UNIVERSITY OF PRISHTINA "HASAN PRISHTINA"

FACULTY OF MATHEMATICS AND NATURAL SCIENCE

Department of Biology

Study program: Ecology and Environmental protection, Bsc

RE-ACCREDITATION

REPORT OF THE EXPERT TEAM

June, Zagreb

TABLE OF CONTENTS

1. INTRODUCTION

1.1. Context

Date of site visit: May 17, 2021

Expert Team (ET) members:

- Prof. Dr. sc.Sanja Kalambura, University of Applied Science Velika Gorica
- Jadranka Pelikan, M.Sc. of Bioprocessual Engineering, PhD candidate of University of Zagreb, Faculty of Science

Coordinators from Kosovo Accreditation Agency (KAA):

- Naim Gasshi

Sources of information for the Report:

- Self-evaluation report University of Prishtina "Hasan Prishtina", Faculty of Mathematica and natural science*),* study program: Ecology and environmental protection- BSc
- Course Syllabuses
- Professors CV

Requested documents:

o Regulation on Quality Assurance and evaluation
o Last Expert Evaluation report for this study programme
o Quality Assurance manual
o Manual on the Determination of Measuring Indicators
o Student electronic management system – link
o Tutorial procedure
o Peer to peer procedure
o Questionnaire for academic staff, administration and students
o Academic staff Questionnaire
o All other applicable questionaries
o Evaluation results for questionaries above
o Total number of active students and dropouts

3

AKA | Qendra e Studentëve, kati 2-të, 10000 Prishtinë, Kosovë
Tel. +381 38 213722 | Fax +381 38 213087 | www.akreditimi-ks.org

o   Total number of Alumni
o   Statistic - Drop off
o   Centre for Teaching excellence – regulation, description, projects, all informative things
o   Proposed recommendation for all questionaries above
o   Library description – number of books for Bsc and Msc program
o   Practice manual
o   Laboratory exercised manual
o   Student rights and obligations
o   Student transfer regulation and mobility
o   Research objectives, research plan
o   Policies for research recognition (document for promotion of academic staff)
o   places in classrooms and laboratories etc.
o   Example of Bachelor thesis
o   Example of Msc thesis
o   Example of exam.

Additionally, Received documents:

- *Regulation on quality assurance*

- *Guidelines for the Evaluation*

- *KPI-UP-Included Academic Staff*

- *Questionnaire for academic administration*

- *Questionnaire for academic staff*

- *Practice manual*

- *Laboratory Excercise Manual*

- *Student transfer regulation and mobility*

- *Regulation on selection process academic staff*

- *Bachelor Thesis example*

- *Master Thesis example*

- *Example of exam*

- *Centre for Teaching Excellence*

- *Regulation for bachelor students*

- *Regulation for master students*

- *Statute UP*

- *Student questionnaires.*

Criteria used for program evaluation:

- *Standards & performance indicators for external evaluation according to the Accreditation Manual of KAA, July 2018*
- *Criteria of Relevance, Efficiency, Effectiveness, Impact, Sustainability*

1.2. Site visit schedule

Date: 17th of May 2021

Expert Team

- Prof. Dr. Sanja Kalambura
- Jadranka Pelikan, PhD Candidate

Coordinators of 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
- Ilirjane Ademaj, Senior Officer for Evaluation and Monitoring

Site Visit Program

09.00 – 09.40   Meeting with the management of the faculty where the programme is integrated

Prof. Dr. Idriz Vehapi (Dean),

Avni Berisha (Vice-Dean for Teaching affairs),

Sefer Avdija (Vice Dean for Science and Quality assurance Affair),

Kajtaz Bllaca (Vice-Dean for financial affairs)

5

09.45 – 10:30	Meeting with quality assurance representatives and administrative staff
	Besnik Loxha (University Central Office),
	Ilir Mazreku (FMNS Office)
	Artan Alidema (IT FMNS)
10.35 – 11.35	Meeting with the heads of the study programme *Ecology and Environmental Protection, BSc*
	Prof. Asoc. Dr. Halil Ibrahimi
	Prof. Asoc. Dr. Elez Krasniqi
	Prof. Dr. Kemajl Kurteshi
11:35 – 12:10	Lunch break (to be provided within the faculty premises)
12.10 – 13:10	Meeting with the heads of the study programme *Ecology and Environmental Protection, MSc*
	Prof. Asoc. Dr. Avni Hajdari
	Prof. Asoc. Dr. Linda Grapci Kotori
13.15 – 13:55	Meeting with teaching staff
	Prof. Asoc. Dr. Avdullah Alija
	Prof. Ass. Dr. Kimete Lluga-Rizani
	Ass. Msc. Bledar Pulaj
	Ass. Dr. Lulzim Millaku
14.00 – 14.45	Meeting with students
	Eljesa Seta (Bch)
	Diellza Krasniqi (Bch)
	Loreta Dedinca (Bch)

6

Muharrem Buqaj (Bch)

Egzon Bunjaku (Msc)

Ardit Hasani (Msc)

14.50 – 15.30   Meeting with graduates

Andonita Buqinca (Msc)

Osman Fetoshi (Bch)

Lindite Morina (Msc)

15.35 – 16.15   Meeting with employers of graduates

Muhamet Malsiu (Ministry of Environment)

Qenan Maxhuni (Ministry of Environment)

Egzona Shala (NGO director)

16.15 – 16.25   Internal meeting of KAA staff and experts

16:25 – 16:35   Closing meeting with the management of the faculty and program

No	Study programs	Experts	Responsible persons of study programs
1	Ecology and Environmental Protection, BSc (Re accreditation)	Sanja Kalambura Jadranka Pelikan	Halil Ibrahimi Elez Krasniqi Kemajl Kurteshi
2	Ecology and Environmental Protection, MSc (Re accreditation)	Sanja Kalambura Jadranka Pelikan	Avni Hajdari Linda Grapci

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

The University of Prishtina (UP) is the largest University in Kosovo, offering a diverse array of programs (bachelor, masters, and doctorate) in different Faculties, including programs in

7

mathematics and natural sciences. The studies in the field of mathematics and natural sciences (chemistry, biology, physics and mathematics) in the UP, for the first time started in 1960, as part of the Faculty of Philosophy. Later, in 1971 section of exact sciences separated from this faculty, and then form this section the Faculty of Mathematical and Natural Sciences (FMNS) was established with the verdict of the Assembly of Kosovo (Official Paper of SAP of Kosovo, no, 37/71). Since that time, full-time and correspondence studies were organized in five departments: Chemistry, Biology, Physics, Geography and Mathematics.

FMNS actually has five departments with respective programs as follow:

In 2021 the FMNS Faculty apply with the current Becleor Degree Program in Ecology and Environmental protection studies lasting three (3) years and one hundred and eighty (180) ECTS credits.

The specific objectives of the UP are given in Self-evaluation report (SER) are following:

– To act as an institutional and leadership centre for advancing the knowledge, creative ideas and science in the Kosovo higher education system

– To have a leading the role in the development of education, science, culture, society and economy of Kosovo

– To actively participate in the process of promoting civic democracy

– To create and support the highest standards in teaching and learning, scientific research as well as in and artistic creativity

– To utilize its resources in the most efficient way

– To maximize the cooperation and participation in higher education activities at national, regional and international level

– To adapt to European standards

– To be fully integrated into the European Higher Education Area, the European Research Area and to undertake the appropriate reform steps needed to achieve this mission.

According to the UP Statute, the University create equal opportunities for all, without any discrimination based on gender, race, sexual orientation, marital status, language, religion, political belief, nationality end etc. FMNS, in accordance with the Statute of the UP, sets up

8

the criteria for admission of new students for each academic year. The number of students is proposed by the academic units (faculties), respectively by departments based on their human and material resources, then these quotas approved by the Council of FMNS and by UP Senate. For students who come from families of vulnerable social categories, there is assistance program provided to support their studies, foreseen by the Administrative Instruction published by MEST. The semester fee is also acceptable for most of the social categories (students), while students from the most remote places from Prishtina can stay in dormitory at the University Campus. Teaching in FMNS is organized in a regular (full-time) form and involves a variety of activities planned to achieve the objectives of the courses and the program as a whole. These activities include lectures, laboratory work, theoretical and practical exercises, seminars, scientific research, mentoring of students, etc. Curriculum development at FMNS is regulated and implies the development of a series of processes and experiences that students have to develop to obtain a degree.

Since we did not have opportunity to visit University due COVID -19 restrictions we can confirm from materials and movie that are satisfactory, equipped teaching rooms and laboratories.

BRIEF ANALYSIS OF ADVANTAGES AND DISADVANTAGES

ADVANTAGES OF THE HIGHER EDUCATION INSTITUTION:

1. FMNS has ambition and opportunity to lead both education and science in the region
2. Very Good connection with the local and business community
3. Clear mission of the program
4. Satisfactory motivation of professors and management for study program
5. BSc. program with development to MSc
6. Motivated students
7. Communication between teaching staff and students is on a good level, teaching staff is available to all students.

DISADVANTAGES OF THE HIGHER EDUCATION INSTITUTION

1. Internationalization aspects are not yet sufficiently developed

2. Practical experience in laboratories is established but vulnerable due the Pandemic conditions
3. The transfer of knowledge and technology needs to be improved
4. Possible problems for student's enrolment since unemployment in Kosovo is high
5. Internal communication is limited meaning that students are not fully aware of all the changes and improvements made by FMNS, particularly in response to student surveys
6. Access to learning resources (library and e-books) is limited
7. The web site does not have enough information's about the institution and does not update the information quickly enough
8. Implementation of proposals obtained from student's surveys is not on the level that it needs to be
9. Still overloaded teachers and huge number of teaching hours per week/semester
10. Lack of time for scientific research.

EXAMPLES OF GOOD PRACTICE

1. Collection and analysis of quality data at all levels at University
2. Integration into the local community
3. Implemented recommendation from previous report
4.Implementation of different quality insurance instruments

Very important note is that this evaluation from the expert team were very difficult since SER does not provide proof for the listed statements. FMNS English web site version is not functional. The additional documents received do not provide the necessary evidence. Accordingly, our expert evaluation report will be done according to the analyses of the submitted documents.

2. PROGRAM EVALUATION

2.1. Mission, objectives and administration

UP has mission and objectives defined in Statute and the mission of the study programme is to supply students with the knowledge, skills and interdisciplinary approach that is necessary for carrying out different jobs in the field of ecology and environmental sciences, including nature protection, conservation and environmental management.

Learning outcomes for the study programme are consistent with the National Qualifications Framework and the Framework for Qualifications of the European Higher Education Area and described at level of BSc study programme but it has to be revised according to study programme objectives.

The University has a Code of Ethics for academic staff. There is a well done prescribe approach to academic integrity and ethics, and the documentation addresses important topics. Management has defined integrity and ethics as a matter of policy. However, plagiarism detection software is not currently used.

In SER is written that the content of the study programs is designed based on faculty and university of regulations, and University statues as well. Curriculum development at FMNS is regulated and for each new proposed study program. The learning outcomes for the study program are set in line to describe study program but it need some improvements. For example, learning outcome: *Participate in creating management programmes, including assessment of the environmental impact* is more for MSc. level. It is necessary to review the learning outcomes of study program and for all courses.

Teaching methods presented in SER are different for different subjects. The most applied are discussions, exercises, practical work in the field, small working groups and etc. It has to be standardised and defined on the way that clear what is teaching methodology and evaluation methods.

Policies, regulations, terms of reference and statements of responsibility relating to the management and delivery of the program are reviewed at the University level.

11

Standard	Compliance	
	Yes	No
Standard 1.1. The study program mission is in compliance with the overall mission statement of the institution.	X	
Standard 1.2. Relevant academic and professional advice is considered when defining the intended learning outcomes which are consistent with the National Qualifications Framework and the Framework for Qualifications of the European Higher Education Area.	X	
Standard 1.3. The study program has a well-defined overarching didactic and research concept.		X
Standard 1.4. There are formal policies, guidelines and regulations dealing with recurring procedural or academic issues. These are made publicly available to all staff and students.	X	
Standard 1.5. All staff and students comply with the internal regulations relating to ethical conduct in research, teaching, assessment in all academic and administrative activities.	X	
Standard 1.6. All policies, regulations, terms of reference and statements of responsibility relating to the management and delivery of the program are reviewed at least once every two years and amended as required in the light of changing circumstances.	X	

Compliance level: Substantially compliant

ET recommendations:

1. *All learning outcomes need to be revised and improve with generic skills.*
2. *The learning outcomes for study programme need to be revised. Especially part which is addressed to careers and general skills in management.*
3. *The study program should strive for a fundamental revision of the SWOT analysis since strengths and weakness are not in balance and also threats are sometimes actually weakness.*
4. *Study program mission need to be clear and visible*

12

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

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

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

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

2.2. Quality management

The foundations of the QAS have been designed. The Committee for Quality Assurance and evaluation at the faculty level is composed from a member from the Faculty Management, the Faculty Coordinator for Quality Assurance, students and academic staff. Quality assurance and finances of UP are regulated by Law No. 04/L-037 on Higher Education in Republic of Kosovo" and by the Statute of UP. Based on article 210- 225 of the Statute, the Senate of UP approved the Regulation on Quality assurance and evaluation, which regulates the mechanisms and procedures of quality assurance and evaluation in UP.

The appropriate, and the major of functions (activities) appear to be implemented. The next stage for the UP and FMNS is to transition the QAS from a 'design' into 'business-as-usual'. This will involve embedding the QAS into practice for all staff and integrating the various processes, including data flows (e.g., surveys, student feedback, pass rates, plagiarism etc) and key performance indicators, into routine review and planning meetings.

The FMNS will also need to define mechanisms to 'close the loop' and take appropriate action. For this reason, efforts should be further intensified to involve more in operational activities. It is necessary to ensure PDCA cycle Plan, Do, Check, Act. The part Act seems to be missing in this cycle. From the available documents and the discussions on site, it is clear to the experts that the data collected will also be used for continuous development, but it has to be show somehow. It is necessary to provide some transparency and communicate/report the issues and actions of the QAS to different stakeholder groups, including where appropriate students.

13

The QAS is relatively immature, which is to be expected given its implementation post previous reaccreditation. The QAS needs also to be complemented by a cultural change where staff do not view the QAS as a threat but a tool to realise continuous improvement and to achieve and maintain the highest standards in education and science.

The QAS procedures developed for professional practice is maturing toward an example of good practice with clear learning outcomes and review thereof, an exit survey for companies and subsequent review and action by Head of Professional Practice.

As already recognised in the self-report, the University has recognised that there is room for improvement in the area of internationalization. The experts can confirm this by stating that the university develop online evaluation systems but did not receive any documents which will give more detail according improvements.

Alumni are very important part of Quality Assessment. They can conduct corresponding institutionalised surveys and implement results to improve all quality aspects.

The University performs evaluation activities on an ongoing basis and for quality assurance processes University using instruments like: Questionnaire for students, Questionnaire for Academic Staff, Questionnaire for graduates, Questionnaire for Administration. All set instruments are given in questionnaire form. Question structure is satisfactory but results missing. This expert team received student results on Albanian language, and it is not in position to grade these reports.

Expert team want to point to the fact that is challenging for the University to carry out numerous evaluations, especially in the case of electronic evaluations, when evaluation fatigue sets. Maybe to think about transparent communication and publication of evaluated results.

Unfortunately, there are no reports on how the public or University members are informed about quality development in a public report beside web site.

This expert team did not find in documents on web site Quality Politics and also General Strategy for the Faculty.

From the available documents and the discussions on site, it is clear to the experts that the data collected will also be used for continuous development.

Information on the activities of the University is available on the website in Albanian. In addition, communication with stakeholders is maintained in a variety of ways.
The University is obviously taking its social role seriously.

14

The FMNS has a strategy plan for 2 years that includes establishing new study programmes, research centres and intensifying cooperation with industry to become a regional centre of excellence. The strategy is entirely appropriate and plans to operationalise this are documented. As part of the plan, the following recommendations must be implemented to ensure that the education is not/has not been compromised.

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

15

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

Compliance level: Substantially compliant

ET recommendations:

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

2. *As set of key performance indicators need to establish (agreed), monitored and reviewed at key times throughout the academic year.*

3. *Open discussion of the course evaluation results with the students.*

4. *Open discussion of the course evaluation results with the teachers.*

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

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

7. *Write a Development Strategy for Faculty and make it public.*

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

9. *The Faculty should make efforts to set functional and operational quality system with all stake holders.*

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

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

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

13. *Accept all recommendations from last report.*

16

2.3. Academic staff

The institution employed qualified staff that are responsible for the programme of ecology and environmental health and other academic student services wherever they are offered in order to improve the effectiveness of the institution. For implementation of study program are there is 28 teaching academic staff of them 25 teaching staff from department of biology. Three full-time academic staff (which have PhD title) are appointed as responsible persons which means more than one professor per each student group or for every 60 ECTS credits, while number of employed staff for this program is 21, 15 of them as professors and 6 teaching assistants.

All members of the academic staff can't occupy, within one academic year, more than two teaching positions (one full-time, part-time) and they are elected true procedures for selection, hiring and advancement of academic staff are regulated by the Statute of the UP and other Regulations. Total number of professors on the study programme are full time employees.

Literature proposed in Syllabuses need to be improve and changed. This is still the week part of this program.

Each semester regularly evaluates the academic staff by the students for each subject. The data are not made public but are communicated to the management and to the professor of subject. Still there is no evidence that results are taken into account for the advancement of academic staff.

University is prepaid in scientific databases (ex. Science Direct) in which academic staff and students can have free online access in literature, but it has to be expanded.

In European quality academic and teaching strategies one of the important tasks is to develop good own teaching materials. This has to be focus for the future in this CE program.

Standard	Compliance	
	Yes	No

17

Standard 3.1. Candidates for employment are provided with full position descriptions and conditions of employment. To be presented in tabular form data about full time (FT) and part time (PT) academic/ artistic staff, such as: name, qualification, academic title, duration of official (valid) contract, workload for teaching, exams, consulting, administrative activities, research, etc. for the study program under evaluation.	X	
Standard 3.2. The teaching staff must comply with the legal requirements concerning the occupation of teaching positions included in the Administrative instruction on Accreditation.	X	
Standard 3.3. Academic staff do not cover, within an academic year, more than two teaching positions (one full-time, one part-time), regardless of the educational institution where they carry out their activity	X	
Standard 3.4. At least 50% of the academic staff in the study program are full time employees, and account for at least 50% of the classes of the study program.	X	
Standard 3.5. For each student group (defined by the statute of the institution) and for every 60 ECTS credits in the study program, the institution has employed at least one full time staff with PhD title or equivalent title in the case of artistic/applied science institutions.	X	
Standard 3.6. Opportunities are provided for additional professional development of teaching staff, with special assistance given to any who are facing difficulties.	X	
Standard 3.7. The responsibilities of all teaching staff, especially full-time, include the engagement in the academic community, availability for consultations with students and community service.	X	

Compliance level: Substantially compliant

ET recommendations:

1. *Improving the pedagogical competencies of teachers should become part of regular institutional activities*
2. *The University should encourage teachers to significantly increase outbound mobility*

18

3. *Literature revision in Syllabuses is obligatory*
4. *It is important to ensure objective and transparent grade weight given by each evaluator for academic staff*
5. *Results of evaluation should be public, at least average grade for study program*
6. *Workload of teachers should be monitored as well as the total number of courses per teacher to boost the teaching quality and to give time for scientific activity and professional and personal development*
7. *Make teachers aware of alternative teaching strategies, including the periodic evaluation of the alignment of teaching methods and learning outcomes (ongoing process)*
8. *Teachers should to a greater extent include the latest research, trends and knowledge on the labour market in the teaching process*
9. *Literature should be more on international level and in electronic version*
10. *Provide access to a range of electronic tools for teaching, professional and research activities*
11. *Increase the number of training and educations for teaching staff to achieve better results in the teaching process*
12. *Formalize Peer review process.*

2.4. Educational process content

This Ecology and Environmental Protection program is subject-related and it covers interdisciplinary aspects. It combines ecological and environmental subjects. True analysis of the all programme dominant is biology as core subject and subjects linked with biology field. Environmental management and environmental monitoring aiming to shape student skills for using of different methodologies in lab and field research.

According to SER students will be trained for work in the conservation and environmental protection authorized institutions (local and central government), non-governmental organizations (planning an implementation of the projects for conservation), or in private enterprises (providing consulting services, ex. environmental impact assessment). But from the site visit discussion with employers, it is obvious that students with this level of education will work on simple and more administrative jobs. This has to be improved.

Revision off all learning outcomes is necessary. Some of them are not at all in correlation with study programme learning outcomes or competencies.

19

This study program is offered only on Albanian language. Professors are obliged to present the syllabuses to the students in the first lecture, including learning outcomes but from the experience this has to be repeated true semester.

Student assessment is described in each syllabus and according to SER if students are not satisfied with the assessment, they have the right of the objection, and then the faculty management is obliged to create an ad-hock committee for evaluation of the student. There is no dana about concrete cases.

Standard	Compliance	
	Yes	No
Standard 4.1. The study program is modelled on qualification objectives. These include subject-related and interdisciplinary aspects as well as the acquisition of disciplinary, methodological and generic skills and competencies. The aspects refer especially to academic or artistic competencies, to the capability of taking up adequate employment, contributing to the civil society and of developing the students' personality.	X	
Standard 4.2. The study program complies with the National Qualifications Framework and the Framework for Qualifications of the European Higher Education Area. The individual components of the program are combined in a way to best achieve the specified qualification objectives and provide for adequate forms of teaching and learning.	X	
Standard 4.3. The disciplines within the curriculum are provided in a logical flow and meet the definition and precise determination of the general and specific competencies, as well as the compatibility with the study programs and curricula delivered in the EHEA. To be listed at least 7 learning outcomes for the study program under evaluation.	X	
Standard 4.4. The disciplines within the curriculum have analytical syllabuses which comprise at least the following: the discipline's objectives, the basic thematic content, learning outcomes, the distribution of classes, seminars and applicative activities, students' assessment system, the minimal bibliography, etc. The full course description/ syllabuses of each subject/ module should be attached only in electronic form to the self-assessment report for the study program under evaluation.	X	

20

Standard 4.5. If the language of instruction is other than Albanian, actions are taken to ensure that language skills of both students and academic staff are adequate for instruction in that language when students begin their studies. This may be done through language training prior to the commencement of the program.		X
Standard 4.6. The student-teacher relationship is a partnership in which each assumes the responsibility of reaching the learning outcomes. Learning outcomes are explained and discussed with students from the perspective of their relevance to the students' development.	X	
Standard 4.7. Teaching strategies are fit for the different types of learning outcomes programs are intended to develop. Strategies of teaching and assessment set out in program and course specifications are followed with flexibility to meet the needs of different groups of students.		X
Standard 4.8. Student assessment mechanisms are conducted fairly and objectively, are appropriate for the different forms of learning sought and are clearly communicated to students at the beginning of courses.	X	
Standard 4.9. Appropriate, valid and reliable mechanisms are used for verifying standards of student achievement. The standard of work required for different grades is consistent over time, comparable in courses offered within a program, and in comparison with other study programs at highly regarded institutions.	X	
Standard 4.10. Policies and procedures include actions to be taken in to dealing with situations where standards of student achievement are inadequate or inconsistently assessed.		
Standard 4.11. If the study program includes practice stages, the intended student learning outcomes are clearly specified and effective processes are followed to ensure that those learning outcomes and the strategies to develop that learning are understood by students. The practice stages are allocated 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	
Standard 4.12. In order to facilitate the practice stages, the higher education institution signs cooperation agreements, contracts or other documents with institutions/organisations/practical training units.	X	

Compliance level: Substantially compliant

ET recommendations:

1. *Revise and standardize all learning outcomes*

21

2. *It is recommended to have 4-7 outcomes per course and a maximum of 10 for the study program*
3. *Make a constructive alignment and incorporate the acquisition of generic skills into the outcomes*
4. *Multiple electives that will generate general competencies such as management*
5. *Link the learning outcomes of the study program with the competencies*
6. *In order to better support international exchange, it is necessary to introduce lectures and courses in English in all studies. These lectures and courses should be defined as compulsory for all students, including homework.*
7. *Ensure the practical classes and exercise.*

2.5. Students

The FMNS enrols 75 students to the first year to the bachelor study programme in Ecology and Environmental Protection. According to the SER, the strengths of the study programme of the students' studying experience include reliance on the transparent and public procedures for students enrolment, small groups in lectures and exercises / practices that ensure higher efficiency, involvement of students at all levels of decision-making in UP, a transparent and well-known evaluation and assessment system for students, administrative support during their studies, motivation for distinguished students (provision of scholarships for excellent students), dormitories and meals at affordable cost for students.

Weaknesses are related to lack of FMNS spatial capacities, long procedures for recognition and ECTS transfer from other institutions in the country or abroad, lack of professional counselling for students with emotional problems (psychologist) and lack of provision of health services (doctor, dentist, etc.).

Opportunities listed in the SWOT analysis count on the ERASMUS mobility programs for academic staff and students exchange programmes with Eberswalde University for Sustainable Development and University of Konstanz (both in Germany), Pamukkale University (Turkey) and University of Milan (Italy). Threats to the students' chapter are potential of losing the students in favor of other study fields and insufficient support for science and research in the country.

Upon reception of the requested information and the documentation, the Faculty management provided information on the total number of active students cumulatively for three years of the

22

AKA | Qendra e Studentëve, kati 2-të, 10000 Prishtinë, Kosovë
Tel. +381 38 213722 | Fax +381 38 213087 | www.akreditimi-ks.org

study programme. It seems that there are a significant number of students that are not active nor are dropouts.

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

23

Standard 5.9. Students' rights and obligations are made publicly available, promoted to all those concerned and enforced equitably; these will include the right to academic appeals.	X	
Standard 5.10. The students' transfer between higher education institutions, faculties and study programs is clearly regulated in formal internal documents.	X	
Standard 5.11. Academic staff is available at sufficient scheduled times for consultation and advice to students. Adequate tutorial assistance is provided to ensure understanding and ability to apply learning.	X	

Compliance level: Substantially compliant

ET recommendations:

1. *Improve the design of your webpage to promote the recruitment of students*
2. *Continue further developing the ALUMNI organization.*
3. *The drop-out and graduation rates should be included into the quality indicators at the study level programme until the next reaccreditation.*
4. *The recommendation regarding high drop-out of the study programmes' students is for the Department to develop the support system that will reduce the unwillingness of the enrolled students to finish their study.*
5. *Design an action plan for the graduation rate improvement, monitor its implementation, and report, annually. Adjustment necessary upon the reporting.*
6. *The University will launch the policy to make students' theses available to the public in order to discourage possible plagiarism. Additionally, the Faculty should organise workshops for the staff and students on the awareness raising about plagiarism and its consequences for the future of the students or an academic staff committing it.*
7. *Post-evaluation action plan design and implementation is compulsory, at least once per year, for the academic staff to improve the teaching process and the knowledge transfer for the teaching staff towards the students.*

2.6. Research

The teaching staff has an obligation of 6 hours of teaching per week according to the UP regulations. The remaining part should be invested in research activities.

24

By the SWOT analysis of the research chapter, the strengths are diversity of research and scientific publications by the staff, active participation in international scientific conferences of academic staff, significant number of scientific publications in peer reviewed journals, cooperation with international institutes and universities for joint scientific research projects but also at the level of doctoral studies, the possibility of implementing the results of scientific research in practice, such as in the field of biodiversity conservation or environmental protection, organization of scientific conferences. The weaknesses are listed in the SER in a form of insufficiencies such as budget, free movement for academic and researchers' exchange, lack of staff, incentives for researchers, working space is tight and long procedures for gaining all of them including projects' implementation.

Opportunities will emerge when the visa system improves for Kosovo citizens which will allow academic, and students exchange with international universities in the fields of ecology and environment protection. The threats are recognised as high unemployment rate in the country. The SWOT analysis should be improved in a way that strengths and weaknesses represent indicators under the direct control of the Study programme management, while opportunities and threats relate to the outer influences and not under control of the study programme management.

Due to global pandemia and difficulties that appeared in all aspects of human life, the reference period for the publications' list collection is 2017-2021 considered as the three-year period. The Strategy of the UP sets an indicator of at least 50 published papers by the Academic staff to be published by 2022. According to SCOPUS database, the Study programme teaching staff exceeded the numbers: the total number of the publications listed in SCOPUS base are 119 with an average 4,95 publications per person. The individual CVs contain even more publications that are not indexed in SCOPUS base. The teaching staff does not meet the standard of at minimum one publication per person and per year within the 3-year reference period. Regarding the sources of the publications' indicator, this report chapter relies on the academic staff CVs and SCOPUS base. The standards 6.7. requests that each academic and research staff member should meet it. Yet, according to SCOPUS, eight CVs do not meet it. The presented CVs, similarly, are below the threshold. The indicator values vary from 0 to 9 as the three-year average. The mode is 1. Regarding the h index, it varies from 0 to 14. The mode is 2. At least five academic staff members are on the list of the CETs trainees for the teaching skills in higher education (basic and advance course). There is a long list of implemented and ongoing projects and several conferences organised by the FMNS.

Standard	Compliance	
	Yes	No
Standard 6.1. 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	
Standard 6.2. Expectations for teaching staff involvement in research and scholarly activities are clearly specified, and performance in relation to these expectations is considered in staff evaluation and promotion criteria.	X	
Standard 6.3. Clear policies are established for defining what is recognized as research, consistent with international standards and established norms in the field of study of the program.	X	
Standard 6.4. The academic staff has a proven track record of research results on the same topics as their teaching activity.	X	
Standard 6.5. The academic and research staff publish their work in speciality magazines or publishing houses, scientific/applied/artistic products are presented at conferences, sessions, symposiums, seminars etc. and contracts, expertise, consultancy, conventions, etc. are provided to partners inside the country and/or abroad.	X	
Standard 6.6. Research is validated through: scientific and applied research publications, artistic products, technological transfer through consultancy centres, scientific parks and other structures for validation.	X	
Standard 6.7. Each academic staff member and researcher has produced at least an average of one scientific/applied research publication or artistic outcome/product per year for the past three years.		X
Standard 6.8. Academic and research staff publish under the name of the institution in Kosovo they are affiliated to as full-time staff.	X	

Standard 6.8. 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	
Standard 6.9. Policies are established for ownership of intellectual property and clear procedures set out for commercialization of ideas developed by staff and students.	X	
Standard 6.10. Students are engaged in research projects and other activities	X	

Compliance level: Substantially compliant

ET recommendations:

1. *Each Academic staff member should have developed their own plan of research and teaching activities, implement it and monitor its implementation. The Plan should include no. of paper planned to publish, no. of workshops attendance with presentations and participation per year and the planned trainings for professional advancement. Cumulative plan for the academic staff should be available for the next reaccreditation.*
2. *Teaching staff should involve students in the research activities. Publications should be listed.*
3. *The study programme management should find the way of meeting the standard.*
4. *Young researchers should be more supported and involved in the research activities by the senior staff. They should meet the standard of a paper published per year in average in the past three years.*

2.7. Infrastructure and resources

Due to online site visit it was difficult to assess the premises without seeing them. Therefore, the ET relies on the SER regarding the conditions of the space and books in the library. The SWOT is missing.

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

28

b) a number of seats in the group work rooms corresponding to at least 10% of the total number of students in the study program; 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.		
Standard 7.6. The infrastructure and facilities dedicated to the implementation of the program is adapted to students with special needs		X

Compliance level: Partially compliant

ET recommendations:

1. *Ensure appropriate provision for learning resources for students and staff with disabilities or difficulties.*
2. *Investments in IT-resources is recommended to improve students' needs for studying experience.*

3. OVERALL EVALUATION AND RECOMMENDATION OF THE ET

The Expert team would like to commend the programme development team for their proactive engagement with the Panel during the validation event. There was a very strong sense of teamwork and ownership exhibited by the programme development team. Having considered the documentation provided and discussed it with the programme development team, the Re-accreditation Panel recommends the following:

29

Standard	Compliance Level
Mission, objectives and administration	Substantially compliant
Quality management	Substantially compliant
Academic Staff	Substantially compliant
Educational Process Content	Substantially compliant
Students	Substantially compliant
Research	Substantially compliant
Infrastructure and resources	Partially compliant
Overall Compliance	**Substantially compliant**

The overall compliance is assessed by the experts at the level of **Substantially compliant.**

However, the following recommendations need to be considered in relation to programmes re-accreditation in future period:

- The study program has a great potential for students, professors and the Republic of Kosovo, so it has to be modern and based on good practices.

- You should strive for a fundamental revision of the SWOT analysis since strengths and weakness are not in balance and also threats are sometimes actually weakness. From that point we can clearly see what we can change in the future. The program mission needs better definition of the intended learning outcomes at the descriptive levels of the European Framework of Qualification.

- Adopt and accept all recommendations from previous report.

- Focus yourself on the possibility that you become a leader in the region with attractive and best applying a coherent concept of student- cantered teaching and learning.

- Integrate of modern teaching practices and research at the program level, especially

30

integration of e-learning and online teaching and learning at all levels of the teaching concept and the entire curriculum in a differentiated way.

- Write a Quality Policy and make it public and also Development Strategy for Faculty

- Put a live open discussion of the course evaluation results with the students and teachers.

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

- Revise and standardize all learning outcomes, make a constructive alignment and incorporate the acquisition of generic skills into the outcomes.

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

- Provide mechanisms to ensure that work submitted by students is original.

- Continue further developing the ALUMNI organization.

- The University should aim to create an environment which welcomes all students, enabling them to participate fully in university life. This applies to students with physical disabilities.

And on the end:

- SER document is poor quality document. It has to be improved.

In conclusion, the Expert Team considers that the study program *Ecology and Environmental Protection* offered by *University of Prishtina" Hasan Prishtina"* is **Substantially compliant** with the standards included in the *KAA Accreditation manual* and, therefore, recommends *to reaccredit* the study program for a duration of *3 years* with a number of **60 students** to be enrolled in the program.

4. APPENDICES *(if available)*

None

31

Expert Team

Chair

_____
(Signature)   (Prof. PhD. Sanja Kalambura)   (17.06.2021.)

Member – Student expert

_____
(Signature)   (Jadranka Pelikan, MSc. bioproc.eng.)   (17.06.2021.)