change that stepmother-relationship to natural sciences and allocate much more money



to support specific staff expenses. The Faculty government is in charge to address much stronger demands to the University, to ensure fair allocation of income.

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 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.		X
<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: Substantially compliant

ET recommendations:

- 1. The Faculty has to be recognised as STEM area, favourable according to European research and higher education standards. The University has to change that stepmother-relationship to natural sciences and allocate much more money to support specific stuff expenses. The Faculty government is in charge to address much stronger demands to the University, to ensure fair allocation of income.*
- 2. The Faculty government is in charge to address much stronger demands to the University, to ensure a proper allocation of income.*
- 3. Admission to international projects have to be encouraged and strongly supported.*

3. OVERALL EVALUATION AND RECOMMENDATION OF THE ET

The Master Study Programme in Biology is compliant with the overall mission statement of the Faculty and University. A consistency with the National Qualifications Framework, as well as substantial consistency with European Higher Education Area standards can be recognised. The Department has implemented a number of recommendations from the last accreditation procedure.

An appreciable progress has been made. In spite of unfavourable financial support, improvements have been made concerning research and educational content. There were no significant complaints from students' representatives at the site visit.

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

18



Republika e Kosovës
Republika Kosova - Republic of Kosovo



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

In conclusion, the Expert Team considers that the **Study Program in Biology – Bachelor Level** offered by the Faculty of Mathematics and Natural Sciences – the Department of Biology is **substantially compliant** with the standards included in the *KAA Accreditation manual* and, therefore, recommends **to accredit** the study program for a duration of **3 years** with a number of **60 students** to be enrolled in the program.

Expert Team

Chair

Mladen Krajacic

April 8, 2021

(Signature)

(Print Name)

(Date)

Member

(Signature)

(Print Name)

(Date)

Member

(Signature)

(Print Name)

(Date)

Member

19



Republika e Kosovës
Republika Kosova - Republic of Kosovo



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

(Signature)

(Print Name)

(Date)

Member

(Signature)

(Print Name)

(Date)

Member

(Signature)

(Print Name)

(Date)