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UNIVERSITY OF MITROVICA
"ISA BOLETINI"
MATERIALS AND METALLURGY (BSc)

RE/ACCREDITATION

REPORT OF THE EXPERT TEAM

2021, Kosovo

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1. INTRODUCTION

1.1. Context

Date of site visit: 25th of February

Expert Team (ET) members:

- *Dr. Regita Bendikiene*
- *Mikus Dubickis, Student expert*

Coordinators from Kosovo Accreditation Agency (KAA):

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

Sources of information for the Report:

- *Self-Evaluation Report (SER) submitted by University: Materials and Metallurgy (BSc)*
- *Information obtained during meetings with management of the faculty of Geoscience, with Heads of study programs, teaching staff, students, graduates and employers*
- *Information obtained during site visit*
- *Additional documents requested by ET:*
 - *The Package of Quality Measurement Instruments*
 - *The Reports and Plans*
 - *Reviewed Syllabus of Electro and Hydrometallurgy*
 - *Data of Admitted Students*
 - *The List of Staff Trainings*
 - *The Documents of Academic Monitoring*
 - *Grading Criteria*
 - *The List of the Books*
 - *The Report on Students Employment*
 - *Quality Assurance Arrangements*
 - *The List of Software*



- *The List of Scientific Papers (WoS)*
- *The List of Equipment*

These additional documents were not provided: Procedure on surveying stakeholders and implementing changes if there is one formally adopted; Procedure on complaints and proposals if there is one formally adopted; Procedure on recognition of qualifications obtained outside higher education institutions if there is one formally adopted; The recognition rules for foreign qualifications if you have defined them; The recognition rules for qualifications obtained outside higher education institutions (informal education, experience etc.) if you have defined them; Report in English: <https://www.umib.net/wp-content/uploads/2020/10/Raporti-i-vetevleresimit-te-stafit-akademik-2020.pdf>; A model for automated matching job market demand and university curricula offer" (Januzaj, 2019) (BS SER, p20); The Regulation on Academic Student Movement (BS SER, p47); Documents certifying the use of the premises for at least the next 3 years.

Criteria used for program evaluation:

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

1.2. Site visit schedule

Site Visit Program

- 09.00–09.40** Meeting with the management of the faculty where the programme is integrated
- 09.45–10.45** Meeting with the heads of the study programme (Materials and Metallurgy, BSc)
- 10.50–11.50** Meeting with the heads of the study programme (Materials and Metallurgy, MSc)
- 11.50–12.30** Lunch break
- 12.30–13.20** Meeting with quality assurance representatives
- 13.25–14.15** Meeting with teaching staff
- 14.20–15.00** Meeting with students
- 15.05–15.45** Meeting with graduates
- 15.50–16.30** Meeting with employers of graduates
- 16.30–16.40** Internal meeting of KAA staff and experts
- 16.40–16.50** Closing meeting with the management of the faculty and program



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

The foundations of higher education studies in Mitrovica began with the opening of Technical High School in 1961. In 1974 the Faculty of Mining and Metallurgy established with three departments: Mining, Technology, Metallurgy, while in 1987 the Geology department was opened. Based on these faculties and based on over 50 years of experience in Higher Education in Mitrovica, the Government of Republic of Kosovo on 06.03.2013 decided for the establishment of Mitrovica University (decision no.01/118). Kosovo Assembly ratified this decision on 31.05.2013.

The University "Isa Boletini" in Mitrovica (UIBM) is a public institution of higher education, which develops high quality academic education, scientific research, professional counseling and other fields of academic activity. It consists of 6 academic units, respectively 22 programs of bachelor and master studies: Faculty of Geosciences, Faculty of Food Technology, Faculty of Mechanical and Computer Engineering, Faculty of Law, Faculty of Economics, Faculty of Education.

The Faculty of Geosciences needs to provide graduates who understand the processes that take place on Earth and have the ability to offer problem solving in interdisciplinary workplaces. They should communicate effectively with engineers, environmental scientists, and planners, while educating the public about the linkages between the solid part of the Earth and its hydrosphere, atmosphere and biosphere.

The Faculty of Geosciences is committed to provide educational programs and research for the benefit of students, science, society and the state of Kosovo. The Faculty of Geosciences is the only institution of higher education in Kosovo which educates competent experts and carries out scientific and professional research in the field of geology, mining, and material and metallurgy. With its activities, the Faculty continuously contributes to the prosperity of its professions in the area of geosciences.

The Faculty of Geosciences organizes two levels of study: Bachelor (three-year studies), Master of Science (two-year studies).

Materials and Metallurgy (BSc) program aims to increase research activities in accordance with national and international interest in applying the principle of industrial and productive production in general, which reflects on general social development.



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2. PROGRAM EVALUATION

2.1. Mission, objectives and administration

Standard 1.1. *The study program mission complies with the overall mission statement of the institution:*

It is stated in SER that the mission of the Faculty of Geosciences as the only institution of higher education in Kosovo which educates competent experts and carries out scientific and professional research in the field of geology, mining, and material and metallurgy. With its activities, the Faculty continuously contributes to the prosperity of its professions in the area of geosciences.

The mission of the Faculty of Geosciences is provided through the goals which reflect expectations of faculty to the development of programs, staff, students oriented goals, research objectives, but not its mission.

A mission statement has to be formulated as a short summary of an organization's core purpose, focus, and aims: to create, to cultivate, to impact society, to contribute. Mission should include a brief description of what the organization does and its key objectives.

It is stated in SER that the program aims to equip students with skills related to the following objectives:

Objective 1: Increasing interest in studies in the field of metallurgy, metallic and non-metallic materials through quality studies.

Objective 2: Develop the program in accordance with best practices and standards for student training in the production, processing, use and recycling of metals and their products, including environmental principles, socio-economic development, safety and health.

Objective 3: Engagement and cooperation in relation professors - students for the realization of curricula using lectures, exercises, laboratories and industrial practice to expand professional scientific research knowledge.

Obviously that none of the objectives presents the aim in general terms, describing the essential, qualitative, future-oriented result of the study program. Three objectives are related with outer factors which rather provide the possible solutions but not students qualification oriented targets. The vision statement, meanwhile, should clarify the aspirations of the organization and define the direction it's heading in.

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.*

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It is stated in SER that targeted learning outcomes are in line with the National Qualifications Framework and the Qualifications Framework of the European Higher Education Area. The BSc program in Materials and Metallurgy belongs to level VI of the National Qualifications Framework, and is also compatible with level VI of the European Qualifications Framework.

Framework for Qualifications of the European Higher Education Area depicts qualifications for BSc students to be awarded by Bachelor degree:

- have demonstrated knowledge and understanding in a field of study that builds upon their general secondary education, and is typically at a level that, whilst supported by advanced textbooks, includes some aspects that will be informed by knowledge of the forefront of their field of study;
- can apply their knowledge and understanding in a manner that indicates a professional approach to their work or vocation, and have competences typically demonstrated through devising and sustaining arguments and solving problems within their field of study;
- have the ability to gather and interpret relevant data (usually within their field of study) to inform judgements that include reflection on relevant social, scientific or ethical issues;
- can communicate information, ideas, problems and solutions to both specialist and non-specialist audiences;
- have developed those learning skills that are necessary for them to continue to undertake further study with a high degree of autonomy.

Unfortunately, neither the aim of the study program nor the learning outcomes meet these criteria. The aim of the programme: “to increase research activities in accordance with national and international interest in applying the principle of industrial and productive production in general, which reflects on general social development” is too wide in that it claims that the programme aims to prepare the specialists having a wide range of nationally and internationally recognizable skills. This is certainly not reflected in learning outcomes. It is necessary to present the aim of the program in one sentence and in general terms showing an essential, qualitative, future-oriented goal of the study program result.

Learning outcomes have to be presented as the statements of what a student is expected to know, understand and be able to do at the end of a period of studies. The learning outcomes relevant to Level VI are:

- advanced knowledge of a field of work or study, involving a critical understanding of theories and principles;
- advanced skills, demonstrating mastery and innovation, required to solve complex and unpredictable problems in a specialised field of work or study;

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- manage complex technical or professional activities or projects, taking responsibility for decision-making in unpredictable work or study contexts;
- take responsibility for managing professional development of individuals and groups

Expert team did not find consistency with the above mentioned documents. It is worth mentioning here that programme learning outcomes presented according to the EUR-ACE Framework Standards Programme/ Outcomes for Bachelor Degree Programmes (<https://www.enaee.eu/eur-ace-system/standards-and-guidelines/#standards-and-guidelines-for-accreditation-of-engineering-programmes>) would be more suitable and understandable (Knowledge and Understanding; Engineering Analysis; Engineering Design; Investigations; Engineering Practice; Making Judgments; *Communication and Team-working*; *Lifelong Learning*). It was recommended by ET in 2014 and 2017 during the site visits in UIBM. The outcomes of individual courses do not show the links to the main aim of the study program and learning outcomes. There are no prerequisites: list of courses which have to be studied before (it was recommended in 2014 and 2017), which could show direct links between individual courses.

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

The SER states that the Bachelor's of Materials and Metallurgy program promotes the implementation of student-centered learning, but such an approach is not defined methodologically, but rather is described as changing the study culture in the institution. Given the fact that UIBM has been implementing the Bologna process since the academic year 2001/2002, the ET has to emphasize that the institution is only taking the first steps towards the Bologna Process, and more efforts should be put to reach this goal. This should be the main goal of UIBM.

Information provided in the 1.3.1 subchapter is rather the goals of what should be achieved, but not an analysis of existing situation which could define overarching didactic and research concepts. Deeper analysis of the real situation would be preferable.

Subchapter 1.3.2 does not give any information about the research concept, provided information is related to structure to initiate research activities in the faculty and UIBM. These general statements cannot replace the description of the particular measures that would foster the involvement of students in research activities at the program level as well as on the course level. Finally, no concrete linkages were developed and presented to relate teaching and research to each other.

With regard to the didactic and research concept, the SER contains very general statements on didactical approaches and research activities. All the statements are rather abstract or normative statements without giving information how they are implemented in the study program



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practically. It was worth mentioning that the implementation of student centered learning and student oriented teaching is considered an easily implemented concept (or already implemented) due to “the implementation of the ECTS credit system”, “learning based on the results of the learning” and “interaction between the professor and the student” to name but a few explanations. Further information on how an important concept such as student-centered learning is implemented was not found in SER.

There is no evidence in SER of e-learning and digital media used in the study process. In the meetings, it was learned that several teachers use some e-learning tools. It is more surprising that this approach was not mentioned at all in the didactic concept. It is also interesting to note that the didactic concept does not contain information about processes and procedures of assessment. Thus, main components of a well balanced didactic concept which would be based on a coherent concept such as the Constructive Coherence are missing.

Summarising the didactic and research concept provided in SER consists of a enumeration of didactical terms and research objectives, however, they seem to be not connected, which makes it difficult to regard it as an elaborated, overarching concept in its entirety.

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

The SER annexes and additional documents after the visit sent by UIBM, provide the formal policies, guidelines and regulations of continuous procedures and academic issues. It can be assumed that the issues 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 should be well developed and well-known to these groups.

Information provided in SER does not cover analysis of above mentioned items, only guide to the different web links.

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.*

During the panel meetings with different groups the experts gained the impression that a sufficient level of compliance with internal regulations relating to ethical conduct of research, teaching and assessments in most of the relevant areas has been achieved. One of the most important shortcomings identified is an absence of plagiarism detection software. Experts have been informed that in the absence of software to detect plagiarism and procedures governing the management of plagiarism, teachers handle the situation individually.

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.*

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SER reports that all policies, regulations, terms of reference and disclaimers regarding program distribution is reviewed annually which is supposed to facilitate quick changes. Unfortunately, during the meeting with the administration, the management of the program and the lecturers, it was not mentioned what was specifically changed in the program since the last annual review. It is stated in SER that responsibility regarding program management and dissemination is shared with students and stakeholders. However, during panel meeting with stakeholders no one could indicate the form of involvement into the management process. SWOT analysis of mission, objectives and administration does not indicate any strength, opportunities, weaknesses, nore threats as it is not connected with Materials and Metallurgy BSc program mission or objectives.

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

Compliance level: Partially compliant



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ET recommendations:

1. *The Faculty Mission statement should be written in such a care that it should guide all of the decisions concerning teaching and learning, research and community engagement. It must guide upper administration in their decisions in making choices among alternatives.*
2. *The Faculty Vision statement should be written as a short description of an organization's aspirations and the wider impact it aims to create. It should be a guiding beacon to everyone within the organization and something which underpins internal decision-making and determines the intended direction of the organization.*
3. *The Program Mission should clearly define the intended learning outcomes at the descriptive levels of the European Framework of Qualification.*
4. *The didactic concept should include all relevant stages of the teaching and learning process along with assessment methods.*
5. *A properly prepared SWOT analysis would help to identify areas for improvement and anticipate future perspectives.*
6. *The scheme of university decision-making structure would allow ET and university members to understand the duties, responsibilities, and accountability of each structural unit at UIMB.*
7. *The Faculty management should take serious steps and actions when it is making changes based on the reviews of the policies, regulations, terms of reference and statements of responsibility relating to the management and delivery of the program.*

2.2. Quality management

The SER and supporting documentation demonstrated that improvements had been made in quality assurance since 2017. This includes additional and more detailed surveys of all stakeholders including students.

The documentation has addressed some issues that were raised and recommendations made after the last site-visit and Expert Team (ET) report. Some of these issues will be highlighted under later sections of the current ET report.

The FG quality assurance coordinator, and Vice-Dean for QA must request the KAA to invite expert teams a minimum of 2 months before the site-visit. This will allow the expert teams more time to plan and prepare to do the sizable job necessitated by re-accreditations. The SER and supporting documentation must be provided to the ET a minimum of 3 weeks prior to the site-visit to allow time to study the documents. This may be the responsibility of KAA, but FG should insist as this will allow the maximum benefit to the FG, Dept. of Geology, from the quality assurance process.

More evidence is required in the SER and supporting documentation, alongside the claims made. For example, the actual number of students who have enrolled for each course, and the

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number who have engaged in Erasmus mobility initiatives should be included. Graphics, such as histograms, can be used to present the data that FG collects. Histograms illustrating student diversity, such as for gender, and proportion of international students, are recommended. An indication of staff gender diversity should be given.

It is good that quality assurance representatives have national and international engagement with other quality assurance officers via online meetings/conferences, in order to keep up to date with ideas, strategies and resources. It was evident at the site-visit that the QA representatives have a focus on quality enhancement as well as quality assurance.

The quality improvement process can be improved. The process was more challenging due to being online rather than face-to-face. However, all involved did their best to mitigate the challenges.

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

All staff in the Faculty of Geosciences (FG) participate in annual surveys for the purpose of quality assurance (QA). This includes 1) student assessment of their teachers and administrative staff, and 2) academic staff self-assessment. In addition, the Pro-Dean for Teaching, and the FG program lead, monitor the teaching and implementation of the Materials and Metallurgy Bachelors program. Examples of this monitoring could be included in the SER.

The data generated by the questionnaires is processed by the Central Quality Office. The information generated is given to the Head of Department of Materials and Metallurgy, and the QA coordinator in the FG. The latter generate reports and send to individual staff members to form the basis for discussion of performance and any recommended improvements.

The ET recommends that examples of QA reports, or a synthesis of the findings for the Department of Materials and Metallurgy, could be included as evidence in the SER.

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

The department engages in the review process which includes implementation of survey questionnaires, self-reflection, and a review of processes and plans for improvement. The Vice-Dean for Teaching and the QA coordinator monitor the implementation of the subsequent recommendations.

The ET recommends that to fully close the loop, the department should report to students what has been done to address their concerns and recommendations.

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.*

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The QA questionnaires survey a wide range of stakeholders and recommendations can highlight the need for improvements in services and resources (including staff with appropriate expertise) provided by the University. The ET recommends that examples of improvements resulting directly from this process are documented in the SER.

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.*

The QA questionnaires are broad ranging and invite responses on inputs, teaching methods, outputs, and resources related to the delivery of the Materials and Metallurgy Bachelor's degree program. As part of this process, data is collected on the number of students who complete their degree within 3 years, and the number who withdraw before completion. These statistics are an important indicator of quality. The ET is aware that factors external to UIBM can affect these numbers.

Evidence of QA processes was sought during the site-visit. During the site-visit, both academic staff and students gave examples of the process of QA in relation to improvements. For example, students said they had completed questionnaires annually and had the opportunity to discuss the achievement of learning outcomes with their teachers, and suggest changes that could be made. The ET noted that considerable improvement has been made in the writing of learning outcomes for the benefit of students (as well as the staff themselves) following previous recommendations. This is evidence of the review process in action. However, further refinement of the learning outcomes (as stated) is required for all courses.

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

The QA processes are thorough and act to ensure that standards are upheld or improvements are made. This has included some realignment of syllabi, some refocusing of course content, some adjustments in course ECTS awarded, improved infrastructure, and a more interactive approach to teaching and learning. All of these were recommendations of the ET in 2017. The improvements are evident in the course descriptions. Some confirmation of this was gained during the site visit.

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

During the site-visit it was confirmed that survey data is collected from students, graduates (alumni), and employers. Alumni stated that they had kept close contact with the academic staff of FG and some had contributed expert advice.. During the meeting with the representatives of the companies, it became clear to the ET that the companies did not receive

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any survey forms to fill in about the process of studies and suggestions for improving quality. Information about the program and courses, and the expertise of staff, is publicly available on the UIBM website. It is not clear if the critique of the Materials and Metallurgy BSc. is publicly available on the website.

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.*

The SER highlights some improvements that have been made as a result of the internal QA system. Findings from internal and external evaluations are discussed with staff during Faculty Council meetings in preparation for the start of the new academic year. The staff takes the responsibility of reviewing the syllabus, updating the literature with the latest information in the field, however, after reviewing the courses syllabus, ET noticed that very old textbooks are recommended, e.g. Fluid dynamics (1967), The metallurgy of non-ferrous metals (1979), etc. One of the latest textbooks offered was released in 2017 (Mathematics II). ET emphasizes that the main literature cannot be older than 5-7 years.

Student attendance is monitored, and there is some mid-term evaluation to provide timely review allowing any issues to be addressed. A more student-centred approach is being taken in teaching. For example, there is increased student-teacher interaction in teaching sessions. Further examples were highlighted during the site visit of the ET.

The ET recommends that where improved academic success of students is claimed in the SER, there should be evidence eg. as numbers progressing and students achieving related employment.

The ET recommends that where a number of hours of lectures is specified in the course description, this may include student presentations and discussion. This more detailed and favourable break-down should be apparent from the course description, and made publicly available.

The ET recommends that a list of the vocabulary used for teaching methods in course descriptions should be drawn up, and used to provide consistency across modules when writing these descriptions.

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

The HEI is stating in their SER of the program: *The evaluation of the overall quality of the program is developed through the evaluation of its constituent components. Some of these components will be evaluated twice a year, and some yearly.* However, for transparency and a

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holistic approach, it would be advisable periodically (annually) to prepare one self-assessment report on the overall quality of the program for consideration within the institution indicating its strengths and weaknesses. In addition, a comprehensive reassessment of the program that is conducted at least once every five years would be advisable. Policies and procedures for conducting this reassessment should be published, program assessment should involve external stakeholders (e.g., experienced people from relevant industries and professions, and experienced faculty from other institutions) (P.I. 2.4.).

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

The FG staff involved in QA have engaged in peer-learning with other QA representatives, both nationally and internationally via online conferences. This is to be encouraged as it is one important way to regularly evaluate the QA arrangements within the FG. The survey instruments that have been put in place are an improvement on the QA measures used in 2017. In the coming year, the staff of the FG intends to trial a peer-review model of evaluation.

The ET recommends that for the trial of the peer-review model for staff evaluation, the FG put in place a plan to capture evidence of ‘what worked’ and ‘what needs improvement’ to inform the next review of QA.

The SWOT for Quality management should include the strengths, weaknesses, opportunities, and threats of the management of quality in FG. For example, how are the questionnaires being administered, what is the return rate of employers completing the surveys, are the students informed of the responses to their requests; do these systems work well, and can they be improved? In addition, the quality management SWOT should include the short timing of selection and invitation of the ET and availability of the SER (less than one week in this case). If the SWOT engages with these issues, then there are opportunities to maximise the benefit of all of the quality assurance process. The aim must be that it leads to quality enhancement.

<i>Standard</i>	<i>Compliance</i>	
	<i>Yes</i>	<i>No</i>
<i>Standard 2.1.</i> All staff participate in self-evaluations and cooperate with reporting and improvement processes in their sphere of activity.	X	
<i>Standard 2.2.</i> Evaluation processes and planning for improvement are integrated into normal planning processes.	X	



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<i>Standard 2.3.</i> Quality assurance processes deal with all aspects of program planning and delivery, including services and resources provided by other parts of the institution.	X	
<i>Standard 2.4.</i> Quality evaluations provide an overview of quality issues for the overall program as well as of different components within it; the evaluations consider inputs, processes, and outputs, with particular attention given to learning outcomes for students.	X	
<i>Standard 2.5.</i> Quality assurance processes ensure both that required standards are met and that there is continuing improvement in performance.	X	
<i>Standard 2.6.</i> Survey data is being collected from students, graduates, and employers; the results of these evaluations are made publicly available.		X
<i>Standard 2.7.</i> Results of the internal quality assurance system have been taken into consideration for further development of the study program. This includes evaluation results, investigation of the student workload, academic success and employment of graduates.	X	
<i>Standard 2.8.</i> The institution ensures that reports on the overall quality of the program are prepared periodically (e.g., every three years) for consideration within the institution indicating its strengths and weaknesses		X
<i>Standard 2.9.</i> The quality assurance arrangements for the program are themselves regularly evaluated and improved.	X	

Compliance level: Substantially compliant

ET recommendations:

1. *Collect the evidence that appropriate adjustments are made in plans for teaching, based on reports on the delivery of each study course.*
2. *Prepare one self-assessment report on the overall quality of the program for consideration within the institution indicating its strengths and weaknesses.*
3. *Conduct a comprehensive reassessment of the program at least once every five years. Policies and procedures for conducting this reassessment should be published, program assessment should involve external stakeholders (e.g., experienced people from relevant industries and professions, and experienced faculty from other institutions).*
4. *Design and publish a specific improvement plan interrelated with the survey results (advisable at the study program level - so the implementation of recommendations could*

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be clearly assessed by the HEI staff as well as the external reviewers). The improvement plan should clearly indicate the areas as follows: survey results, investigation of the student workload, academic success, and employment of graduates. Publish also the results that represent survey data from employers.

5. *Continue to evaluate and improve the quality assurance arrangements regularly and systematically (once a year). Review of quality assurance arrangements should include both internal and external stakeholders, including students. To fully close the QA loop, the Department of Materials and Metallurgy should report to students what has been done to address their concerns and the recommendations that they made.*
6. *Move towards higher engagement of students in their academic life at the HEI.*
7. *Consider improving the questionnaire for Alumni (this edition of the questionnaire does not consider the possibility that the graduate could be working in a different job than he or she was being prepared to).*
8. *The SER report contains suitable evidence for the claims that are made, including:*
 - *Examples of QA reports, or a synthesis of the findings for the Department of Materials and Metallurgy, could be included as evidence in the SER.*
 - *Examples of improvements in resources resulting directly from the QA process are documented in the SER.*
 - *Where improved academic success of students is claimed in the SER, there should be evidence eg. as numbers progressing and students achieving related employment.*
9. *For the trial of the peer-review model for staff evaluation, put in place a plan to capture evidence of 'what worked' and 'what needs improvement' to inform the next review of QA.*
10. *Where a number of hours of lectures is specified in the course description, this may include student presentations and discussion. This more detailed and favourable break-down should be apparent from the course description, and made publicly available.*
11. *A list of the vocabulary used for teaching methods in course descriptions should be drawn up, and used to provide consistency across modules when writing these descriptions.*

2.3. Academic staff

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

All UIBM staff is recruited through competition procedures, where by announcement of the competition all requests for the announced position and job descriptions are submitted. The competition is in accordance with MEST guidelines, Labour Law, UIBM Statute and UIBM Internal Regulations. After the completion of the competition procedures and the selection of



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the staff, the decision is taken with the description of the works to be performed by the employee and the contract is signed, where is also the description of the works. A job contract contains full job descriptions that they have applied for or that have been employed is provided to the selected candidates. The additional documents submitted confirmed the existence of such procedures.

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

The teaching staff complies with the legal requirements regarding the profession of teaching positions, which are included in the Administrative Instruction for Accreditation. UIBM's teaching staff is composed of full professors, associate professors, assistant professors, graduate assistants, lecturers. Evaluation procedures for appointment to academic vocation are based on criteria arising from activities such as educational, research, scientific and professional activity as well as a service activity. It is stated in SER that the Faculty of Geosciences (FG) has adequate academic staff for the studies it offers. There are 2 full time professors, 5 associated professors, 1 assistant professor, 5 assistants with master degree, and 1 part time professor, 1 associated professor, 2 assistants with master degree, 1 teacher involved in the Materials and Metallurgy program. Although the academic staff is very committed to their subjects, the total workload of permanent academic staff was not clear. Four hours per week of consulting is shown for each lecturer, it is not clear what a total workload in hours (pedagogical, research, expertise, academic) is mandatory according to job position requirements for full time professors, associated professors, and others. Such information would be more helpful than indication of administrative activities, which does not have any impact to execute the program. According to the data presented in SER (curriculum of programme) 1 lecturer gives lectures of 5 courses, 3 lecturers - 6 courses, and 1 program lecturer even 14 study program courses. It would appear that there is no sufficient responsible staff to run the programme Materials and Metallurgy. Only 11 CV's of lecturers are provided for ET instead of 18 involved in the program. 7 lecturers did not possess PhD, therefore, it is considered that it is difficult to achieve a high quality of studies with such a composition of teaching staff. Many of the lecturers in the program indicated that they spoke English fluently (5), but the meeting took place with the translation of expert questions into Albanian and vice versa. This did not ensure a quality discussion.

The teaching staff of the programme is relatively involved in research related to the programme. However, all the lecturers of the Department of Materials and Metallurgy publish their papers in journals without impact factor (local journals, other proceedings of conferences). SER and CV given has no evidence of teacher involvement in research projects funded by external sources. These results are not sufficient, it is clearly an area of improvement.

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Standard 3.3. *The academic staff does 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.*

Most of the academic staff has only one primary job and it is FG. Meanwhile, part of the academic staff has a primary job in FG as well as a part-time engagement within other UIBM academic units or any other institution outside UIBM. According to experts, involvement in the activities of other faculties of the university should be understood as a primary full-time job, and only employees from other institutions, where they have primary positions, should be considered as part-time workers.

All of this is strictly monitored by the UIBM Human Resources Office and FG management so that staff engagement is in line with the Administrative Instruction on Accreditation, MEST guidelines, Labour Law, UIBM Statute and Regulations Interior UIBM.

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.*

72% of the academic staff in the study program are full-time employees and 28 % are the part-time staff.

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 a Ph.D. title or equivalent title in the case of artistic/applied science institutions.*

The provisions and requirements of this standard are unclear, as the size of the student group is not indicated: one full-time staff member with a Ph.D. seems to be not enough for 60 ECTS credits in the study program. The information provided in the SER does not specify this standard. It is stated in SER that four “employees are holding doctoral degrees who have been appointed as holders of this program”, but in the table above ET can find 11 lecturers holding PhD. Number of employees with PhD generally can not correspond to ECTS credits, and three years program can not be of 240 ECTS credits as specializations are included into total 180 ECTS credits.

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

Within the UIMB, academic staff are required to have at least two teaching training, which is conducted at the Centre for Excellence in Teaching (CET) or somewhere with another training centre inside or outside the country. ET should mention that it would be worth mentioning the period per which those trainings are fulfilled. Trainings in “Teaching in higher education” and “Planning and implementation of teaching in higher education” were offered for educators in the period under the evaluation and as it is recorded in the supplementary documents most of

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the program staff completed it. ET suggests and it is mentioned in SER that advanced didactic training is extremely needed, both for program managers and teaching staff. Training on Curriculum Mapping, the method used to align instruction with a degree program's learning outcomes, provided by international experts in this area would be the most preferable, as the program does not have a clear aim, well balanced learning outcomes, well-written study methods, nor assessment forms. The map would clarify what is taught and when; identified when a student learning outcome is introduced, practiced, mastered, and assessed; identified gaps in the curriculum; and would help to refine a program's assessment plan.

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.*

The academic staff is responsible for teaching and learning, including scientific research, commitment to student consultations and other responsibilities related to their contract.

It was noticed in the staff meeting that staff are engaged in the academic community, available for consultations, involved in students' assessment and mentoring of diploma work as well as research activities. However, it remains unclear how many hours of contact pedagogical work are required for a full-time professor, associate professor, lecturer as Table 3 gives different information: 4 hours/week. The ET would like to understand what is the share in percent of the total teaching workload devoted for scientific activity and how it is evaluated. One of the points of the engagements of academic staff regulated by a policy of UIBM is application for Erasmus + grants, unfortunately there is no evidence of this type of activity provided in SER.

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.*

The evaluation of the academic staff is carried out regularly through self-evaluation, evaluation by students, evaluation of colleagues and evaluation by supervisors. This assessment takes place on a formal basis, where student assessment is carried out after each semester. Sometimes student evaluation of the program and the professor occurs at the beginning of the semester where there is a greater opportunity for the professor to improve teaching methods as well as to change certain parts of the syllabus. It is doubtful to conduct evaluation at the beginning of semester as students do not have any learning activities in the course yet and no study methods could be discussed, midterm evaluation would be more productive. The Office for Quality Development within UIBM, respectively the evaluation unit realizes the evaluations, processes the data, monitors the results and according to the requirements of the management compiles reports related to the evaluation results. Data management is fully digitalized. During the



meeting with academic staff no one could declare what was improved after the last students' survey.

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

There is no measurable data presented on strategies for quality enhancement, which includes improving the teaching strategies and quality of study materials.

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

According to the law, a teacher's retirement is at the age of 65. It is explained in SER that if necessary teachers can work up to 70 in case there is a lack of staff in the field. Information about staff turnover would be useful for the deeper analyses.

Staff SWOT analysis does not provide measurable data: hard workers, dedicated, enthusiasm and flexibility. The students/professors ratio is reported as a strength of the program, unfortunately this ratio is not reported in SER. It is a doubt why "Recruitment of academic staff with adequate knowledge, skills and experience in various fields of metallurgy from other Institutions" is reported as Threats to program. The same could be said about "Lack of visa liberalization makes it difficult for academic staff to participate in international conferences". A well-prepared SWOT analysis of the academic staff would allow faculty to understand which areas are the weakest and how they should be developed.

<i>Standard</i>	<i>Compliance</i>	
	<i>Yes</i>	<i>No</i>
<i>Standard 3.1.</i> Candidates for employment are provided with full position descriptions and conditions of employment. To be presented in tabular form data about full time (FT) and part-time (PT) academic/ artistic staff, such as: name, qualification, academic title, duration of official (valid) contract, workload for teaching, exams, consulting, administrative activities, research, etc. for the study program under evaluation.	X	
<i>Standard 3.2.</i> The teaching staff must comply with the legal requirements concerning the occupation of teaching positions included in the Administrative instruction on Accreditation.	X	



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

Compliance level: Substantially compliant

ET recommendations:

- 1. The Faculty of Geosciences (FG) has not enough academic staff for the studies it offers as there are 5 lecturers who deliver lectures of more than 5 courses. It is a threat to the program becoming "one teacher program". With such a small number of students, it is irrational to offer so many electives. With such a small number of students, it is irrational to offer so many electives and pursue two specializations. It is recommended to review the*



content of the courses and carefully assess which of them will help to achieve the learning outcomes, eliminate redundancies or include individual important topics in the required subjects.

2. *Lecturers with only a master's degree should not account for 44% of all lecturers in the program.*
3. *Faculty administration, program managers, lecturers and students should consider English as the language of engineering communication and should use it everywhere, especially during panel meetings. The faculty should invest in the English language proficiency of the academic staff, indications of Language level in CV do not show their level to communicate in English. It could be one of the options to assess the annual lecturers progress.*
4. *Training on Curriculum Mapping, provided by experienced international experts should be considered by UIMB as one of the measures to qualify the program managers at first, later academic staff in order to reach sufficient level of Curricula.*
5. *A clear system of segregation of the entire workload (pedagogical, scientific, expert, academic) of an academic staff member would guarantee the monitoring of staff workload.*
6. *Erasmus+ teaching or traineeship mobility should be included in each teacher's annual or contract work plan.*
7. *SER should indicate where statements are aspirational, and where statements are reporting something that has been delivered or completed.*
8. *The ET recommend that a list of grant applications, with successes noted, is included in the SER*

2.4. Educational process content

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

The bachelor program in Materials and Metallurgy offers a study program based on contemporary curricula, the most scientific achievements and researches carried out in this field of industry. The level of professional achievement and the scientific bases that the students at this faculty achieve are solid for the development of knowledge in these fields. The study program is modeled based on the qualification objectives. It is stated in SER that topics related to interdisciplinary subjects, ET did not find any evidence of interdisciplinarity in the curricula. Program managers defined the ability of graduates to get adequate employment to meet the needs of the labor market, the ability to obtain suitable employment by combining the theoretical aspect with the practical one and developing the student's personality in the areas of specialization. ET noted that most study subjects, both compulsory and elective, are



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addressed to very specific materials or technologies, so that without choosing a specific subject, graduates will have no competence in other areas. This, according to ET, will reduce employment opportunities in other engineering areas. Currently, there is a tendency in the world to expand bachelor's programs, the main emphasis is on general engineering education. Deeper and specific knowledge and skills should be developed in master's studies. The undergraduate program must not be so deeply specialized.

The development of students' personality is not provided in the program because there are no subjects for the development of socio-economic and communication skills. The only subject *Engineering Economy* that develops general economic competencies is provided as an elective, which, according to experts, is a wrong practice. The subject *Physical Education* is likely to be related to students' physical activity and could therefore be transformed into another subject that develops "soft" competencies. Physical activity should be a personal priority for every young person, and the university must create all the conditions to do so within the university. ET wants to draw the attention of the program managers and the faculty to the subject *Safety and Protection at Work* related to safety at work which is extremely important and has to be mandatory, not an elective and have to be common to all engineering programs. This recommendation was provided to the faculty in 2019 when evaluating other faculty programs. This comment is expected to be taken into account and responded after the current assessment. The ET wants to emphasize that having an analogous program is not an advantage of a study program.

After the visit, the program executives were asked to provide a list of books in the library for individual study programs, it was found that they are analogous for both the bachelor's and master's study programs. This proves once again that special measures must be taken to make a clear distinction between the Learning Outcomes and the content of bachelor's and master's programs. Most of the books are outdated, they are listed in the subject descriptions.

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

The study program complies with the National Qualifications Framework and the European Qualifications Framework for Higher Education; there are three qualification cycles defined in the framework of qualifications and the European Credit Transfer and Accumulation System (ECTS). An academic year corresponds to 60 points of ECTS credits. The awarding of ECTS and the appropriate hours of study are documented in SER and supplements. This aligns with the Bologna framework. However, it is not shown how individual components of the program



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are combined, as there are no links between individual subjects and it is not clear how LO will be reached.

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.*

In SER program managers declare that the Department of Materials and Metallurgy offers high quality programs for the two degrees of University study in Materials and Metallurgy, supporting them with contemporary curricula, scientific achievements and contemporary practices that are realized today in the field of Materials and Metallurgy. However, the learning outcomes presented are only statements that meet the requirement of the standard, but not didactic well-thought-out results that measure achievements of students. Learning outcomes should describe the specific knowledge, skills, or expertise that the student will get from a learning activity, they have to be measurable in order the learner would be able to understand that the learning is complete, which helps learners understand the importance of the information and what they will gain from their engagement with the learning activity. Learning outcomes also play a key role in assessment and evaluation, making clear what knowledge learners should have upon completion of the learning activity. Standard 1.2. provides information how the Learning outcomes should be composed.

It is stated in SER that the professional level and scientific bases that the students gain in this faculty are sufficient for their quick connection to work in the manufacturing and processing industry, however no measurable information is provided about the rate of the employment after graduation.

Unfortunately, there are no links and prerequisites indicated in the subjects syllabuses, that is why ET should state that a logical flow is not assured.

It can be concluded that with such specialized subjects and a particularly large number of elective subjects, some of the knowledge and competencies provided in these subjects will not be achieved, because, for example, choosing an Optional subject in the first semester, the student will not acquire any Informatics knowledge. The same situation is observed in other semesters. The program offers two specializations: Materials and Metallurgy, but all required compulsory courses are more focused on Materials specialization: Fundamentals of materials technology I and II, Basics of materials science I and II, while Fundamentals of Metallurgy in Semester II, Metallurgical Processes in Semester III, Metallurgical equipment and automation in Metallurgy in Semester IV are foreseen as the electives. The topics *Basics of Materials Science* and *Fundamentals of Materials Technology* can cover a variety of materials, their properties and methods of analysis and technological production processes, while the program

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offers many electives per group of materials, which experts consider to be too specialized. The two courses *Refractory Materials* and *Refractory Materials in Metallurgy* develop the same abilities and are identical in their content, so it is clear that only one of them needs to be taught in this program. With such a small number of students, it is not economical to pursue two specializations, especially since the topics of study subjects overlap (Mechanical properties and Testing and Control of materials, etc). ET recommends running the Materials and Metallurgy program (proposed name Metallurgy of Materials) without specializations, and after a detailed analysis of the study courses, group and organize the necessary topics into a block of compulsory subjects. It is suggested that elective courses (3 courses 15 ECTS) of socio-economic area be recommended in the program.

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.*

ET noticed that program executors made great progress from the last evaluation in preparation and revision of course syllabuses. The ET recommends to unify the structure of all study courses, to use the same indicators to define all parts in English and Albanian: description of course should start with: 1. Aim; 2. Course Learning Outcomes alongside Teaching and Assessment Methods; 3. Summary or Annotation of the course; 4. Syllabus with Sections and Themes indicated; 5. Literature; 6. Teaching forms with activities distribution. Teaching and assessment methods should be indicated for each LO, as it is necessary to show how particular LO will be achieved. Therefore, the descriptions of most things still need to be discussed and corrected. In particular, the objectives (aim) of the courses need to be corrected. Course aim should not try to describe what students will be able to do by the end of the course – this is what the Course Learning Outcomes are for. Course aim should be brief and concise, usually in one sentence and provide students with an idea of what they can expect from the course. Aim tends to focus more on the intended results of teaching (what the teacher does), outcomes tend to focus more on the intended results of learning (what the student does).

The wording of teaching methods and assessment methods must be harmonized in both languages in order to avoid ambiguities. ET suggests to UIMB to harmonize words in all study subjects. Teaching methods: Lecture, Discussion, Group (team) work, Laboratory work, Seminar are traditional methods recognizable all over the world; while for Assessment Test, Homework, Individual work, Laboratory examination, Mid-term examination, Final examination could be used. Interactive forms of teaching could be expressed by case analysis,



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problem or challenge based learning. All these forms have to be agreed and approved in the institution.

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 before the commencement of the program.*

Teaching takes place only in Albanian. If students are interested in studying in another official language, FG gives students this opportunity. It is stated in SER, that in cases when Erasmus + mobility students are coming to FG, the English speaking staff provides teaching in English. The existence of such cases is not mentioned in the SER.

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.*

At the beginning of the semester, each teacher defines course learning outcomes and how these results are related to their development in the particular field. The didactic part is also explained whereas teachers choose the most appropriate didactic methods and the means of concretization, which during the learning process can be changed, depending on the audience. The ET considers that the process will be much smoother by harmonizing and revising the subject descriptions in line with their recommendations.

According to the comments in the meetings with staff, students, and graduates the students and staff have a good partnership.

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 the flexibility to meet the needs of different groups of students.*

According to SER the lectures are organized in such a way that they are interactive with the candidates. However, in some courses Direct teaching is used, which is assumed as a teacher-directed teaching method, without any interaction with students. ET believes that a consistent review of the learning outcomes of the program, finding links between subject outcomes, study and achievement assessment methods, will make it possible to achieve an appropriate level of study quality.

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.*



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All the evaluation procedures are presented in the syllabus, and they are clarified to students at the beginning of the semester during the presentation of the course. ET recommends that the table of student workload distribution in the course syllabus should include only those achievement assessment methods that are applied in the study course. According to ET, time spent in assessment (tests, quizzes, final exams) can be considered as self-study or colloquia and seminars. Each achievement assessment method indicated alongside learning outcomes and teaching methods have to appear in “Contribution to student workload”. To ensure coherence between results, teaching and assessment methods, ET proposes to use the example below, where it is suggested to provide 2-3 teaching methods and 2-3 assessment methods to achieve each result.

Course Learning Outcome	Teaching Methods	Achievement Assessment Methods
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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.*

Assessment policies are defined by the UIBM statute. The program in each course provides information on student workload and assessment, showing the impact of each assessment on the final grade. The ET noted that in some courses the overall impact is not 100% (Physical Chemistry I, Technical Mechanics, Thermoengineering in Metallurgy, Metallurgical processes, Dynamic Fluids, Physical Chemistry II, The metallurgy of non-ferrous metals I, Metallic Materials, Mechanical Properties, Processing of iron and steel in liquid state, Metallurgy of lead production, Metallurgy of zinc production. The practice to change assessment criteria for students who did not assess intermediate tests can not be applied. The student should not be allowed to take the final exam without taking the intermediate assignments. These courses make it possible to pass the final exam without taking the intermediate assignments and not to take the final exam if the interim assessments have been passed so it is essential to take this expert note into account: Safety and protection at work, Quality assurance in metallurgy, Iron and steel metallurgy, Refractory materials in metallurgy, Construction materials, Secondary metal obtaining processes, Ceramic materials, Modern steel production technologies, Refractory materials. There is no impact to the final grade in the Industrial Practice course. The team of experts emphasizes the need to prepare a description of the subject of the Bachelor's paper, which should clearly list the results that the student will achieve after defending the thesis and how they relate to the Learning Outcomes of the program.

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



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The FG has approved the regulation which specifies cases when students' achievements *are* inadequate or inconsistently assessed, students have the right to file a complaint, which will then be reviewed by the relevant committee and the final evaluation will be made by a commission composed of professors in the field of the given subject. Also, in case the student has not increased the adequate knowledge during lectures and exercises, he has the right to participate in additional consultations and exercises which are organized during the consultation hours by professors and course assistants. Under current regulations, there are also criteria for the minimum number of exams a student must pass in order to move on to the next academic year. The link to policies and procedures is provided in SER.

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

During practice stages the students have tutors assigned to guide them. Students make presentations on certain aspects of practical/fieldwork, or write reports, and this forms part of the assessment. However, the description of the *Industrial Practice* course must be adjusted according to the comments of the experts expressed above, as lectures, practical part, group work, experimental work, seminar papers, etc. are foreseen as teaching methods. Here, the ET should emphasize that there should be no ambiguity in the subject description, and therefore strongly recommends that the term "etc" not be used.

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

The UMIB and FG have cooperation agreements with outside bodies such as industry, in order to facilitate the practice stages of the Materials and Metallurgy BSc. The students indicated they would like more of these practice activities.

SWOT analysis of Educational process provided does not show the real situation of the Bachelor program, as it is exactly the same as SWOT of the Master degree program. According to experts, it is clear that there is no distinction between these degree programs.



<i>Standard</i>	<i>Compliance</i>	
	<i>Yes</i>	<i>No</i>
<i>Standard 4.1.</i> The study program is modeled on qualification objectives. These include subject-related and interdisciplinary aspects as well as the acquisition of disciplinary, methodological and generic skills and competencies. The aspects refer especially to academic or artistic competencies, to the capability of taking up adequate employment, contributing to the civil society and of developing the students' personality.		X
<i>Standard 4.2.</i> The study program complies with the National Qualifications Framework and the Framework for Qualifications of the European Higher Education Area. The individual components of the program are combined in a way to best achieve the specified qualification objectives and provide for adequate forms of teaching and learning.	X	
<i>Standard 4.3.</i> The disciplines within the curriculum are provided in a logical flow and meet the definition and precise determination of the general and specific competencies, as well as the compatibility with the study programs and curricula delivered in the EHEA. To be listed at least 7 learning outcomes for the study program under evaluation.		X
<i>Standard 4.4.</i> The disciplines within the curriculum have analytical syllabuses which comprise at least the following: the discipline's objectives, the basic thematic content, learning outcomes, the distribution of classes, seminars and applicative activities, students' assessment system, the minimal bibliography, etc. The full course description/ syllabuses of each subject/ module should be attached only in electronic form to the self-assessment report for the study program under.	X	
<i>Standard 4.5.</i> If the language of instruction is other than Albanian, actions are taken to ensure that language skills of both students and academic staff are adequate for instruction in that language when students begin their studies. This may be done through language training before the commencement of the program.	X	
<i>Standard 4.6.</i> The student-teacher relationship is a partnership in which each assumes the responsibility of reaching the learning outcomes. Learning	X	



outcomes are explained and discussed with students from the perspective of their relevance to the students' development.		
<i>Standard 4.7.</i> Teaching strategies are fit for the different types of learning outcomes programs are intended to develop. Strategies of teaching and assessment set out in program and course specifications are followed with the flexibility to meet the needs of different groups of students.		X
<i>Standard 4.8.</i> Student assessment mechanisms are conducted fairly and objectively, are appropriate for the different forms of learning sought and are clearly communicated to students at the beginning of courses.	X	
<i>Standard 4.9.</i> Appropriate, valid and reliable mechanisms are used for verifying standards of student achievement. The standard of work required for different grades is consistent over time, comparable in courses offered within a program, and in comparison with other study programs at highly regarded institutions.		X
<i>Standard 4.10.</i> Policies and procedures include actions to be taken into dealing with situations where standards of student achievement are inadequate or inconsistently assessed.	X	
<i>Standard 4.11.</i> If the study program includes practice stages, the intended student learning outcomes are specified, and effective processes are followed to ensure that those learning outcomes and the strategies to develop that learning is understood by students. The practice stages are allocated ETCS credits, and the work of the students at the practical training organizations is monitored through activity reports; students during practice stages have assigned tutors among the academic staff in the study program.	X	
<i>Standard 4.12.</i> To facilitate the practice stages, the higher education institution signs cooperation agreements, contracts or other documents with institutions/organizations/practical training units. *To be inserted the overview of the program (with all areas to be filled out).	X	

Compliance level: Substantially compliant

ET recommendations:

1. *The Learning Outcomes of the program and all courses need further consideration. Within each course the learning outcomes and the course description should show how each*

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course is distinct and how it is related to the LO of the program. Assistance should be given to academic staff members to write the learning outcomes for their course in the appropriate form.

2. *Courses Safety and Protection at Work, Engineering Economics, Quality assurance in industry should be considered as mandatory study program courses as they provide basic engineering knowledge and understanding.*
3. *Provide the links between study courses and program LO, indicating direct links between each individual course, ensure correlation between course learning outcome teaching and assessment method in each individual course.*

Course Learning Outcome	Teaching Methods	Achievement Assessment Methods
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4. *The teaching and achievements assessment methods (in Albanian and with translation in English) have to be discussed and harmonized for usage in the entire UIMB.*
5. *ET recommends running the Materials and Metallurgy program (proposed name Metallurgy of Materials) without specializations, and after a detailed analysis of the study courses, group and organize the necessary topics into a block of compulsory subjects. It is suggested that elective courses (3 courses 15 ECTS) of socio-economic area be recommended in the program.*
6. *ET emphasizes the need to prepare a description of the subject of the Bachelor's paper, which should clearly list the results that the student will achieve after defending the thesis and how they relate to the Learning Outcomes of the program.*
7. *The assessment criteria for the study courses must be the same for all students, there can not be any exceptions, such as 40% (students who have not succeeded in intermediate tests). Each course must be completed by a final exam for all students, an intermediate semester assignment may not constitute 100% of assessment.*

2.5. Students

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.*

Students are equal members in the governing processes of the Faculty of Geosciences. As reported in the SER and the additional documents, on the Faculty level there is a Students Council, which represents all faculty students. In the Faculty's governing bodies the students are represented by one member.

The students that the experts' team met shared that they chose the particular Faculty and program because of its good positioning in the region, the students' awareness that the program will be requested in the labor market in the near future, and the overall Faculty's value. The Faculty can use them as ambassadors for the Faculty's promotion.



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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.*

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

The Bachelor's Degree Regulations, i.e. the part of the criteria and procedures for admission and registration of students, meets this standard by clarifying the documentation required for application and registration. The SER and the additionally provided documents are showing that the Faculty of Geosciences has formally adopted admission procedures at the institutional level for the students' recruitment. The procedure involves the Senate and the Rectorate of the University of Mitrovica, who are deciding the quotas based on the proposal that they are receiving from the Faculty's dean and the head of the study program. Currently, this number is 60. After the decision of the number, the application process is announced. The young people that have a high school diploma or another valid document according to the MEST can enroll in the Faculty. Having in mind the fact that this University and Faculty are a public institution, they are obliged to follow the MEST's regulations and requirements, which is also confirmed in their Statute.

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

The SER, the video submitted by the Faculty and the information shared with the experts during the site visit, are showing that the study program is organized in both smaller and bigger groups depending on whether it is the theoretical or the practical part of the study program. Study groups are dimensioned to ensure an effective and interactive teaching and learning process. The SER states that students have recently been grouped into lectures of no more than 15. ET considers this number to be appropriate for laboratory and practical work, and theoretical lectures should be taught to larger student groups. Although the SER indicated that a smaller number of students in the classrooms improved the quality of teaching, no evidence of this fact was provided. This standard is not relevant to the program as only 9 students enrolled in 2018 it is indicated in the additional documents sent. Unfortunately, ET did not receive information on how many students were enrolled in 2019 and 2020.

The students' interest in the particular program is decreasing. The documents provided to the experts' team are showing that there is a tendency of a very large decrease in the number of enrolled students, from 23 enrolled students in 2017/18, to 9 in 2018/19, as it was mentioned above, no data for 2019/2021 and 2020/2021 is provided. The management is aware of this challenge and will try to undertake different actions for addressing this. Examples shared by the management are the promotion of the Faculty in high schools and the regular update of the



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study program so that they can be attractive to the student. These actions are also included in the Action plan, part of the Strategic Plan of the FG.

The FG must consider pursuing a single adequately designed undergraduate program in which students acquire the basic knowledge necessary in the mining industry, rather than pursuing 3 low-student-gathering programs. Deepening of knowledge is possible in master's studies in separate Mining, Geology and Metallurgy of Materials programs.

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

The results of student assessments are placed in the University Management System (SMU). In the Faculty of Geosciences, in addition to lectures, the mechanisms for assistance to students are considered consultations with teachers also during the consultation hours. The University Management System is used as an information tool for the regulations, sharing students' feedback, informing the students of the exams' results and its recording and data from the students' performances. Moreover, this system is perceived as a tool for facilitation of the communication of professors with students and providing faster access to information and various materials from the study program.

Nevertheless, the students that the expert's team met shared that they are working together with the academic staff. This is also confirmed through the Faculty's commitment to ensure continuous student-teacher communication for the best learning outcomes; students' encouragement to be an active part of learning and to be a factor in the necessary process changes within UIBM and FG and to organize students' thematic workshops in order to link the teaching, as reported in the SER. In addition, the teachers have consultation hours through which the students can request additional feedback for their performance. In specific, every professor has at least twice a week, two hours of consultation hours for the students' seminar, diploma and bachelor papers, consultations after each colloquium, and exams. Moreover, the SER specifies that the students have an option to request consultations from the academic staff on colloquia and exams at least three days after the announcement of the results for each subject. The consultation hours are included as a teaching methodology in syllabuses. Finally, the experts' team was informed that there is a practice of students' involvement in the research projects. However, no information or evidence showing the feedback to students on their performance and results of assessments is given promptly and accompanied by mechanisms for assistance if needed.

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

The results obtained by the students for each subject are placed in the SMU, through which at the end of the studies the transcript of grades is generated. After winning the academic Bachelor

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degree, the candidate from the relevant services of the Faculty of Geosciences and the UIBM receives the certificate signed by the dean and the diploma signed by the dean and rector. The Faculty and the University keep records of graduate students in bachelor studies.

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.*

Students are notified of the number, date of assessment and evaluation criteria in the syllabus of the course. Also, an academic year has three regular exam deadlines. They are the January deadline, June deadline and September deadline, while the irregular deadlines are decided by the senate of the University of Mitrovica. According to the experts, the student must pass the course exam until the beginning of the next semester, because such a flexible exam retaking system allows the student to delay the assessment. According to experts, the student must pass the course exam until the beginning of the next semester, because such a flexible system of retaking exams allows the student to postpone the assessment. It is necessary to provide the links between courses, in which case it would not be possible to study another course without passing one course.

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

Records of student completion rate is generated from the University Management System data, while paper copy reports are archived and archived in the FG administration. However, the experts' team found that the records of student completion rates are kept for all study courses but did not find the evidence that the records are kept for the program as a whole and did not find that this aspect would be included among quality indicators

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

According to the SER, the University does not have software for ensuring originality of the students' work. The SER shares that the Faculty is planning to procure such a system in the future. The anti-plagiarism is regulated in the University's documents. The Code of Ethics in article number 14 declares that the students must refrain from copying of any type during the performance of their obligations, learning processes as well as on the occasion when they are subjected to assessment of knowledge. The Code of Ethics points out that all members of the University should be aware of and not support or assist copying. In addition, the Code declares plagiarism as the greatest form of injury. The Faculty could use the experience of the Faculty of Mechanical and Computer Engineering (SMU module dedicated to checking the originality and authenticity of the work submitted and Turnitin plagiarism detection software).



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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.*

All rights and obligations of students are public.

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

There is no specific information that the students' transfer between higher education institutions, faculties and study programs is clearly regulated in formal internal documents. In addition, neither the SER or the additional documents provide information about the existence of tutorial assistance.

The students' transfer between higher education institutions, faculties, and study programs is regulated by the "Decision of the senate for transfer" and Statute of HEI. However, the students were not aware of the transfer option.

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

Every professor at least twice a week for two hours keeps the schedule of consultations with students, as students need to be consulted about seminar papers, diploma papers, master papers, etc. Consultations with students are also held for each colloquium and exam held. Consultations on colloquia and exams are held at least three days after the announcement of the results for each subject, in which case students have access to their tests assessed by professors.

The SWOT analysis should be student-centered.

ET observed that an Alumni Network is established on the University level for sharing their experiences and ideas for further development of the program. The Alumni Network should be used for the promotion of the Faculty and the program. Career guidance and student internship services are provided by the Career Development Center that is functioning on a University level. However, it must be underlined that the students during the site visit highlighted the need for more practice work and e-learning.

Finally, the experts' team can conclude that the Faculty is taking care of the position of the students and ensuring the quality and effectiveness of their studies. However, the numbers of students are a serious threat to the program and urgent actions must be undertaken in that regard.



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



<i>Standard 5.10.</i> The students' transfer between higher education institutions, faculties and study programs is clearly regulated in formal internal documents.	X	
<i>Standard 5.11.</i> Academic staff is available at sufficient scheduled times for consultation and advice to students. Adequate tutorial assistance is provided to ensure understanding and ability to apply learning.	X	

Compliance level: Substantially compliant

ET recommendations:

- 1. The FG must consider pursuing a single adequately designed undergraduate program in which students acquire the basic knowledge necessary in the mining industry, rather than pursuing 3 low-student-gathering programs. Deepening of knowledge is possible in master's studies in separate Mining, Geology and Metallurgy of Materials programs.*
- 2. The Faculty should take some serious and urgent measures to detect the issue with the decreasing number of students and develop a mitigation strategy for this problem. A promotional and communication strategy is needed for disseminating the program's value among future students. The current students and the Alumni network might be used as one tool for promotion.*
- 3. The Faculty should procure an anti-plagiarism software (consider to use the experience of the Faculty of Mechanical and Computer Engineering).*
- 4. The Faculty should ensure more places for practical work for the students.*
- 5. There is a need for development of a tutor system that will support the students in their further development.*
- 6. Establish procedures for monitoring year-to-year progression rates and program completion rates. Collect student completion rates at the study program level and include this aspect among quality indicators (e.g., in the strategic plan of the Faculty).*
- 7. Design recognition rules for foreign qualifications as well as qualifications obtained outside higher education institutions (informal education, experience, etc.).*
- 8. Establish procedures for monitoring and coordinating student workload across courses.*
- 9. Explain in more detail the criteria used to evaluate the tasks performed by students (e.g., by using matrices or other means to ensure that the planned range of domains of student learning outcomes is addressed).*
- 10. Supplement/clarify the questionnaire on STUDENTS EVALUATION ON SUPPORT SERVICES with the following aspects - student counseling in case of emotional problems, student counseling in case of financial problems, student counseling in case of family-related problems, student counseling in international matters, legal advice, and interdisciplinary guidance.*



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

2.6. Research

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.*

It is indicated in SER that the Faculty of Geosciences in its Research Strategy, in line with the UIBM Strategic Research Plan 2021 - 2025, as part of the University Strategic Plan 2019 2021 (Revised) and in accordance with the national initiatives and strategies defined by MEST, has clearly defined the strategic research objectives of the study programs to foster a disciplinary, interdisciplinary and transdisciplinary research culture and productivity in their focus areas. Financial resources are limited, while logistical and human resources are sufficient. It was recommended in 2017 by external experts to establish a strategic plan for Research for the whole institution and Department of Materials and Metallurgy, which was done in the period under the evaluation. Moreover, it was suggested to compose a research operational plan for each individual lecturer, which does not exist so far. Instead of declaring that the study program has clearly defined scientific objectives, it would be useful to name them and support them with evidence of performance. Unfortunately, the main objectives and priorities are not indicated in the SER.

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.*

SER provides acceptance criteria for the promotion of teaching staff in regard to the involvement of teaching staff in research and academic activities. The ET has observed that the list of publications of majority program teaching staff does not show active research performance: the last published article of some lecturers dates back to 2013, 2016, 2017 - 2019, only four lecturers published articles in 2020. Majority published in the local journals without impact factor; authors are not visible in the Web of Science. The CV's of seven lecturers are not submitted for evaluation, therefore a general situation of research dissemination cannot be created. For the evaluation of research activities, it would be better to present the 5 most important publications of the last 5 years, rather than the works published in 10 years or even earlier. The ET would like to emphasize that the lists of publications in CVs are prepared not according to common regulations, there is no uniformity in bibliographical details presentation, the list is not subdivided into clearly defined categories: 1. Indexed in the Web of Science with

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Impact Factor (International Publisher or National Publisher); 2. Indexed in the Web of Science without Impact Factor (International Publisher or National Publisher); 3. Articles in conference proceedings; 4. Other conference abstracts and non-peer reviewed conference papers. The first group is the most preferable, such a distribution would show research output of teaching staff.

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.*

It is stated in SER that 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: First Stage Researcher (R1) (Up to the point of PhD); Recognized Researcher (R2) (Ph.D holders or equivalent who are not yet fully independent); Established Researcher (R3) (Researchers who have developed a level of independence); Leading Researcher (R4) (Researchers leading their research area or field). In the opinion of the ET research descriptors have to be supported with recognizable research results and be included in the CV of each lecturer. Information on the Research profile of the study program would be helpful for the evaluation.

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

The ET ascertained that the research area and teaching activity of Materials and Metallurgy BSc program academic staff are in the same field.

Standard 6.5. *The academic and research staff publish their work in specialty 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 abroad.*

According to the SER academic and research staff have published a significant number of books and scientific articles in publishing houses and special journals with indexes on the platforms recommended by MEST and UIBM. As it was mentioned above UMIB has a policy of research recognition. ET has observed that the list of publications of program teaching staff does not show significant activities in research performance: few recent papers (2020), majority published in the local journals without impact factor; teaching staff is not visible in Web of Science. The ET recommends that in order to have a complete picture of the scientific dissemination of academic staff, it is necessary to provide specific information on the scientific output of program teachers in the Standard 6.5, not only general provisions.



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

The number of publications of academic staff is relatively low and out of date, wherefore it is difficult to confirm validity of research.

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

It is stated in SER that each academic staff member has published at least one scientific/applied research publication for the past three years. ET could not find this tendency for every member of staff.

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

All the publications of academic staff are under the name of UMIB.

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.*

The rights of ownership and intellectual property at the HEI are regulated by the law on copyrights, the code of ethics in UMIB, regulation on disciplinary procedures for staff, and regulation on disciplinary procedures for students. However, there should be procedures set out for the commercialization of ideas developed by staff and students

Standard 6.10. *Students are engaged in research projects and other activities.*

The ET noted that Student projects (Undergraduate or Master's theses) may be linked to the research area of FG academic staff, but finished or ongoing research projects with students engaged are not reported.

SWOT analysis provided in SER does not show relevant information on research area evaluation.



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<i>Standard</i>	<i>Compliance</i>	
	<i>Yes</i>	<i>No</i>
<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 specialty 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 abroad.		X
<i>Standard 6.6.</i> Research is validated through scientific and applied research publications, artistic products, technological transfer through consultancy centers, 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	



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: Partially compliant

ET recommendations:

1. *Develop the Research operational plan for each individual lecturer. Ensure at least one scientific publication per year for all categories of academic staff in the indicated (internationally recognizable) platforms;*
2. *Encourage and motivate staff to publish their scientific achievements in the journals indexed in the Web of Science with impact factor in order to increase recognition of researchers and institution.*
3. *Define Research profile of the study program indicating personal input of each lecturer.*
4. *For future evaluation of research activities, it would be better to present the 5 most important publications of the last 5 years, rather than the works published in 10 years or even earlier.*
5. *Indicate platforms level in the list of publications for all academic staff (1. Indexed in the Web of Science with Impact Factor; 2. Indexed in the Web of Science without Impact Factor; 3. Articles in conference proceedings; 4. Others).*
6. *Define procedures for the commercialization of ideas developed by staff and students (Intellectual Property Policy)*
7. *To involve and encourage students actively participate in research activities of research projects not related to students' final projects, to present scientific articles at conferences.*
8. *Consider designing and implement special mechanisms for teaching staff encouragement to develop collaborative research with colleagues in other institutions and in the international community as well as to monitor the outputs, outcomes, and impact.*
9. *Consider the organization of scientific sessions with the involvement of teaching staff, researchers, students, and graduates.*
10. *Consider providing support for junior teaching staff in the development of their research programs through mechanisms such as mentoring by senior colleagues, inclusion in project teams, assistance in developing research proposals, and seed funding.*
11. *Consider introducing strategies for identifying and capitalizing on the expertise of teaching staff and students in providing research and development services to the community.*



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12. Consider monitoring and supporting staff's contribution to attracting financial resources through research/applied/artistic projects and products. Consider including the staff's capacity to generate such financial returns in the individual performance review system.

2.7. Infrastructure and resources

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

The Faculty of Geosciences, as an entity of the Campus of the University "Isa Boletini" of Mitrovica, operates in its University's new campuses. The usable area for the particular Faculty is 3980.37 m², or 45.23 m² per student (during the site visit we learned that the Faculty has 88 students). The SER, the appendixes, and the submitted video from the Faculty are showing that the Faculty has enough and equipped infrastructural places for conducting its activities. In specific, the Faculty has 1 large amphitheater, 2 small amphitheatres, 4 libraries, 6 labs (chemistry, physics, geomechanical, and other labs). The academic staff has their own offices where they can prepare their lectures and organize their research work and are equipped with computers, and the internet.

Standard 7.2. *There is a financial plan at the level of the study program that would demonstrate the sustainability of the study program for the next minimum three years.* The Faculty is receiving its funds from the Ministry through the University. The Faculty is not an independent financial entity. The SER explains that the University's Steering Council decides on the budget of the academic unit according to the proposal of the rector and the budget hearing with the academic unit. The provided financial plan for the next three years is showing that the Faculty plans to collect most of its funds from the University (the Central Unit), and a really small percentage of it through fees for and during the studies and from donations, sponsorships, and foundations. The financial plan is showing that 35% of the funds are, and are planned to be, spent on research and professional literature (books, equipment, IT). One of the strategic objectives of the Faculty is to create a fund from financial revenues to support research and organize the FG conference, which will be part of the Faculty's envisioned strategic plan of scientific research. Further on, SER highlights the financial resources for supporting the research programs, as one of the program's aims. The information provided above can be concluded that the Faculty has managed to ensure adequate long-term implementation of the study program.

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.*



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The submitted video is showing that the Faculty`s library is a place where at least 30 students at the same time can study. In the Faculty`s premises, there are places for students` group work, as can be noticed in the video submitted by the Faculty to the experts` team.

The literature available for the students, the non-digitized library, access to important databases, and lack of literature according to new curricula in Albanian are the biggest weaknesses and challenges identified in the SER and were further pointed out during the site visit. In addition to this, during the site visit, the experts were informed that the management of the Faculty plans to increase funds for the e-library since they are seeing the importance of it. The students have also access to the University Library of Francophone. During the site visit, the students` informed the experts` team that they are receiving learning materials from the teachers in the English language and the teachers are helping them if they do not speak English.

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 specialty disciplines included in the curricula are carried out in laboratories equipped with IT equipment.*

Each classroom has a capacity for groups of students up to 60. The small amphitheatre has a capacity for groups of students up to 150, while the large amphitheatre has a capacity for groups up to 300.

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

The University has its own University Management System through which all information and data are spread among the academic staff and students. The e-learning was pointed out as a challenge together with the non-digitized library during the site visit. Due to these two pieces of information, the experts` team recommends undertaking some serious measures for solving these. The textbooks used for studies in the program are very old, as is shown in the additional document and course syllabuses.

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

The Faculty`s facilities that are adapted to students with special needs, as shown in the video include an elevator and a platform for access.

Finally, the Faculty`s future plans are to develop a virtual lab available for the students from March 2021. In addition, the Faculty will form an Institute for research through which they plan to collect funds for their research work.



<i>Standard</i>	<i>Compliance</i>	
	<i>Yes</i>	<i>No</i>
<i>Standard 7.1.</i> The adequate long-term implementation of the study program is ensured in quantitative terms as regards premises, human resources, and equipment. At the same time, it is guaranteed that qualitative aspects are also taken into account.	X	
<i>Standard 7.2.</i> There is a financial plan at the level of the study program that would demonstrate the sustainability of the study program for the next minimum three years.	X	
<i>Standard 7.3.</i> The higher education institution must demonstrate with adequate documents (property deeds, lease contracts, inventories, invoices etc.) that, for the study program submitted for evaluation it possesses the following, for the next at least three years: a) owned or rented spaces adequate for the educational process; b) owned or rented laboratories, with the adequate equipment for all the compulsory disciplines within the curriculum, wherever the analytical syllabus includes such activities; c) adequate software for the disciplines of the study included in the curriculum, with utilization license; d) library equipped with reading rooms, group work rooms, and its book stock according to the disciplines included in the curricula	X	
<i>Standard 7.4.</i> The number of seats in the lecture rooms, seminar rooms and laboratories must be related to the study groups' size (series, groups, subgroups); the applicative activities for the specialty disciplines included in the curricula are carried out in laboratories equipped with IT equipment.	X	
<i>Standard 7.5.</i> The education institution's libraries must ensure, for each of the study programs: a) a number of seats in the reading rooms corresponding to at least 10% of the total number of students in the study program; b) a number of seats in the group work rooms corresponding to at least 10% of the total number of students in the study program; c) their book stock from Albanian and foreign specialty literature, enough to cover the disciplines within the curricula, out of which at least 50%		X



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

Compliance level: Substantially compliant

ET recommendations:

1. *Accelerate the plans for opening the Institute for research through which the Faculty can collect additional funds, and supply the e-digital library and literature in Albanian according to new curricula.*
2. *The Faculty should address the e-learning issues and digitalize the library as soon as possible having in mind the situation with the world pandemic and the need for having a stable e-learning methodology, practice and tools.*
3. *Implement a register of staff publications in the library, describe all publications according to a standardized bibliographic description.*
4. *Provide employees with free access to databases of scientific articles: Science Direct, Springer, etc.*



3. OVERALL EVALUATION AND RECOMMENDATION OF THE ET

In conclusion, the Expert Team considers that the study program *Materials and Metallurgy* offered by *UNIVERSITY OF MITROVICA "ISA BOLETINI"* 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 *20 students* to be enrolled in the program.

- ET recommends to UIMB and KAA that each Standard provided in SER have to have a rather analytical than descriptive character and must refer to the documented facts and direct analysis of the existing situation. The current situation should be fully based on evidence that is clearly presented in the SER.*

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

Expert Team

Chair

(Signature)

Regita Bendikiene

(Print Name)

2021-04-29

(Date)

Member

(Signature)

Mikus Dubickis

(Print Name)

2021-04-29

(Date)