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Kosovo Accreditation Agency

***UNIVERSITY OF PRISHTINA “HASAN PRISHTINA”
FACULTY OF MATHEMATICS AND NATURAL SCIENCES
DEPARTMENT OF MATEMATICS***

***BSc PROGRAM
FINANCIAL MATHEMATICS IN BANKS AND INSURANCE***

RE-ACCREDITATION

REPORT OF THE EXPERT TEAM

APRIL 25, 2021, SPLIT



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1. INTRODUCTION

1.1. Context

Date of site visit: April 8th, 2021, on-line

Expert Team (ET) members:

- *Prof. dr. sc. Ivan Slapničar, University of Split, Croatia*

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 “FINANCIAL MATHEMATICS IN BANKING AND INSURANCE PROGRAM, BSc”, 2020 (no precise date) including course catalogue*
- *KAA Accreditation Manual 11.07.2018*
- *Syllabi*
- *Staff CVs (Full time, Part time)*

Requested documents

Mission, objectives, and administration

1. Provide mission of the program and its compliance to the overall mission of the institution (S1.1)
2. Show how are learning outcomes connected to national Qualification Framework (S1.2)
3. Provide definition of overarching didactic and research concept of the program (S1.3)
4. Provide documents on formal policies, guidelines and regulations and public links to those documents (S1.3), in particular:
5. Documentation on how teachers' obligations are listed in SER, page 9, paragraph 1, checked,

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6. Documents that demonstrate changes in the curriculum,
7. Regulations on student assessment,
8. Regulations on Bachelor Thesis (according to information from the meetings, there is none)
9. Regulations on ethical conduct and public links to them (S1.5)
10. Provide documentation on last review of program according to S1.6

Quality management

1. Provide documentation on quality evaluations with overview of issues for the overall program, considering inputs, processes and outputs with particular attention given to learning outcomes for students. (S2.4)
2. Provide documentation on graduates' surveys, employment outcome data, and employer feedback (PI2.1).
3. Provide Guide to quality assessment activities and link to it (SER, page 11).
4. Provide Plan of activities by Office for Academic Development (SER, page 11).
5. Provide Improvement plan after last assessment prepared by the Dean (SER, page 11).
6. Provide examples of last filled academic staff questionnaires – for faculty, for teaching and learning, for research scientific activity. (SER, Section 1.4.3)
7. Provide examples of last filled questionnaires for administrative staff. (SER, Section 1.4.3)
8. Provide examples of last filled student questionnaires about teaching, learning, practical / laboratory work, and infrastructure services. (SER, Section 1.4.3)
9. Provide examples of last filled student assessments on subject matter and teaching, in particular academic years 2018/2019 and 2019/2020 (SER, Section 1.4.3).
10. Provide last examples of follow up procedures and examples of improvement of curricula based on results of above questionnaires (SER, Section 1.4.5).

Academic staff

1. Provide full position descriptions and conditions of employment given to candidates for employment (S3.1)
2. Provide evidence of last academic staff evaluations, in particular self- and peer- and superiors- evaluations, and link to where are they publicly available (S3.8).
3. Provide latest documentation for strategies for quality enhancement (S3.9).
4. Provide descriptions of training programs in teaching skills and links to those descriptions (PI3.2).
5. Provide data on how many teachers take part in training programs, and how is their advancement monitored (PI3.3)



Educational process content

1. Explain how generic skills are acquired by the program (there is no mention of those in any learning outcomes) (S4.1)
2. Provide proof of compliance of the program with the National Qualifications Framework (S4.2)
3. Provide example of Activity report for student practice and documentation on assigning tutor (S4.11)
4. Provide example of teachers using new IT strategies, in particular Learning Management System (PI4.2)
5. Provide examples of assessment of teaching strategies and adjustments made in response to evidence about their effectiveness (PI4.3)

Students

1. Provide document about students' rights and obligations and link to that document (S5.9).
2. Provide document on regulations regarding students' transfer (S5.10)
3. Provide documents regarding system of monitoring and coordinating students' workload across courses. Provide evidence of actions taken. (PI5.2).
4. Provide link to descriptions of support services (PI5.4).
5. Provide data on students graduated for the years 2019 and 2020 (SER, Section 1.10).
6. Provide data on passing exams for the academic years 2019/2019 and 2019/2020 (SER, Section 1.10).

Research

1. Provide document which defines scientific/applied research objectives (S6.1).
2. Provide updated list of research papers published in 2018, 2019, and 2020 (S6.7).
3. Provide document describing policies for ownership of intellectual property (S6.9).
4. Provide documents on monitoring and supporting staff's contribution to attracting financial resources through research/applied projects and products and how is staff capacity to generate such financial returns considered in the individual performance review system (PI6.5).
5. Provide evidence of cooperation with local industry (PI6.6).

Infrastructure and resources

1. Demonstrate adequate licences for the software needed in curriculum (S7.3c).



2. Provide data about library: number of seats in reading rooms; number of seats in group work rooms; contents and relevance of book stock (S7.5 a,b,c,d).
3. Provide evidence of infrastructure and facilities adapted to students with special needs (S7.6).

Received documents

General documents

- Cover letter “Additional documents for re-accreditation of the Program “Financial Mathematics in Banking and Insurance” (ADRP for short).
- Statute of the University of Prishtina “Hasan Prishtina”, Prishtina, 2012.
- National Qualifications Framework, Prishtina, 2020.
- Self-evaluation Report of the Faculty of Mathematical-Natural Sciences, Prishtina, 2019.
- Code of Ethics for the Academic Staff of the University of Prishtina “Hasan Prishtina”, Prishtina, July 19, 2013.
- Self-evaluation Report of the Faculty of Mathematical-Natural Sciences, Program “Financial Mathematics in Banking and Insurance”, Prishtina, 2014.
- Regulation on Quality Assurance and Evaluation at the University of Prishtina, Prishtina, December 30, 2016.
- Strategic Plan 2020-2022 of the University of Prishtina “Hasan Prishtina”, Prishtina, March 2020.
- Regulation on the Student Academic Mobility in the University of Prishtina “Hasan Prishtina”, July 14, 2017.

Documents related to particular items

Mission, objectives, and administration

1. Mission is provided in the document *ADRP*.
2. The explanation is given in the document *ADRP* how is Program connected to NQF. However, the described connection is on the general level and not on the level of learning outcomes specific for the Program.
3. The definition is explained in the document *ADRP*, as being implicitly given through the process of formal approvals at all levels, from the Department to the University.



4. Documents on formal policies, guidelines and regulations and public links to those documents (S1.3), in particular:
 - In *ADRP*, reference is made to Teachers' obligations stated in SER. No document(s) regulating teachers' duties is provided.
 - In *ADRP*, the procedure how changes in the curriculum are made is described. However, no actual documentation (minutes of Department meeting, Faculty Council meetings, or University Senate meetings) is provided.
 - In *ADRP*, reference is given to regulations on student assessment stated in the *Statute of the University of Prishtina "Hasan Prishtina"*. No document which defines rules particular to Faculty or Program is provided.
 - In *ADRP*, reference is made to regulations on Bachelor Thesis in the statute of the University of Prishtina, which states that the BSc Thesis with exams. Also, *ADRP* states: "In the field of financial mathematics, we have decided that this should be done by placing an exam within the study curriculum", without giving reference where this is stated in the curriculum, and where this information is provided to students.
5. *Code of Ethics* is provided, as well as the link to the document.
6. SER from 2014 is provided.

Quality management

1. In *ADRP*, reference is made to *Self-Evaluation Reports* from 2014 and 2019. No documentation is provided about external or internal audits.
2. *University Questionnaire for Graduates* is provided. No data on performed surveys are given, nor any data on employer feedback.
3. *Regulation on Quality Assurance and Evaluation* is provided.
4. *Strategic Plan 2020-2022 of the University of Prishtina* is provided.
5. In *ADRP*, recent improvements are briefly listed. No Improvement Plan document is provided.
6. *Questionnaire for Academic Staff* is provided. Neither data nor analysis of surveys are provided.
7. *Questionnaire for the Administrative and Support Staff of the University* is provided. Neither data nor analysis of surveys are provided.
8. *Questionnaire Student Evaluation for Teaching and Courses* is provided. Questionnaires about laboratory work and infrastructure services are not provided. Results/analysis of surveys are not provided.
9. Provided are *Evaluation Reports* on 38 courses. No analysis of the reports is provided. Reports have issues which are described in the Section 2.2. below.



10. Examples of follow up procedures and examples of improvement of curricula based on results of above questionnaires are not provided.

Academic staff

1. Provided is *Job Description for Coordinator of the Office for Academic Development*. Job description for academic staff is not provided.
2. Provided is one example of *Summary Data of Evaluation of Academic Staff by the Students* (undated). Provided are *Questionnaire for Academic Staff* and *Self-Evaluation Report for teaching Staff* form. Examples of individual self- and peer- and superiors- evaluations are not provided. The link where evaluations are accessible is not provided.
3. Provided is *Regulation on Quality Assurance and Evaluation at the University of Prishtina*.
4. The reference is made to the *Center for Teaching Excellence of the University of Prishtina*. The web page of the Center, <https://qpm.uni-pr.edu/En/per-ne/>, provides descriptions of training programs in teaching skills.
5. Data on how many teachers take part in training programs, and how is their advancement monitored are not provided.

Educational process content

1. Explanation how generic skills are acquired by the program is not provided.
2. Reference is given top page 31 of the *National Qualifications Framework*. No explanation or proof of adherence of the Program to the NQF is provided.
3. Example of filled *Evaluation Form for Practicant Performance* is provided.
4. Statement about teachers using IT for distance learning (Google Meet and Zoom) is provided. No evidence of using Learning Management System is given.
5. In *ADRP*, the following statement about teaching strategies is made: "in mathematical courses, standard whiteboard is used combined with cooperative learning, putting in groups students with different skills, while differentiation is made through short quizzes in the beginning of class. In courses from economy and computer science, also inquiry-based instruction is used, aiming to increase critical thinking. In computer science courses, teachers foster professional developments by new and effective educational technology."

Students

1. Students' rights and obligations are defined in Articles 145-154 of the *Statute of University of Prishtina "Hasan Prishtina"*.
2. *Regulation on the Student Academic Mobility In The University Of Prishtina "Hasan Prishtina"* is provided.



3. In *ADRP*, the following statement is given: “The coordination regarding teaching aspects, practical work is discussed and decided in periodic meeting that are held with the Heads of the Departments every week.” No minutes and conclusions of these meetings are provided.
4. *Career Development Center of the University of Prishtina* provides contact with students through its Facebook page, <https://www.facebook.com/qzhkunipr/>. Students can also use Intranet page <https://ekarriera.uni-pr.edu/>.
5. Data on students graduated for the academic years 2018/19 and 2019/20 are provided (41 students in total).
6. Cumulative data on exams and grades for the academic years 2018/19 and 2019/20 are provided. There are on average 2000 exams in each academic year with the passing rate around 43%.

Research

1. In *ADRP*, the following statement is made: “Professors are mainly engaged in research, individually or in cooperation with other professors since it is a part of their promotion in University, and they have to do at least 3 scientific papers for associate professors or 5 papers for full professors, but also we have very active professors that put targets for themselves to do more papers (at least one per year).” See the comments in the Section 2.6 below.
2. List of research papers published in 2020 is provided.
3. In *ADRP*, it is stated that the policies regarding intellectual property are within competences of Ministry of Education, Science, Technology and Innovation, <https://masht.rks.gov.net/en>. However, specific links to such documents are not provided, and I was unable to locate them on the web pages of the Ministry. University should have its own policies regarding intellectual property.
4. No documents on monitoring and supporting staff’s contribution to attracting financial resources through research/applied projects and products are provided. No evidence is given that staff capacity to generate such financial returns is considered in the individual performance review system. In *ADRP*, it is stated that staff capacity to attract project and/or generate financial returns is one of requirements for promotion stated in Article 175 of the Statute of the University of Prishtina – it is not.
5. In *ADRP*, it is stated that students have practice in leading Kosovo companies and institutions during third year of study. This cooperation is not formalized due to provisions of the Law on Competition. There is no evidence of cooperation with local industry in research.



Infrastructure and resources

1. In *ADRP*, it is stated that the software needed in curriculum are open source.
2. In *ADRP*, data about library are provided: “number of seats in reading room are 15 (with computer support), additional 14 seats are in group work rooms. Library has 1500 – 2000 books, while for specific needs there are about 1000 books”. It appears that neither Faculty Library nor University Library are accessible through web pages.
3. In *ADRP*, the following statement is made: “We have arranged conditions for students with special needs only on the first floor. Also, with construction of new building of the Faculty, which is in procedure, the students with special needs will have the necessary and sufficient conditions.”

Criteria used for program evaluation:

- *Standards and performance indicators for external evaluation according to the Accreditation Manual of KAA, July 2018*

1.2. Site visit schedule

Site Visit Program

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. Kajtaz 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



10.35 – 11.35	Dr. Ilir Mazreku (FSHMN), Besnik Loxha (UP), Artan Alidema (FSHMN) Meeting with the heads of the study programme Dr.sc. Naim Braha, Dr.sc. Ejup Fejza Dr. sc. Menderes Gashi
11:35 – 12:10	Lunch break (to be provided within the faculty premises)
12.10 – 12:50	Meeting with teaching staff Dr. sc. Edmond Aliaga, Dr. sc. Behar Baxhaku, Mr. sc. Ramadan Limani, Msc. Manush Mustafa, Msc. Astrit Ferizi
12.55 – 13.40	Meeting with students 1. Elda Mulla, elda.mulla@student.uni-pr.edu 2. Genta Çitaku, genta.citaku1@student.uni-pr.edu 3. Anesa Shala, anesa.shala1@student.uni-pr.edu 4. Dorentina Krasniqi, dorentina.krasniqi9@student.uni-pr.edu 5. Ilir Kiçmari, ilir.kicmari@student.uni-pr.edu 6. Leona Hoxha, leona.hoxha@student.uni-pr.edu
13.45 – 14.25	Meeting with graduates 1. Ardon Berisha, ardonab@bkt.com.al 2. Alldijana Hoxha, alldijana.hoxha@procredit-group.com 3. Bled Rexhepi, bled@gjirafa.com 4. Drin Doda, drin.doda@procredit-group.com 5. Bardha Asllani, asllanibardha@gmail.com 6. Ndriqim Mula, mulandriqim@gmail.com
14.30 – 15.10	Meeting with employers of graduates 1. Majlinda Kurti- Procredit Bank- majlinda.kurti@procredit-group.com 2. Sharr Kryeziu- BKT- shkryeziu@bkt.com.al 3. Albion Krasniqi- Gjirafa- albion@gjirafa.com 4. Dren Shabani- Gjirafa- dren@gjirafa.com 5. Vigan Ramadani- Envision Consulting - vramadani@envision-ks.com



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

No	Study programs	Experts	Responsible persons of study programs			
1	Financial Mathematics in Banks and Insurance, BSc (Reaccreditation)	Prof. Dr. Ivan Slapnicar	Naim Braha	Ejup Fejza	Menderes Gashi	

Other information

Overall instructions for HEIs

1. Each meeting should be attended by maximum 6 persons.
2. The students selected for the meeting should reflect a diversity in terms of fields of study, programme, study cycle, year of study, students with special needs if any, etc.
3. The teaching staff selected for the meeting should reflect a diversity in terms of faculties and programmes, full-time and part time, local and international, etc.
4. The students, graduates and employers of graduates should not be employed at the institution.
5. Anyone whose attendance won't be agreed in advance with KAA and the Expert Team will be asked to leave the interview session.
6. Nametags are to be provided for all people attending the meetings.

Contacts of the participants from KAA:

Shkelzen Gerxhaliu – 044 836 831

Arianit Krasniqi – 045 499 951



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

The University

University of Prishtina “Hasan Prishtina” (UP) is a public institution, the largest in the country in terms of higher education provision. Under its umbrella, the UP has a total of 14 academic units and holds state and civic responsibility in the proper education of the youth of the Republic of Kosovo, in preparing them as responsible and useful citizens for the needs of Kosovo. In Prishtina and three branches in other cities, the UP has about 55000 students and 2000 academic and administrative staff. It is a member of the European University Association. The academic units are:

1. Faculty of Philosophy,
2. Faculty of Mathematical and Natural Sciences,
3. Faculty of Philology,
4. Faculty of Law,
5. Faculty of Economy,
6. Faculty of Construction,
7. Faculty of Architecture,
8. Faculty of Electrical and Computational Engineering,
9. Faculty of Mechanical Engineering,
10. Faculty of Medicine,
11. Faculty of Arts,
12. Faculty of Agriculture and Veterinary,
13. Faculty of Physical Education and Sport,
14. Faculty of Education.

The purpose of UP, from its establishment up to date, has been to promote academic and intellectual life and political, economic, and social change in the advancement of Kosovo and its society. UP also has Life Long Learning Center, Center for Excellence in Teaching, Language Center, Computer Center, the Center for Human Rights, Student Services Office, Office for Academic Development, Quality Assurance Unit, International Relations Office, Office for Gender Equality, Finance and Procurement Department, Office for Human Resources and Information Technology Department. These centers, offices or departments establish policies for Quality Assessment and mechanisms for Quality Assurance based on European models, offer programs for continuous education and training of teachers, preparatory courses for students etc. UP participates in many EU funded projects, mostly as partner, but as well as coordinator.



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The Faculty

Faculty of Mathematics-Natural Sciences (FMNS) in Prishtina was founded in 1971, under the decision of the Assembly of Kosovo (Official Gazette of SAP Kosovo No. 37/71). Studies of Natural Science and Mathematics (Biology, Physics, Chemistry and Mathematics) have started eleven years ago within the Faculty of Philosophy, founded in 1960. With aims of general advancement of studies, increasing of quality and efficiency, and achieving European study standards, the UP and FMNS adopted a study model according to Bologna agreement (3+2+3) in academic year 2001/02. Currently, the FMNS has approximately 2800 students and 200 staff and administration.

The Program

In 2012, under the auspices of the FMNS, the study programs were expanded, and within this framework new BSc Financial Mathematics in Banking and Insurance (FMBI or Program) was established. The program had yearly enrolment of 30 students, which was recently changed to 60 students. The completion rates are around 75%, and the employment rate is almost 100% at leading Kosovo banks, large corporations, industries, insurance companies and institutions. The Program has permanent teaching staff of 17 Professors and three Assistants, and adjunct staff of four professors and six Assistants. The Program was reaccredited in 2014. Related studies at FMNS are BSc Program in Mathematics, BSc Program in Computer Science and Master Program in Mathematics. Mission and aim of the program is declared as follows:

Aim and Profile of Study Program

With its curriculum as well as the teaching methods and forms, the program enables students to acquire basic knowledge and understanding the results in key areas of applied mathematics and financial-oriented economic issues. The current program is the only one in Kosovo that offers studies in Financial Mathematics at Banking and Insurance at Bachelor level. Every modern society and economy benefit greatly from applying the exact sciences in general and mathematics in particular. Financial Mathematics is essential for the banking and insurance sectors as well as other areas of economy and financial markets. Therefore, it is of utmost importance to have such a mathematics program implemented at the undergraduate level, to prepare adequate staff for the banking and insurance sectors.



Expected Results

Upon successful completion of the bachelor program of financial mathematics in banks and insurance, the student will be able to:

- *Transform a practical reality problem (from the field of economy) into a mathematical problem and then solve it mathematically and interpret the solutions obtained in the context of the practical problem.*
- *Identify problems in the field of financial mathematics in banks and insurance companies and use mathematical models to solve them.*
- *Apply their knowledge of mathematics and economics in the field of banking and insurance.*
- *Apply their knowledge from the field of probability theory and statistics in the field of banking and insurance.*
- *Find the optimal solution of bank and insurance problems using the mathematical apparatus.*
- *Find approximate solutions to banking and insurance issues through numerical methods.*
- *Use the apparatus of probability theory and stochastic processes in the context of different financial models.*
- *Use different techniques from financial modelling to analyse data from different financial industries.*
- *Lead different sectors in banks and insurance companies.*

Rationale of the Program for the Labour Market

After successful completion of the Program, students are very well prepared to work in different fields, such as: industry, economy, banks, insurance companies, etc. Such jobs require analytical thinking and knowledge on applied mathematics to find the optimal solution of a particular problem; application of mathematical modelling to solve various problems; ability to systematize, analyse and present statistical data as well as IT implementation.



2. PROGRAM EVALUATION

2.1. Mission, objectives, and administration

In the SER and in Section 1.3 above, the purpose of the Bachelor Program *Financial Mathematics in Banking and Insurance* is described as equipping students with abilities to apply mathematics to banking and insurance sectors, as well as to other areas of economy, enabling them to work independently and responsibly in both scientific and practical environments. Upon its inception, the Program filled well perceived hole in the job market and society. The Program is well thought-through and has remarkable success in terms of graduation rates and employability, as well as demonstrated satisfaction of all stake holders, the students, the graduates, the employers, and the teaching staff. The success of the Program is so good that important issues like:

- providing explicit formulation linking the intended learning outcomes of the program to specific level descriptors of the National Qualifications Framework,
- writing and publishing on the Web Teacher's duties,
- writing and publishing on the Web specific regulations on student assessment,
- carrying out, analysing, and publishing results of all foreseen surveys and evaluations, and documenting actions taken,
- writing and publishing on Web Job descriptions,
- setting up regular internal audits,
- formalising details of acquiring generic skills,
- using Learning Management System,
- introducing formative assessment of students during courses,
- better aligning staff research with the Program,
- including students in research,
- establishing Library web page,
- publishing Web pages in English,
- increasing student and staff mobility, particularly incoming,

have not been adequately resolved.

At the general level of information provided, the mission of the Program complies with the overall mission statement of the institution. Overall, the curriculum of the program is consistent with the mission. Regarding the consistency of the program with the National Qualifications Framework and the Framework for Qualifications of the European Higher Education Area, no evidence-based information was provided in the SER nor during the meetings. Particularly, no explicit formulations



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which would link the intended learning outcomes of the program to relevant specific level descriptors were provided.

Regarding the didactic and research concept, the SER contains general statements on didactical approaches and research activities. In the meetings, it could be learned from that some teachers use Google Meet or Zoom for e-learning purposes. However, Learning Management System (like Moodle), which would facilitate planning, administration of course materials and grades, and implementation of formative learning, is not used. In addition, the statements on the research concept are more general definitions of objectives, but this cannot replace the description of specific measures that would foster the involvement of students in research activities at the program level as well as on the course level. Also, no concrete linkages were developed to relate teaching and research to each other.

In the annexes belonging to the SER, during the meetings, and in the additional documents, information was provided on formal policies, guidelines and regulations dealing with recurring procedural or academic issues. It can be assumed that program topics related to administration and quality assurance of the program as well as the interaction between teachers and students as subjects of academic rights and duties are well developed and well-known to these groups.

In the meetings with the program directors, professors and students, the experts gained the impression that a good level of compliance with internal regulations relating to ethical conduct in research, teaching and assessments has been achieved, although not always documented and checked through QA system.

Worth noting is the impressions that teachers and students have excellent relationships, and teachers are willing to have consultation during and outside official working hours. Also, teacher and students have regular, albeit informal, contacts with employers' representatives.

Finally, the SER lists as a weakness the small number of teaching assistants, and as a challenge the opening of masters and doctoral studies. Both items should be taken care of. However, for the master's studies, representatives of employers stated unanimous opinion that no general master program in Financial Mathematics is needed, but that programs should be specialized banking, insurance, or accounting. The graduates also expressed the wish for pursuing master's program, but without being specific about the content. The representatives of teaching staff explained that the doctoral studies were existing before, but the doctoral program was not initiated year, although incentive exists. Currently doctorates are obtained in the neighbouring countries, or in EU.

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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: Partially compliant

ET recommendations:

1. *Resolve all issues itemized above.*
2. *In the Program Mission clearly link the intended learning outcomes at the descriptive levels of the National Qualifications Framework.*



3. *Integration modern teaching practices by introducing common IT Platform (Google Meet, Zoom, Skype, MS Teams, or similar) and Learning Management System (Moodle), at the level of the University or Faculty.*
4. *Substantiate fulfilment of evaluation standards through evidence-based, empirically testable statements, not normative statements.*
5. *Monitor the processes 1-4 by regular yearly audits.*
6. *Initiate Master's and Doctoral programs.*

2.2. Quality management

The SER contains a description of how quality management at the university works and which instruments it contains. While it was stated in the SER that evaluation and planning for improvement processes are integrated into the normal planning processes, most of the statements are declarative, and little evidence was provided on whether and how this is achieved practically.

The stakeholders of the QA system are the Senate, Rector, Central Quality Assurance and Evaluation Commission, Office for Academic Development, Quality Assurance Unit, Dean of the Faculty, and Quality Assurance and Evaluation Committee of the Faculty. Among additional documents, provided were *Regulation on Quality Assurance and Evaluation, Code of Ethics for the Academic Staff, Questionnaire for Students, Questionnaire for Graduates, Questionnaire for Academic Staff, Questionnaire for the Administrative and Support Staff, Self-Evaluation Report for Teaching Staff, and questionnaire Student Evaluation for Teaching and Courses.*

The QA system seem well founded in theory, with all the necessary documentation and questionnaires, but it seems it is not fully applied in practice. Except for the *Student Evaluation for Teaching and Courses*, there is no evidence of any other questionnaires being used in surveys, analysed, results published, and actions taken. Even the Student Evaluations need to be improved. Even though the filling out the Evaluation form is mandatory according to students, 17 out of 38 Summary Reports indicate that zero students submitted the Evaluation form, and for seven more courses on to three students submitted the evaluation. Summary reports are not dated, and do not include data on number of enrolled students. Further, no comparison is given to the results of peer teachers in the Program, Faculty and University. This could be done easily since the Evaluation forms are administered electronically.



On the other hand, strong quality culture is present as demonstrated in meetings with management, teaching staff, students, and alumni. In particular:

- Teachers do carry out changes in curricula, but these changes are discussed in informal staff meetings, without minutes.
- Teachers are readily available for consultations with students, both during and off formal office hours.
- There are regular informal contacts of the teaching staff with representatives of employers.

However, during the meeting with students it became clear that some issues, although repeatedly raised, remain unresolved for quite a long time. Examples are: lack of synchronisation between some courses (material is assumed to be learned before it is actually taught in another course); repeated content in some courses; too much courses related to certain topics; necessity to take the complete exam after failing just theoretical part.

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

Compliance level: Partially compliant

ET recommendations:

1. *Duly carry out all foreseen surveys and analyse them.*
2. *Formalize contacts with alumni and employers and inclusion of their opinions into development of curricula.*
3. *Consistently publish summary results and take appropriate actions, including action plans for improvement.*
4. *Monitor the processes 1-3 by regular yearly audits.*

2.3. Academic staff

According to the SER, there are 19 full-time faculty and 10 adjunct faculty associated with the Program. The full-time faculty consists of five Professors, two Associated Professors, seven Associated professors, one Lecturer, and four Assistants. The adjunct faculty consists of two Professors, two Assistant Professors and six Assistants. Duties of teaching staff include teaching, research, and community service.



The teaching staff is elected according to Articles 174-181 of the Statute of the UP. Majority of the staff have commendable proven track record of academic activities in the chosen specialist area, but the formal requirements should be compared to other European universities and differentiated across the scientific fields. All teaching staff abide by *The Code of Ethics for the Academic Staff* which defines professional rights of academic staff, ethical principles, and types of unacceptable conduct.

During meeting with the teaching staff, following observations were made:

- Recently several new Assistant Professors were employed by the Faculty.
- Number of full-time Assistants is insufficient.
- PhD studies are currently done in Macedonia, Albania, or Bosnia and Herzegovina. Formerly, doctoral degrees were also obtained in Prishtina, Russia, and Germany. Currently in UP there is no PhD program in Mathematics.
- Currently there is cooperation with University of Dijon regarding PhD studies.
- UP financially supports travel to conferences, as well as publication of high-quality scientific papers (1000 EUR for paper referenced in Web of Science, 400-600 EUR for the paper referenced in Scopus).
- Teachers, especially junior ones, take two training courses provided by the Center for Excellence in Teaching.
- Teachers are responsible for improving curricula. Change up to 20% can be done without verification for the University and some teachers make changes every year.
- If there is no literature in Albanian, it is checked that the English literature is available on the Internet free of charge, or there are some copies in the library.
- According to teachers, library is well-equipped due to donations and students use it.
- Professors are of the opinion that this is a very good program where student can achieve a lot with BSc. The students are happy since they all find employment easily and are able to perform well in the workplace.
- Very good graduation rates are due to the fact that the Program is “easier” than the BSc program in Mathematics, although students do complain that there is “too much mathematics” in the Program.
- Syllabus is sent to students in the beginning of each course by e-mail. Some teachers use Google Meet or Zoom. Learning Management System is not used.
- The enrolment was recently raised from 30 to 60, but only 47 candidates applied.
- There is outgoing mobility of several students per semester under Erasmus scheme. There is no incoming mobility.
- Incoming mobility of teachers and Post-Doctoral researchers, which is recognised as a weakness in the SER, is considered a budget problem.



<i>Standard</i>	<i>Compliance</i>	
	<i>YES</i>	<i>NO</i>
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	
Standard 3.8. Academic staff evaluation is conducted regularly at least through self-evaluation, students, peer, and superiors' evaluations, and occur on a formal basis at least once each year. The results of the evaluation are made publicly available.		X
Standard 3.9. Strategies for quality enhancement include improving the teaching strategies and quality of learning materials.		X
Standard 3.10. Teachers retired at age limit or for other reasons lose the status of full-time teachers and are considered part-time teachers.	X	

Compliance level: Substantially compliant

ET recommendations:

1. Hire ample number of full-time Assistants.
2. Re-start Doctoral studies in Mathematics, possibly with help of institutions from abroad.
3. Keep data about professors completing education for teachers.
4. Document all changes in the curricula.
5. Increase quantity of students' literature in Albanian in a systematic manner.
6. Establish Web page of the library with displayed working-hours and fundus.
7. Systematically collect and analyse students' opinions or comments about the program and make amendments using prescribed procedures, where necessary.
8. Introduce obligatory Learning Management System for all courses.
9. Keep and publish data on outgoing and incoming mobility of students and teaching staff.
10. Increase incoming mobility through EU projects.



2.4. Educational process content

The curriculum is overall very good, which is confirmed by the satisfaction of both graduates and employers, as well as teaching staff. According to the SER, it is modelled upon curricula of other similar programs, notably BSc program Financial Mathematics from the University of Ljubljana and BSc Program Financial Mathematics from the University of Dublin. The curriculum consists of 32 obligatory and 7 elective courses (among 15 offered). Among obligatory courses are six core mathematical courses (two in Algebra and four in Analysis), seven advanced mathematical courses covering Probability, Stochastic Processes, Statistics, and Numerical Methods, four courses related to computing and 12 courses related to Financial Mathematics, Micro- and Macroeconomy, Optimisation, Banking Management, Accounting, Game Theory, Markets, Risk Management and Auditing. Elective courses can be chosen among several topics related to the Program. Students cannot choose elective courses from other faculties.

One-month Internship takes place in the last semester and is assigned 3 ECTS points, which is below the true workload. Representatives of regularly contact teacher and students and offer interesting internships, seeking future employees. These contacts are informal. Teachers' comment was that the cooperation agreements are not signed in order not to infract law on Competition.

Final exam which replaces the BSc Thesis is not assigned any ECTS points.

Overall, not much information was provided about the why and how of the curriculum's structure, however, the definition of the learning outcomes at the program level corresponds to level 6 of the European Qualifications Framework in general. The courses represented in the curriculum are provided in a logical flow and they meet the defined competencies and learning outcomes, with some issues raised by the students which are listed below.

Generic skills are explicitly mentioned only in the last learning outcome of the Program, "*Lead different sectors in banks and insurance companies*", without any details on how they will be acquired. However, generic skills are present in many courses mainly through teamwork and problem solving, but also in specialised courses like *Banking Management*.

In both the meetings with professors and students, the information received about the student-teacher relationship was congruent. Students appreciated the availability of teachers for consultation. Students also emphasized the readiness of teachers to give additional support when necessary. The communication of learning objectives at the beginning of the courses was confirmed by students, too. Provisions for fair verification of student achievement are presented in a comprehensible way and its implementation was confirmed in the meeting with students and graduates. Also, the workload can be regarded as feasible, but difficult from the students' perspective. For objections of students against



inadequate or inconsistent assessment, regulations are given in the *Statute of the UP*, and no objections to how those regulations are being followed were raised by the students.

From meetings with teaching staff and students we learned that some professors use Google Meet or Zoom in the teaching process and that none use Learning Management System. There is no mention of e-learning and on-line teaching in the SER, except for the usage of on-line software in the course *Optimization Methods 1*.

The individual syllabi are in general well written. However, short syllabi provided in SER reveal different quality levels of both, course descriptions and English translations. Full syllabi give detailed information regarding content, learning outcomes, teaching methods, and grading, and are recently published on the Program's Web page. Full syllabi are more uniform in quality, with occasional errors in English translation. There are several inconsistencies:

- *Optimization Methods 1* has workload estimated to 155 hours and is assigned 5 ECTS. Other courses with similar workload have 6 ECTS.
- *Applied Mathematics in Business and Economics* has workload estimated to 150 hours and is assigned 3 ECTS?
- Internship lasts for one month and is assigned 3 ECTS.
- *Applied Mathematics in Business and Economics* had two weeks assigned for Periodic Exam I and Periodic Exam II, but workload is also assigned for lectures and exercises which are not foreseen (8 hours total). Similar situation is with the course *Game Theory*.
- There are four units of *Analysis*, with mixed content. It should be considered whether it is better to have two units dealing with univariate calculus, one unit dealing with multivariate calculus, and one unit dealing with differential equations.
- Programming courses are based on Java. Students would be better prepared for work if this is changed to Python or R (like in Ljubljana).

Students made the following comments:

- There is too much mathematical content and too few technology-based subjects.
- It is generally difficult program with 39 courses.
- There are four units of *Analysis*, while other similar programs have three units.
- *Analysis III* should be taught before *Probability Theory 1*.
- *Financial Accounting* and *Microeconomics* should be interchanged.
- There is a need for Master program (comment by alumni).

Comments by representatives of employers:



- The FMBI is a very good program producing competent graduates. For most of the work assignments offered, the BSc Program is sufficient.
- Employers regularly contact Faculty, teachers, and students and offer interesting internships. There are no formal agreements.
- It would benefit the students if some lectures or courses are held by lecturers from industry.
- Master program is desirable, but it should not be a simple continuation of the existing program. Instead, there should be several Master programs specializing in banking, insurance, and accounting (actuarial mathematics).

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	



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.	n.a.	
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.	X	
Standard 4.11. If the study program includes practice stages, the intended student learning outcomes are clearly specified, and effective processes are followed to ensure that those learning outcomes and the strategies to develop that learning are understood by students. The practice stages are allocated 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. Incorporate on-line teaching elements in the curriculum.
2. Initiate mandatory usage of Learning Management System for all courses.
3. Consider decreasing number of courses to 32-34 (like in Ljubljana).
4. Correct discrepancies in ECTS points assignment.
5. Assign adequate ECTS points to *Internship* and *Final Exam*.
6. Unify description of courses in syllabi and correct translation errors.
7. Publish information about Program and syllabi in English on the Web in order to attract incoming mobility. Also, state which courses can be taught in English, at least through consultations.
8. Check order of courses with respect to material covered (see students' remarks above).
9. Consider reorganising contents of *Analysis* units as described above.
10. Make sure that the existing QA system functions properly to ensure such timely consideration of students' comments.
11. Consider introducing adequate specialized Master programs.
12. Introduce lecturers from industry in the Program.
13. Replace Java by Python and/or R in programming courses.
14. Consider signing agreements with companies and corporations regarding internships and/or research.

2.5. Students

University admission procedures are documented and are applied to the Program. After evaluating previous student admission processes and the graduation reports, and after evaluating the demand for studying in the Program, the Dean drafts the proposal for admission quota. Upon approval by the Senate of the UP, the Announcement for the competition for prospective students is published. Based on this Announcement, the Faculty organizes the admission process for students. In the Announcement, the appropriate admission criteria for applicants are published aiming at finding suitable candidates.

Enrolled students are using Electronic Management System for Students (SEMS) with standard features documented on the Web page. When students receive new credits, they are informed by email. Furthermore, the system offers the possibility to get in contact with the professors.



Unfortunately, there is no adequate check for plagiarism in submitted works or final papers yet. The *Center for Teaching Excellence* of the UP has taken the initiative in dealing with copyrights and plagiarism. Currently there is a Web page which gives curated link of resources and explains basic concepts. There the students and teachers are advised to use *Plagiarism Checker by Grammarly*. The University should establish its official plagiarism detection system and define and publish antiplagiarism measures.

All rights and obligations of students are publicly available in the Statute of the UP and internal documents, including regulations for students' transfer between higher education institutions, faculties, and study programs.

In the meetings with students and alumni it was evident that both groups consist of highly motivated professionally capable individuals, satisfied with the Program and their workplace and eager to suggest and initiate improvements to the Program. Besides issues described in the previous section, here are key experiences and opinions described the meeting:

- Outgoing student mobility is faced with obstacles – student received no help from official bodies in finding placement within Erasmus program and had problems in having credits recognised. Apparently, staff was not aware of existing agreements, and finally professors helped.
- Program is in general very good and students are happy with all subjects, but the Program should be better organized.
- There is “a lot of unnecessary math” and the program should be made easier in math, especially in the first year.
- There are three courses dealing with accounting and auditing (in 1st, 4th, and 6th semester), which is too much.
- If the exam consists of written and oral part, after failing the oral part, there should be no obligation to take the written part of the exam again.
- There should be more literature in Albanian, especially in basic courses.
- Students have seen no improvements based upon their suggestions for three years.
- Library is small, students rarely use it and think it is not good.



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 possesses 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
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. *Introduce university-wide antiplagiarism measures.*
2. *Introduce university-wide support for mobility and make sure faculties are aware of existing agreements.*
3. *Consider reducing number of courses in the Program to 32-24 (as in Ljubljana) and move some mathematically challenging courses form the first to higher years of study.*
4. *Check the curriculum for redundancies, in particular accounting and auditing courses.*
5. *Define examination rules, in particular remove the obligation to take repeatedly parts of exams which have already been passed.*
6. *Systematically increase quantity of textbooks in Albanian.*
7. *Make sure that the existing QA system functions properly to ensure such timely consideration of students' comments.*
8. *Establish Web pages of the (University and Faculty) libraries with displayed working-hours and fundus.*

2.6. Research

According to Article 175 of the Statute of the UP, Full Professor must have “a significant number of monographs, university textbooks, and publications in international scientific or artistic journals, of which at least 5 key publications in international journals as first, or corresponding author, active participation in national and international conferences, and mentorship in Master and Doctoral studies”. According to Article 176 of the Statute, Associated Professor must “have a selected number of monographs and publications in international scientific or artistic journals, with at least 3 key articles in international journals as first or corresponding author, and have demonstrated scholarly work, and mastery of the subject in the respective field.”



Republika e Kosovës
Republika Kosova - Republic of Kosovo



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

Professors fulfil conditions regarding publications. Most of the teaching staff also fulfil requirement of the Standard 6.7 to publish on average one paper per year. However, the descriptive criteria above do not specify quality of journals. Senior researchers do indeed publish in high quality journals and have a respectable scientific output, but many publications appear in low to medium quality journals. The university now gives incentives to increase the quality of published research by financially supports travel to conferences, as well as publication of high-quality scientific papers (1000 EUR for paper referenced in Web of Science, 400-600 EUR for the paper referenced in Scopus).

Obviously, Full Professors cannot fulfil mentorship condition neither withing the Program nor within the University since there is no Doctoral program in Mathematics.

In SER there is no definition of research objectives for the Program. The SER Chapter 1.11 Research provides only list of papers and list of conferences written and attended by the teaching staff, respectively, and a very short SWAT analysis. There is no information on projects and international cooperation. In SWAT analysis, the only Weakness listed is insufficient funding for attending conferences, and the only Challenge listed is to obtain such funding. The list of papers should include the Impact factor of the Quartile of the journals and should be published on the Web pages. The list of projects and collaborations should also be published, moreover since a large number of staff have completed their studies as a whole or a part of them outside of Kosovo and have brought their international experiences in teaching, learning and research.

The Faculty is organising scientific conference “1st Western Balkan Conference in Mathematics and Applications”, Prishtina, June 10-12, 2021.

The research performed by the teaching staff is not always related to Program and no attempt to formally link the two has been made. There is no evidence of students being included in research.

The research is being fostered by the University of Prishtina subscribing to Elsevier, so the researchers have direct and prompt access to large number of current scientific publications.

Policies establishing intellectual property rights and clear procedures set out for commercialization of ideas have yet to be developed.



<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 6.8.</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 6.9.</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 6.10.</i> Students are engaged in research projects and other activities		X

Compliance level: Substantially compliant

ET recommendations:

1. Establish Doctoral Studies.
2. Increase international scientific collaboration, including incoming and outgoing mobility of researchers.
3. Define research objectives for the Program.
4. In order to increase scientific visibility of the program, publish on Web data about research in Albanian and English: list of papers with IF or Quartile information, list of conferences attended by the research staff, list of international collaborations, list of projects, list of organised conferences, etc.
5. Formally link research done by the teaching staff to the Program.
6. Include students in research.
7. Establish policies for protection of intellectual property and its commercialization or use university-wide policies once they are established.



2.7. Infrastructure and resources

Department of Mathematics has in use the area of 1388 m². The infrastructure is described in the following table from SER:

Infrastructure	
Classrooms	4 (390 m ²)
Teachers Cabinets	11 (200 m ²)
Laboratories	3 (150 m ²)
Libraries	1 (60 m ²)
Information Technology	81 Computers, 3 Projectors
The room of academic staff	1 (30 m ²)
Administration and corporate space	1 (528 m ²)

Classrooms have recently been electronic monitoring system which is also used to register attendance. equipped It would be desirable to have larger space and up-to-date IT equipment, including computer lab.

Financial plan that demonstrates sustainability of the Program is given in the SER, Appendix 1.

In library of the Department of Mathematics there are 15 seats in the reading room with computer support, and additional 14 seats are in group work rooms. Library has 1500 – 2000 books, while for specific needs of the Program there are about 1000 books”. Library has only physical register of relevant books for the Program, and the electronic register is planned. Opinions on the quality of the library differ – while teaching staff agrees that the library is good, students think that the library is small and not good, and they rarely use it.

According to teaching staff and ADRP, the software used in the Program is Open Source and free of charge.

First floor of the premisses is adapted to needs of persons with disabilities.

New building of the Faculty is planned, but there are still issues with land acquisition.



<i>Standard</i>	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, 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	
Standard 7.6. The infrastructure and facilities dedicated to the implementation of the program is adapted to students with special needs	X	

Compliance level: Fully compliant

ET recommendations:

1. *Establish Web pages of the (University and Faculty) libraries with displayed working-hours and fundus.*
2. *Purchase new IT equipment both through University funding and through EU projects.*
3. *Adapt the rest of the space to needs of persons with disabilities.*



3. OVERALL EVALUATION AND RECOMMENDATION OF THE ET

Evaluation process was well prepared by the KAA and runs smoothly. On-line meetings were organised in timely fashion with excellent Internet connections and ran without problems. It was a true pleasure to talk to Faculty management, QA team, Professors and Assistants, students, graduates, and representatives of employers. Each group showed high enthusiasm, very high professionalism, and desire for improvements of the Program, the University, and the society.

The quality of the program is in general very good, producing graduates which are knowledgeable and skilled in all areas of the Program and highly employable, something which is rarely seen in BSc program. Recommendations listed in Sections 2.1 – 2.7 above show that there is considerable work on improvement in various aspects to be done, but this is definitely within reach and competences of the staff of the University, Faculty and Department.

In conclusion, the Expert Team considers that the study program *Bachelor of Science in Financial Mathematics in Banking and Insurance* offered by the *Faculty of Mathematics and Natural Sciences of the University of Prishtina "Hasan Prishtina"* 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 *45* students to be enrolled in the program.

Expert Team

Chair

(Signature)

Prof. dr. sc. Ivan Slapničar

April 26, 2021

Member

(Signature)

(Print Name)

(Date)