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***UNIVERSITY “ISA BOLETINI” IN MITROVICA***

***MINERAL DEPOSITS (MSc)***

**PROGRAM RE/ACCREDITATION**

**REPORT OF THE EXPERT TEAM**



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2022, *MITROVICA*

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## 1. INTRODUCTION

### 1.1. Context

**Date of site visit: 5th of April**

**Expert Team (ET) members:**

- *Dr. Regita Bendikiene*
- *Juraj Bogat, student expert*

**Coordinators from Kosovo Accreditation Agency (KAA):**

- *Flamur Abazaj, SO for Evaluation and Monitoring*
- *Ilirjane Ademaj Ahmeti, SO for Evaluation and Monitoring*

**Sources of information for the Report:**

- *Self-Evaluation Report (SER) submitted by University: Mineral Deposits (MSc)*
- *Information obtained during meetings with management of the faculty of Geoscience, quality assurance representatives and administrative staff, heads of study program, teaching staff, students, graduates and employers*
- *Information obtained during site visit*
- *Additional documents requested by ET:*
  - *Data of Admitted Students*
  - *Diploma and Diploma Supplement of Mineral Deposits (MSc) and Hydrogeology and Engineering Geology (MSc) programs;*
  - *Conference "Geosciences" attended by program professors together with students and the list of joint publications with students.*

**Criteria used for institutional and program evaluations**

- *Standards & performance indicators for external evaluation according to the Accreditation Manual of KAA, February 2021.*



## 1.2. Site visit schedule

<b>09:00 – 09:40</b>	<i>Meeting with the management of the faculty where the programme is integrated</i>
<b>09:45 – 10:25</b>	<i>Meeting with quality assurance representatives and administrative staff</i>
<b>10:30 – 11:20</b>	<i>Meeting with the heads of the study programme:</i>
<b>11:20 – 12:00</b>	<i>Lunch break (provided at the evaluation site)</i>
<b>12:00 – 12:40</b>	<i>Meeting with teaching staff</i>
<b>12:45 – 13:20</b>	<i>Meeting with students</i>
<b>13:25 – 14:05</b>	<i>Meeting with graduates</i>
<b>14:10 – 14:50</b>	<i>Meeting with employers of graduates and external stakeholders</i>
<b>14:50 – 15:00</b>	<i>Internal meeting of KAA staff and experts</i>
<b>15:00 – 15:10</b>	<i>Closing meeting with the management of the faculty and program</i>

## 1.3. A brief overview of the institution under evaluation

The basics of higher education in Mitrovica began in 1961 after the opening of the Technical High School. In 1974 the Faculty of Mining and Metallurgy was established with three departments: Mining, Technology, Metallurgy, in 1987 the Geology department started its activities. Based on over 50 years of experience in Higher Education in Mitrovica, the Government of Republic of Kosovo on 06.03.2013 decided to establish the University of Mitrovica (decision no.01/118). The Kosovo Assembly ratified the decision in 2013. May 31.



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Isa Boletini University (UIBM) in Mitrovica is a public higher education institution that develops academic education, research, vocational counseling and other areas of academic activity. It consists of 6 academic units: Faculty of Geosciences, Faculty of Food Technology, Faculty of Mechanical and Computer Engineering, Faculty of Law, Faculty of Economics, Faculty of Education; a total of 22 bachelor and master programs.

The Faculty of Geosciences prepares graduates who understand the processes taking place in the Earth crust and can offer solutions to problems in interdisciplinary workplaces. They 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.

A country's development strategy based on the exploitation of mineral resources requires geology, mining, and materials / metallurgy workers who, in addition to knowledge of resource exploration, discovery, mining, and processing, have the skills to solve a variety of environmental problems.

The Faculty of Geosciences is committed to provide education and research to society, and the state of Kosovo. The Faculty of Geosciences is the only higher education institution in Kosovo that trains experts in the field of geology, mining, materials and metallurgy. The faculty constantly contributes to the development of the field of geosciences through its activities.

The Faculty of Geosciences organises two levels of study: bachelor's (three-year) and master's (two-year).

Mineral Deposits (MSc) through research and training of young researchers aims to increase research activities in accordance with national and international interests for the application of geological-technical principles in the study of rocks, soils and water.

## 2. PROGRAM EVALUATION

### 2.1. Mission, Objectives and Administration

*(Insert all comments or observations, commendations and suggestions relating to this general area and its allocated standards and performance indicators, as specified in the KAA Accreditation manual. Consideration should be given to the adequacy of processes and results achieved in each of the standards.)*

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



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It is stated in SER that the mission of UIBM “is to provide relevant and high-quality higher education for the preparation of cadres in unique fields for the labour market in Kosovo, region and beyond, committed to developing research, professional projects, professional advising and to serve better on sustainable development, wellbeing, and social advancement”.

To meet the mission of the university the mission of the Faculty of Geosciences must not only ensure but also provide a quality education for undergraduate and graduate students. The mission of the program is presented as a simple goal to provide skills and competencies. The vision does not reflect the future - oriented goals of the program, as it seems to be mainly focused on "gaining an education by attending the master study program".

Mission and vision of both the faculty of Geosciences and the program Mineral Deposits (MSc) should comply better with the overall statement of the institution. A mission statement has to be formulated as a short summary of the faculty and program core purpose, focus, and aims. Mission should include a brief description of what the faculty and program do and its key objectives.

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

“Objectives. 1 Describes the main geological processes related to the genesis of mineral deposits, including all types of mineral deposits: metallic deposits, non-metallic deposits, construction material deposits and coal deposits.

Objectives. 2 Presents programs and projects for the exploration of mineral resources, and organises field research methods for all types of minerals.

Objectives. 3 Designs the calculation of reserves-resources of all types of useful mineral raw materials.

Objectives. 4 Assess the economic feasibility for all types of mineral deposits: metallic, non-metallic construction material and coal deposits.”

Obviously, none of the objectives presents the overall program aim, describing the essential, qualitative, future-oriented result of the study program. The objectives do not describe the presentation of students' higher-level skills and qualifications according to Bloom's taxonomy, as they are more focused on explanation and presentation.

The aim of the study program has to be formulated in one ambitious sentence by showing what knowledge, skills and competencies the study program will provide to the graduate, without repeating the learning outcomes, and adding routine activities (such as describes the main geological processes, presents programs and projects, designs the calculation, etc.). The



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formulation of the aim of the study program begins with the verb infinitive form. The aim of the study program must correspond to the study cycle. The master's program must be focused on the highest levels of the cognitive process (in ascending order) according to Bloom's, Anderson's and Krathwohl's taxonomies: is able to apply, is able to analyse, is able to synthesise, is able to evaluate.

***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.*

It is stated in SER that the MSc program in Mineral Deposits belongs to level VII of the National Qualifications Framework, and is also compatible with level VII of the European Qualifications Framework. The National Qualification Framework is given as the reference. Unfortunately, the SER does not explain how relevant academic and professional advice is considered when defining the intended learning outcomes based on National and European Frameworks. It is stated in the National Qualifications Framework that “Each level of the NQF is defined by level descriptors. Level descriptors are divided into three components: knowledge, skills and competencies.” ET responsibly emphasises that the intended learning outcomes do not meet NQF requirement, there is no clear link between knowledge, skills and competencies. This was not explained by the study program heads during the meeting. Framework for Qualifications of the European Higher Education Area depicts qualifications for MSc qualifications that signify completion of the second cycle are awarded to students who:

- have demonstrated knowledge and understanding that is founded upon and extends and/or enhances that typically associated with the first cycle, and that provides a basis or opportunity for originality in developing and/or applying ideas, often within a research context;
- can apply their knowledge and understanding, and problem-solving abilities in new or unfamiliar environments within broader (or multidisciplinary) contexts related to their field of study;
- have the ability to integrate knowledge and handle complexity, and formulate judgments with incomplete or limited information, but that include reflecting on social and ethical responsibilities linked to the application of their knowledge and judgments;
- can communicate their conclusions, and the knowledge and rationale underpinning these, to specialist and non-specialist audiences clearly and unambiguously;



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- have the learning skills to allow them to continue to study in a manner that may be largely self-directed or autonomous.

Unfortunately, neither the aim of the study program nor the learning outcomes meet these criteria. 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 Master 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, 2017, 2019 and 2020 during the site visits in UMIB.

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 VII are:

- highly specialised knowledge, some of which is at the forefront of knowledge in a field of work or study, as the basis for original thinking and/or research;
- critical awareness of knowledge issues in a field and at the interface between different fields;
- specialised problem-solving skills required in research and/or innovation in order to develop new knowledge and procedures and to integrate knowledge from different fields;
- manage and transform work or study contexts that are complex, unpredictable and require new strategic approaches;
- take responsibility for contributing to professional knowledge and practice and/or for reviewing the strategic performance of teams.

The learning outcomes of individual courses do not show the links to the program learning outcomes. There are no prerequisites: list of courses which have to be studied before (it was recommended in 2014, 2017, 2019 and 2020), which could show direct links between individual courses.





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

The SER states that the MSc Mineral Deposits 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 emphasise 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: number of joint projects, list of persons promoted for academic achievement, number of students involved in research projects with projects indicated, number of visiting international professors, etc. These general statements do not indicate specific measures (actions) that would encourage the involvement of students in research activities at the program and course level. Finally, no specific links between teaching and research are identified. In terms of didactic and research concepts, SER provides very general statements about didactic approaches and research activities. All statements are fairly abstract or normative statements that do not provide information on how they are implemented in practice in the study program. It is worth noting that the implementation of student-centered learning and student-centered teaching is considered to be an easy-to-implement concept (or already implemented) due to the "implementation of the ECTS credit system", "learning outcomes" and professor-student interaction. No further information on how such an important concept as student-centered learning is implemented is found in the SER. SER does not have data on the e-learning and digital media tools used in the study process. What is more surprising is that the didactic concept did not mention this approach at all. It was learned during the meetings that even the questionnaires about the study modules and the work of the teachers are sent to the students by e-mail. Although the faculty administration and the quality assurance team mentioned otherwise. Obviously, the didactic concept does not include information about assessment processes and procedures. Thus, there is a lack of key components of a well-balanced didactic concept that would be based on a coherent concept such as Constructive Coherence. In summary, the didactic and research concept presented in the SER consists of a list of didactic



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terms and research objectives, but they do not appear to be related, making it difficult to view it as an advanced, all-encompassing concept.

**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 Annex documents prepared by the UIBM provide formal policies, guidelines, and regulations for ongoing procedures and academic matters. 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 are developed and well-known to these groups. However, the information provided by SER does not include an analysis of the above points, only a guide to the various 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, experts were given the impression that a sufficient level of internal regulation regarding the ethical provide teaching, conduct research and evaluation had been achieved in most of the areas concerned. It is stated in SER that the faculty follows the “Code of Ethics”. However, the statement "the University intends to establish rules of conduct for academic, administrative and student staff..." make doubts whether “Code of Ethics” is already active.

**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.* The SER reports that “all policies, regulations, terms of reference and disclaimers regarding program distribution are reviewed annually and may be changed as appropriate”. According to ET, the annual review should have already shown obvious changes, but this has not been noticed which should facilitate rapid change.

Mission SWOT does not indicate any strength, opportunities, weaknesses, nore threats as it is not connected with Mineral Deposits MSc program mission or objectives. ET would like to draw the attention of the SER drafting group to the fact that the number of students or relatively small groups or even students’ migration are not connected with SWOT analysis for mission, objectives, and administration. Only an administration SWOT analysis could be provided in this section, as Mission can not be analysed in the presented way.

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<i>Standard</i>	<b>Compliance</b>	
	<b>Yes</b>	<b>No</b>
<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

**ET recommendations:**

1. *The Faculty and Program 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 assist the administration in making direct and alternative decisions.*



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2. *The Faculty and Program Vision statement should be written as a short description of Faculty and Program future aspirations and the wider impact it aims to create. It should be a guiding beacon to everyone within the faculty and program and something which underpins internal decision-making and determines the intended direction of the faculty and program.*
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 cover all relevant stages of the teaching and learning process and assessment methods.*
5. *A properly prepared SWOT analysis of the administration would help identify areas for improvement and anticipate future prospects.*
6. *The scheme of university and faculty decision-making structure would allow ET and university members to understand the duties, responsibilities, and accountability of each structural unit at UIMB.*
7. *Faculty administration should take serious steps and action when making changes based on reviews of policies, regulations, statements of responsibility, and responsibilities related to program management and execution.*
8. *Stakeholders have to participate in all levels of institution and faculty governance: University and faculty Council, decanates, commissions of public defence of bachelour and master theses, even in the team of SER preparation report. The Industrial Board has only an advisory vote and not a decisional vote.*

## **2.2. Quality Management**

The SER and supporting documents showed that from 2019 quality assurance has been improved. The documents addressed some of the issues raised and the recommendations made since the last site visit and the report of the Expert Group (ET). Some of these issues will be highlighted in the following sections of the current ET report. More evidence is needed in the SER and in the supporting documents together with the statements made. For example, the actual number of admitted and graduated students every year and the number who participated in Erasmus mobility initiatives should be included. An actual number of incoming Erasmus students would support those data. Graphs, such as histograms, can be used to present the data collected by FG. Histograms illustrating student diversity, such as gender and proportion of



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international students, are recommended. This recommendation was made in the ET Report of 2021.

ET must know the total number of employees in FG, SER needs to indicate the gender diversity of employees.

During the panel meeting with Quality Assurance representatives, it was clear that the quality assurance representatives are focusing on quality improvement and quality assurance. The quality improvement and management process should be improved. The Quality Assurance Division should analyse and respond to the recommendations of all previous (2014, 2017, 2019, 2021) experts' teams and communicate them to university leaders, faculty leaders, and program managers and faculty. Expert recommendations for one program can help enhance the quality of all faculty programs if addressed. This is a critical remark to faculty and university management.

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

All teaching staff of the Faculty of Geosciences (FG) participate in annual quality assurance (QA) surveys. This includes self-evaluation of academic staff. In addition, the Dean assesses academic staff. Examples of this monitoring could be included in the SER. The data generated in the questionnaires are processed by the Quality Assurance Division. The created information is passed on to the head of the Department and the FG quality assurance coordinator. However, there is no data in the SER on the changes that have taken place since the analysis of the most recent assessments. The ET recommends that examples of quality assurance reports or a synthesis of findings from the Department be included in the SER as evidence.

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

The FG is involved in the review process, which includes the implementation of survey questionnaires, self-reflection, review of processes and improvement plans according to Strategic Plan 2018 - 2021. In FG 8 assessment instruments are involved:

- Student evaluation for academic staff - 2 times a year
- Self-assessment of academic staff - 2 times a year
- Alumni Questionnaire - once a year
- Evaluation of deans for academic staff - 2 times a year
- Self-evaluation of deans - once a year

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- Evaluation of services by students and professors - once a year
- Evaluation of study programs by final year students - once a year
- External Stakeholder Questionnaire - once a year

Unfortunately, the ET must emphasise that even with so many quality management tools, it is not possible to achieve the desired result without a clear chain of responsibility. This is evident when meeting with heads of the program, teachers and students. Program managers reported that the surveys are anonymous and conducted electronically, but after meeting with program students, the ET was assured that the questionnaires are sent by e-mail to all students. This does not guarantee confidentiality and data reliability. Stakeholders only informed that they are in active contact with the faculty administration and lecturers and that some are involved in the work of the Industry Board.

**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.* The QA questionnaires surveys of 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. ET recommends not only making them but also delving into the comments made and 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 wide-ranging, inviting responses about teaching methods, teaching style, and resources related to the implementation of the Master of Mineral Deposits program. This process should additionally collect and analyse data on the number of students who completed their studies during the specified period (2 years) and the reason for leaving before completing their studies. These statistics are an important indicator of quality. The ET is aware that factors external to UIBM can affect these numbers. The ET is aware that factors external to UIBM can affect these numbers, however, an activity plan to deal with the situation should be discussed in all levels of program management. Evidence of quality assurance processes was sought during the site-visit. During the visit, both academic staff and students provided examples of the quality assurance process related to improvement. Teachers noted how the content of the module they taught had changed according to the students' comments. The ET

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noted that some improvements have been made in the writing of the learning outcomes of study subjects for the benefit of students (as well as the staff themselves) following previous recommendations. This indicates that the review process is ongoing. However, further improvement of the learning outcomes of the program and all study subjects (as recommended by the ET) is obligatory.

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

Quality assurance processes are described in detail and are likely to ensure that standards are met or improvements are made. This has included organising training for contemporary teaching methodologies for a part of the academic staff. ET learned during the visit that all teachers had completed basic didactic training courses, and advanced seminars were hampered by the pandemic. Training of quality officers from academic units and members of the Central Quality Assurance Commission for the use of the SECV platform in SMU was implemented. The faculty reached an agreement on the use of the Anti-Plagiarism (Plagiarism Verification) platform. ET learned that if the matching score is greater than 25%, the work is returned to the student for correction. If plagiarism is detected, the student's penalty procedures must be in place, the work cannot be corrected, it must be rewritten.

Some of these were recommendations of the ET in 2019. The improvements are visible and were gained during the site-visit. The SER should better reflect the specific facts of the improvement, as the normative documents do not reflect the changed situation, they only indicate the established procedure. This is very important for re-accredited programs.

**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 the survey data were collected from students, graduates (alumni) and employers. Alumni said they maintain close contact with FG academic staff, and some have contributed expert advice. During the meeting with the representatives of the companies, it became clear to the ET that the companies did not receive the questionnaires about the progress of the research and suggestions for the improvement of quality. Since business representatives do not have a casting vote under university rules, it would certainly be helpful to have a list of documented proposals. If the collaboration were closer, program heads would know about the real need for graduates of this program: students, alumni, and business



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representatives indicated high demand and good employment opportunities, but program heads indicated the opposite.

**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.*

SER highlights some of the improvements that have been made to the internal quality assurance system. The outcomes of internal and external evaluations are discussed with the staff during the meetings of the faculty council in preparation for the beginning of the new academic year. Teachers take responsibility for reviewing the subject syllabus, supplementing the literature with the latest information in the field.

Student attendance is monitored and a mid-term evaluation is conducted to allow for a timely review to address any issues. ET was informed that a more interactive teaching approach is being taken in teaching. However, during the meeting with the students, the students noted that they could discuss with the teacher during the lectures, unfortunately no other manifestations of interactive teaching were observed. The SER does not analyse or provide data on student workload, student success, and employment rates.

**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.*

It is stated in 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 once a year each academic year.” However, in the interests of transparency and a holistic approach, it is advisable to draw up a periodic (annual) report on the quality of the overall program, to be considered by the institution, indicating its strengths and weaknesses. The ET wishes to emphasise that it is not the reports that summarise what needs to be changed to improve the overall quality of studies, but the specific work having measurable value.

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

This standard in SER lists various activities performed by the faculty related to quality assurance arrangements, but unfortunately how they are performed and what is the outcome of its ET could not notice.

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The SWOT of Quality Assurance covers issues relevant to other areas: Academic Staff, Studies and Infrastructure. It has to include the strengths, weaknesses, opportunities and threats of the management of quality in FG. For example, how questionnaires are handled, what is the return rate of employers completing surveys, and whether students are informed about the responses to their requests; are these systems working well and can they be improved? If SWOT identifies only quality assurance aspects, it is likely that the benefits of the whole quality assurance process will be maximised. The aim must be to improve quality.

<i>Standard</i>	<b>Compliance</b>	
	<b>Yes</b>	<b>No</b>
<i>Standard 2.1.</i> All staff participate in self-evaluations and cooperate with reporting and improvement processes in their sphere of activity.	X	
<i>Standard 2.2.</i> Evaluation processes and planning for improvement are integrated into normal planning processes.	X	
<i>Standard 2.3.</i> Quality assurance processes deal with all aspects of program planning and delivery, including services and resources provided by other parts of the institution.	X	
<i>Standard 2.4.</i> Quality evaluations provide an overview of quality issues for the overall program as well as of different components within it; the evaluations consider inputs, processes, and outputs, with particular attention given to learning outcomes for students.	X	
<i>Standard 2.5.</i> Quality assurance processes ensure both that required standards are met and that there is continuing improvement in performance.	X	
<i>Standard 2.6.</i> Survey data is being collected from students, graduates, and employers; the results of these evaluations are made publicly available.		X



<i>Standard 2.7.</i> Results of the internal quality assurance system 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. *The ET recommends that examples of quality assurance reports or a synthesis of findings from the Department be included in the SER as evidence.*
2. *The ET recommends that the head of the study program be directly responsible for the quality improvement actions, to which all lecturers of the program must be subordinate.*
3. *Prepare one self-assessment report on the overall quality of the program for consideration within the institution indicating its strengths and weaknesses.*
4. *A glossary of study methods used in course syllabus should be compiled and used to ensure consistency between modules in writing these descriptions.*
5. *When testing a peer review model for staff appraisal, develop a plan for gathering evidence of “what worked” and “what needs to be improved” to inform the next quality assurance review.*
6. *The ET recommends that the SER report adequately provide measurable evidence, including: examples of quality assurance reports or a synthesis of findings from the Department may be included as evidence in the SER; examples of improvements that result directly from the quality assurance process are documented in the SER; when SER states that students’ academic success has improved, there should be evidence,*



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*e.g. as the number increases and students gain relevant employment.*

### **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 are recruited on a competitive basis, with all vacancies and job descriptions being submitted at the time of the competition. The competition is conducted in accordance with the MEST guidelines, the Labor Law, the UIBM Statutes and the UIBM's internal rules. Following the contest procedures and the selection of staff, a decision is taken with a description of the work to be performed by the employee and a contract is signed containing the job description. The employment contract contains all job descriptions for which they have applied. Submitted documents 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. Teachers comply with the legal requirements for the teaching profession, 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. The SER states that the Faculty of Geosciences (FG) has sufficient academic staff for the studies offered. There are 11 full time professors, 1 associated professor, 1 assistant with master degree involved in the Mineral Deposits program. ET noted that the subjects of the program are taught mainly by full time professors, which should ensure a sufficiently high scientific level of study. However, this is not visible in the review of the research outcome (high level scientific papers) of the above-mentioned professors.*

The 2 teachers who took part in the meeting are very involved in the study process and very committed to their subjects. ET considers that the participation of only two teachers is insufficient to assess the overall situation. The total workload of permanent academic staff indicated in Table 1 is four hours per week of consulting. ET was informed that total pedagogical workload per week is 2 lectures and 2 practical classes. 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, as there is no

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such statistics in SER. Such information would be more useful than indicating administrative positions that have no bearing on the implementation of the program. ET would like to point out that teachers, with a lot of free time from teaching, do little research work. An important focus during all the meetings was on collaboration with industry, unfortunately apart from the students' practice, no other evidence of collaboration was heard during either the SER or the meetings: joint projects, joint publications. Most of the publications were published in 2016, only one in 2021 and 4 in 2018, which in the opinion of ET is insufficient for the implementation of the science-based master's program. Most programme teachers publish their articles in journals without an impact factor (local journals, conference reports). ET would like to draw the attention of faculty managers and program heads that low publishing rate does not increase the visibility and attractiveness of the field and does not motivate the younger generation to pursue a master's degree. There is no evidence in the SER and in the CVs provided that teachers are involved in externally funded research projects, although collaboration was mentioned during the meetings. These results are not sufficient, it is clear that this is an area for improvement.

**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 academic staff have only one main job and that is FG. Meanwhile, some of the academic staff work mainly in FG, as well as part-time in other academic units of the UIBM or in any other institution outside the UIBM. According to experts, involvement in the activities of other university faculties should be understood as a full-time job, and only employees from other institutions in which they hold key positions should be considered as full-time employees. The fact of possibly underemployment of teachers is questionable, as with such a small number of students, it is clear that not all teachers meet the pedagogical workload required for the position. Such facts are not provided in the SER.

Only two program teachers work on the program on a fixed-term contract.

**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.*

The academic staff of the Master's study program is a full-time employee and makes up the largest percentage of the study program. 84% of the academic staff in the study program are full-time employees and 16 % are the part-time staff.



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**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. There are two staff members named as holders for this Master's program. Each has a doctorate and works full time.*

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.

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

UIMB academic staff must have at least two training courses that take place at a Training Center of Excellence (CET) or anywhere else in the country or outside the country. According to the agreement of UIBM and Training Center of Excellence, by December 2020 11 FG professors were trained and certified in basic teaching methodology skills. Unfortunately, there is no data in SER on the participation of program teachers in this training. It is said in SER "During the academic year 2020/2021 all academic staff will be certified in the basic level training as well as in the advanced training in teaching methodology." ET questions this promise about teacher participation in the training, as no data has been provided and the 2021/2022 academic year is already underway. The ET was informed by the faculty administration that the pandemic had prevented teachers from participating in advanced level training. This should have been mentioned in this standard. ET argues that advanced didactic training is much needed for both program heads and teachers. The most appropriate training provided by international experts in the field is Curriculum Mapping, a method used to combine teaching with the learning outcomes of the study program, because the program does not have a clear aim, well-balanced learning outcomes, well-written studies methods and criteria of evaluation. The map would explain what is being taught and when; identifying when a student's learning outcome is being presented, practised, assimilated and assessed; gaps in the curriculum have been identified; and help improve the program evaluation plan. SER indicated that "The staff is also supported and encouraged in terms of scientific and mobility through various programs" and "FG management also plays a motivating role for staff, encouraging them to be more active in research activities". Unfortunately, ET noted that these actions of the faculty did not show any measurable results. One of the recruitment points

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for academic staff governed by the UIBM policy is the application for Erasmus + scholarships, unfortunately no such activity has been submitted to the SER.

**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 noted at the staff meeting that staff are involved in the academic community, able to consult, engage in the evaluation of students' diploma theses, and mentoring and 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 2 provides different information: 4 hours per week. Teachers who attended the meeting informed that they have 2 + 2, i.e. 4 pedagogical teaching hours per week, which contradicts the information provided in this standard. ET would like to understand what percentage of the total workload is devoted to teaching and research separately and how it is valued (measured).

**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.*

Evaluations of academic staff are conducted on a regular basis through self-evaluations by students, colleagues, and managers. This assessment takes place on a formal basis, with student assessment taking place after each semester, where student assessment is confidential (anonymous) and performed online. ET was assured during the meeting with the students that the assessment is very collegial, the teachers send the assessment questionnaires by e-mail. ET doubts whether such a collection of opinions can help to achieve a high quality of the study process. Program heads should not state in the SER that the entire process is fully digitalized. During the meeting with the teachers, a few examples were obtained on how the content of the study subject was changed according to the students' recommendations.

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

No measurable data are provided on quality improvement strategies that include quality improvement of teaching strategies and study material.

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**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.*

By law, a teacher retires at the age of 65. The SER explains that if needed, teachers can employ up to 70 staff if there is a shortage of staff in the field. Information on employee turnover would be useful for deeper analysis.

SWOT analysis of staff does not provide measurable and valid aspects. Hard working, enthusiastic and flexible are not measurable skills. The students/professor ratio is reported as a strength of the program, unfortunately this ratio is not reported anywhere in the SER. It is questionable why the "recruitment of academic staff with relevant knowledge, skills and experience in various fields of geology from other institutions" is declared a threat to the program. It is declared in SER and was noticed during the meetings, that UIMB is the only institution training geologists. The same can be said about "The lack of visa liberalization makes it difficult for academic staff to attend international conferences." A well-designed SWOT analysis of academic staff would allow teachers to understand which areas are weakest and how they should be developed. The ET draws the attention of the Quality Assurance Unit to the fact that the same comments have already been made in the experts' recommendations of the other FG programs.

<i>Standard</i>	<b>Compliance</b>	
	<b>Yes</b>	<b>No</b>
<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





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### **ET recommendations:**

1. *With such a small number of students, it is irrational to offer so many electives. 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. *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.*
3. *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.*
4. *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.*
5. *Erasmus+ teaching or traineeship mobility should be included in each teacher's annual or contract work plan.*
6. *SER should indicate where statements are aspirational, and where statements are reporting something that has been delivered or completed.*
7. *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.*

It is stated in SER that the Master of Mineral Deposits program aims to provide students with a comprehensive and specialized academic and scientific education in the geological-technical field in the study of rocks, soils, and water. SER claims that the program prepares students

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theoretically and practically in the study of rocks, soils and water and focuses on teaching students for scientific research methods. As a result, graduates of this program will be prepared to pursue a career in academia, research institutes and the companies that deal with these activities. Unfortunately, there is no data provided in SER proving these statements. This standard mentions only one aspect that describes the improvement of the program according to the recommendations of the representatives of the companies. ET did not find any evidence of interdisciplinarity in the curricula. There is no data in SER of the ability to find employment, contribute to civil society, and develop students' personalities.

ET noted during meetings with program developers and faculty that there is a lack of general understanding what the master's program should be aimed at. When the bachelor's program is more focused on theoretical preparation and the highest level of professional ability, master's degree programs should be designed to prepare for independent research work or other work requiring scientific knowledge and analytical skills. Unfortunately, the program under evaluation continues theoretical preparation of students giving the courses with repetitive themes.

***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.*

SER states that the MSc level program in Mineral Deposits is in line with the National Qualifications Framework and the European Qualifications Framework and contains a total of 120 ECTS credits. The program developed is similar to the study programs at the Faculty of Mining and Petroleum Geology in Zagreb, the Leoben Faculty in Austria and Master program "Geosciences" of the Technical University - Bergakademi, Freiberg Germany. Comparability is based on the structure of studies (Master), course selection, obtaining ECTS credits, as well as the ways of organising lectures. Similar programs are found in other universities in Europe. The ET wishes to emphasise that the existence of similar programs in other higher education institutions is not a guarantee that the qualification objectives will be met and that appropriate forms of teaching and learning will be provided. However, it is not shown how individual components of the program are combined, as there are no links between individual subjects and it is not clear how LO will be reached. During a meeting with the administration, the ET was informed that if there were not enough students in the program, students would be merged with the Hydrogeology and Engineering Geology program. In this case, it is not clear at all

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what learning outcomes will be achieved. Neither the administration nor the study program managers could explain this. Only from students ET learned that admission to this program takes place every 2 years. Information on the frequency of admission had to be provided to the SER.

**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.*

Eight learning outcomes of the program are listed in SER. However, the learning outcomes presented are only statements that meet one of the requirements of the standard, but not didactic well-thought-out outcomes that measure student achievement. Learning outcomes should describe the specific knowledge, skills or knowledge that a learner will acquire through a learning activity, they must be measurable so that the learner understands that learning is complete, which helps learners to understand the importance of learning, information and what they will receive through their participation in the learning activities. Learning outcomes also play a key role in assessment and evaluation, making it clear what knowledge learners should have after completing a learning activity. In the learning outcomes, the results are typically presented from the simplest to the most complex. All study subjects must have clear links: the syllabus of study subjects must indicate the necessary preparation (prerequisites). One program LO should be achieved in 2-5 study subjects: this must be stated in the subject description. Finally, the aim of the study program is implemented by ensuring the coherence of the study program learning outcomes with LO of the study subjects, study methods and assessment methods.

Unfortunately, there are no links and prerequisites in the subject syllabus, so the ET should state that a logical flow is not ensured. It can be concluded that with such specialised subjects and a particularly large number of electives, some of the knowledge and competencies provided in these subjects will not be achieved. It is recommended to include a maximum of 2 alternative modules per semester.

**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/*

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*module should be attached only in electronic form to the self-assessment report for the study program under.*

The ET noted that since the last evaluation, the program managers have made significant progress in developing and revising subject syllabus. 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. Subject Learning Outcomes alongside Study and Assessment Methods; 3. Summary or Annotation of the subject; 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 almost all syllabuses still need to be discussed and corrected. In particular, the objectives (aim) of the subjects 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 study methods and assessment methods should be harmonized in both languages to avoid ambiguity. 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, 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 the Albanian language. If there is student interest in the development of teaching in other official languages, FG has opportunities and academic staff for the development of teaching in other official languages of the Republic of Kosovo. Also, if there are cases that as part of Erasmus + mobility to have a student coming to FG, staff who know English fluently, are willing to contribute to this regard. These cases must be clearly

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indicated in the SER: numbers of Erasmus incoming and outgoing students, specific facts of teaching in English. Since practically all the meetings took place with an interpreter, ET doubts whether it will be possible to run the program in English in five years as it is stated in 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 lecturer during the presentation of the study course clearly defines the learning outcomes and how these outcomes relate to the students' development and the correlation of these outcomes with mining and industry. Student participation in lectures is mandatory. Students are encouraged to always seek clarification during lectures. Teachers are available for additional clarifications and student consultations during a set schedule for 4 hours per week. All learning outcomes are explained and discussed with students during the semester, and the focus is also the application of these outcomes in practice. Also, the learning outcomes for each lecture are presented at the beginning of each lecture.

ET considers that the process will be much smoother by harmonizing and revising the subject descriptions according to the recommendations mentioned above. Based on the discussion in meetings with staff, students and graduates, students and staff maintain 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 all the lectures are student oriented and are organized in such a way that they are interactive with the candidates, oriented to practical situations which require theoretical solutions, and include the solution of various problems in laboratories and on the study field. However, some courses use direct teaching (face-to-face teaching), which is considered a teacher-centered teaching method without any interaction with students. ET believes that a consistent review of the programme's learning outcomes, finding links between subject outcomes, teaching methods and achievement assessment methods, will make it possible to achieve an appropriate level of study quality. ET emphasizes that interactive teaching is not just an opportunity to ask questions during a lecture, traditionally it is learning by doing. Unfortunately, this was not explained by the students and teachers.



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**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.*

According to SER the teacher clearly informs students about the assessment modes, which are specified also in the syllabus of each subject of this program. All course syllabuses are accessible on the faculty web site as well as in the SMU. ET recommends that only those assessment methods that are used in the course of study be included in the student workload distribution table in the course syllabus. According to ET, time for assessment (tests, quizzes, final exams) can be considered as independent work or colloquium and seminars. Each method of assessment, together with learning outcomes and teaching methods, must be presented under 'Contribution to student workload'. To ensure consistency between LO, teaching and assessment methods, ET suggests using the example below, which proposes 2-3 teaching methods and 2-3 assessment methods to achieve every 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.*

SER states the grading standard is consistent for each subject of this program and by each teacher. Assessment policies are also defined by the UIBM statute. The program in each subject provides information on student workload and assessment, showing the impact of each assessment on the final grade. ET noted that in some study subjects, the total number of hours is not an iteration of 25. 150 hours should be allocated to the subject of 5 credits (7 credits - 175 hours).

It is stated in one of the subject syllabus “If the student does not pass the first two assessments or is dissatisfied with the success, then he / she is subject to the final exam”. ET emphasises that a uniform assessment procedure must be used and the student must not be allowed to improve the score. The student should not be allowed to take the final exam without taking the intermediate assignments. ET noted that some study subjects do not provide for the contribution of the final exam to the overall assessment.



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The team of experts emphasises the need to prepare a syllabus of the Master's thesis and Practice, 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.***

The Faculty of Geosciences has approved the regulation which specifies such cases where students may have been inconsistently or unfairly graded, and they have the right to complain. Student's complaint will 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 gained 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. 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.***

It is stated in SER that the study program includes the study subject Practical in the field with 10 ECTS. ET noted that there are no syllabus of Practical in the field with learning outcomes indicated. It is therefore unclear which learning outcomes will be achieved and how the credits will be awarded.

***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.***

According to SER the faculty has agreements and cooperation with local and international institutions and companies to provide various opportunities for internships. 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 Master program. The educational process itself should be examined.

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<i>Standard</i>	Compliance	
	Yes	No
<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





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<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 outcomes are explained and discussed with students from the perspective of their relevance to the students' development.	X	
<i>Standard 4.7.</i> Teaching strategies are fit for the different types of learning outcomes programs are intended to develop. Strategies of teaching and assessment set out in program and course specifications are followed with 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		X



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.		
<p><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.</p> <p>*To be inserted the overview of the program (with all areas to be filled out).</p>	X	

**Compliance level:** Partially compliant

**ET recommendations:**

- ET recommends leaving not more than 2 elective courses 10 ECTS.*
- 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 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.*

Course Learning Outcome	Teaching Methods	Achievement Assessment Methods
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- 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.*
- ET emphasizes the need to prepare a description of the subject of the Master's thesis, Practical in the field 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.*
- 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, and intermediate semester assignments may not constitute 100% of assessment.*



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6. *Incorporate active foreign language learning. Although this is not a philological study, both teachers and students showed poor foreign language skills, with a few notable exceptions. Active usage of foreign language (big world languages) opens a path to new researches, projects, studies, experiences, knowledge etc. The target level should be at least B2 or C1 in a foreign language.*

## 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.*

There are formal procedures at the institutional level that the study program respects when organizing student recruitment. Admission requirements are consistently and fairly applied to all students. After approval by the Senate of the University of Mitrovica, the Rectorate announces the competition and admission conditions for new students. Based on this competition, the Faculty of Geosciences organizes the entrance exam for student admission. The conditions that must be met for the level of Master of Science in Geosciences are possession of a bachelor's degree or other equivalent study documents, according to the requirements of MEST. The ET noted that there is no specified admission procedure to Mineral Deposits; with such a low level of interest in the program, it should be made clear that admission takes place every two years.

**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.*

SER provides information that the selection of candidates for the Master program at the Faculty of Geosciences is done according to the following criteria: candidates who have completed preliminary studies in one study program, can apply for enrolment in master studies in another program. In case of admission, the Studies Commission of the academic unit appoints differential exams to which the candidates must pass in advance. The Studies Commission determines the number of exams depending on the degree of comparability/similarity of the program followed in the candidate's previous studies. Unfortunately, SER does not provide any evidence of such cases. According to ET, highly specialized undergraduate programs prevent those who want to study for a master's degree. This may be one of the reasons why the admission numbers are so low.

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

It is said in SER that study groups are dimensioned to ensure an effective and interactive teaching and learning process. In recent years the number of students has been 15 students per lecture for the first and second year of study. This smaller group of students in the classrooms has increased the quality of teaching. ET doubts whether this information is realistic, as the maximum number of students admitted was 9. At the same time, no data and measurable results were provided as the study process was improved.

**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). The moment the professor inputs the grades at the SMU, the student receives a confirmation in the email of the student that he/she has been graded by the appointed professor in the assigned subject. The student has 48 hours from the moment the grade is set to reject it. ET does not consider such a system appropriate, students with a positive grade should not be able to reject the assessment and correct it. Students must demonstrate the best knowledge during the first assessment.

Once a student chooses and submits an elective course, they cannot change it any longer. ET doubts whether this works, as the program provides a sufficiently large list of electives. There is a chance that students will choose different subjects and there will be no profitable flows in individual subjects.

The SMU provides the guide in the user profile that provides instructions for SMU usage. 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. Here the professor consults students who have not passed, and this is accompanied by supporting mechanisms for students who need it. However, no information or evidence shows the feedback to students on their performance and whether results of assessments are 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 of each subject obtained by the students are placed in SMU, through which a transcript of records is generated at the end of the studies. After receiving an academic master's

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degree, a candidate from the relevant departments of the Faculty of Geosciences and the UIBM receives a certificate signed by the dean and a diploma signed by the dean and the rector. The faculty and the University keep records of graduates.

**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 informed about the date of assessment and the evaluation criteria in the course syllabus. According to SER there are three common exam terms for the school year. 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 exam until the beginning of the next semester, because such a flexible exams' retaking system allows to delay 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 subjects 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.*

Students must submit their semester assignments by email to make sure the student's work is original. Unfortunately, there is no evidence and any rules in SER related to acceptance criteria of possible matching. ET suggests using a learning management system (Moodle or other) to ensure storage of all written assignments. The faculty reached an agreement on the use of the Anti-Plagiarism (Plagiarism Verification) platform. ET did not find any specified information in SER.

**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.*

ET noted that regulations and rules are provided in this standard, but there is no specific information (data, statistics, specified cases) in SER that the transfer of students between higher education institutions, faculties and study programs.

**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.*

According to SER every professor adheres to a schedule of consultations with students at least twice a week for two hours. Students are also consulted for each colloquium and exam. Consultations on colloquia and examinations take place no later than three days after the publication of the results of each subject, and students have the opportunity to discuss their assessed tests with the professor and identify areas for improvement.

Communication between students and professors, and vice versa, is effective and prompt, be it in regard to the test results, homework and seminar feedback, students’ practice, master’s thesis mentorship, additional inquiries about the course materials and matters or even extracurricular activities. Students seem to be very pleased with the ways they can communicate with their professors and with their availability. All of the students’ basic rights seem to be met and the general impression the ET got is that the students are genuinely content.

The SWOT analysis should be student-centered. ET noted that an Alumni Network has been set up at university level to share its experience and ideas for further development of the program. The alumni network should be used to promote the faculty and the program. Career guidance and internship services are provided by the Career Development Center at the University level. However, it should be emphasized that students during the site visit stressed the need for more practice and e-learning platforms. Finally, a team of experts can conclude that the faculty cares about the situation of the students, ensuring the quality and efficiency of their studies. However, student numbers are a serious threat to the program and urgent action is needed.

<i>Standard</i>	<i>Compliance</i>	
	<i>Yes</i>	<i>No</i>



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<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 department should pose as a mediator between industry and students, especially in the context of students practice. Since the department and the staff are well known in their branch, they should actively help students to connect the industry with students who have to complete Students practice.*
- 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. There is a need for development of a tutor system that will support the students in their further development.*
- 4. 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).*
- 5. Faculty should use anti-plagiarism software to verify each written assignment.*
- 6. Design recognition rules for foreign qualifications as well as qualifications obtained outside higher education institutions (informal education, experience, etc.).*
- 7. ET recommends to 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).*





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## 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 is in line with the UIBM Strategic Research Plan of 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. 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.*

The SER provides admission criteria for teacher promotion, considering the involvement of teachers in research and academic activities. ET noted that the list of publications of most lecturers in the program does not show active research: the last article published by some lecturers' dates from 2013, 2016, 2018, 2020, only one lecturer published an article in 2021, and this is a journal of local significance that is still being edited. Most published in local journals without an impact factor; the authors are not visible in the Web of Science. It would be better to submit the 5 most important publications of the last 5 years for the evaluation of scientific activities, 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 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.

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**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.*

The SER states that policies are established to define what is recognized as research in line with international standards and 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). According to ET, the descriptions of the study must be based on the recognizable results of the study and included in the CV of each lecturer. Information about the research profile of the study program would be useful for 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 Mineral Deposits MSc program academic staff are in the same field. However, the ET must emphasize that the abundance and dissemination of results is not enough.

**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 SER academic and research staff have published and are still in the process of publishing a significant number of books in publishing houses, scientific articles have been published in special journals with indexes on the platforms recommended by MEST and UIBM. The terms and procedures of the publications are set out in Regulation of Publications and the Regulation on internationalization and mobility. These publications are presented at conferences, workshops, symposiums in Kosovo and abroad. Most of these publications have open access and are available to all users within the country and abroad. The ET recommends that in order to have a complete picture of the scientific dissemination of academic staff, it is necessary to provide not only general provisions but also specific information on the scientific output of academic staff. It would be useful to include in the SER information on teachers' annual research plans: how many and which scientific articles (with or without impact factor) to publish per year.

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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.*

According to SER the Department of Geology promotes and applies its knowledge into action, connecting the research with the community and economy and organising meetings, conferences, workshops, excursions and scientific fairs. This is why the Faculty of Geosciences has a unique and deep relationship with industry and community partners. However, the overall list of publications of the program teachers over the last 5 years is relatively short, so there are no joint publications of industry and teachers, which makes it difficult to assess the validity of the scientific results.

**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 program staff, ET should emphasize that papers or abstracts in the conference proceedings are not widely recognizable scientific articles, it is only a confirmation of participation in the conference.

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

According to SER the fully engaged staff at the Department of Geology, Master Program in Mineral Deposits publish the scientific and professional work under the faculty's name, at least at such an amount that is required by the University policies i.e. the Kosovo Agency Accreditation.

**Standard 6.9.** *Academic staff are encouraged to include in their teaching information about their research and scientific activities that are relevant to the courses they teach, along with other important field research developments.*

It is stated in SER that the staff of the Mining Department have conducted scientific activities and research in the field related to courses that are in the program, as are: geology, mineral deposits, rock mechanics, geostatistics etc.



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**Standard 6.10.** 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 defined in Strategic Research Plan 2021 – 2025, and 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 6.11.** Students are engaged in research projects and other activities.

ET noted that student projects (master’s theses) may be related to the research area of FG academic staff, but that completed or ongoing research projects involving students are not reported.

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

<i>Standard</i>	<b>Compliance</b>	
	<b>Yes</b>	<b>No</b>
<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	



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<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	
<i>Standard 6.9.</i> Academic staff are encouraged to include in their teaching information about their research and scientific activities that are relevant to the courses they teach, along with other important field research developments.	X	
<i>Standard 6.10.</i> Policies are established for ownership of intellectual property and clear procedures set out for commercialization of ideas developed by staff and students.		X
<i>Standard 6.11.</i> Students are engaged in research projects and other activities.		X

**Compliance level:** Partially compliant

**ET recommendations:**

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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 the 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 implementing 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.*

## **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.*

One of the strongest features of this Faculty and the University is the newly built, contemporary campus. The classrooms are equipped with projecting equipment and the laboratories contain all the required scientific equipment.

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Although the digital communication between students and teachers takes place via e-mail or SMU, it is advised to implement a platform such as Moodle in order to make the communication and the dissemination of materials simpler and easier.

The academic staff has their own offices where they can prepare lectures and organize research work, 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.*

University of Mitrovica / Faculty of Geology / FG, implements the scope and planning of program policy implementation based on the Strategic Plan for Kosovo Higher Education 2017-2021, the Strategic Plan for the Development of the Faculty of Geology. Work plans for 2019/2021 and fiscal years. The faculty receives funding from the ministry through the University. The faculty is not an independent financial entity. The financial plan presented in SER for the next three years shows that the faculty plans to raise most of the funds from the University (Central Department). The financial perspective shows that 35% of funding is planned for capital investments. One of the strategic goals of the faculty is to create a fund from the financial income to support research, which will be part of the strategic research plan planned by the faculty. The SER should indicate the financial resources used to support research programs. The information provided in SER can be concluded that the Faculty has a plan to ensure adequate long-term implementation of the study program. However, more detailed information on how specifically this is implemented in the SER is not provided.

**Standard 7.3.** *The higher education institution must demonstrate with adequate documents (property deeds, lease contracts, inventories, invoices etc.) that, for the study program submitted for evaluation it possesses the following, for the next at least three years:*

- a) owned or rented spaces adequate for the educational process;*
- b) owned or rented laboratories, with the adequate equipment for all the compulsory disciplines within the curriculum, wherever the analytical syllabus includes such activities;*
- c) adequate software for the disciplines of 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.*

FG uses all the necessary space and equipment that will meet the requirements for the implementation of the educational process at the appropriate level. The Faculty's premises,

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where there are places for students' group work, can be noticed in the video submitted by the Faculty to the experts' team.

Since the UBIM is the owner of the campus, there are no expected issues with educational or recreational spaces.

**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 class can accommodate up to 60 groups of students. The small amphitheatre can accommodate up to 150 students and the large amphitheatre can accommodate up to 300 students. With a relatively small number of enrolled students, there are no issues expected with classroom or laboratory capacity.

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

- a) a number of seats in the reading rooms corresponding to at least 10% of the total number of students in the study program;*
- b) a number of seats in the group work rooms corresponding to at least 10% of the total number of students in the study program;*
- c) their book stock from Albanian and foreign specialty literature, enough to cover the disciplines within the curricula, out of which at least 50% should represent book titles or specialty courses of recognized publishers, from the last ten years;*
- 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;*
- e) a sufficient number of subscriptions to Albanian and foreign publications and periodicals, according to the stated mission*

It is mentioned in the SER (pg. 58) that the library capacities are in agreement with this standard. The syllabi contain mostly newer titles which should be available at the library. However, it is advised to gain further access to the online databases and e-publications in order to produce more relevant research by both the teachers and the students.

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

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The new university campus is fitted for people with disabilities, however not many people with disabilities are interested in this field of study. Still, if they decide to enrol, the infrastructure is fully prepared to make their studies as easy as possible.

<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	



<p><i>Standard 7.5.</i> The education institution's libraries must ensure, for each of the study programs:</p> <p>a) a number of seats in the reading rooms corresponding to at least 10% of the total number of students in the study program;</p> <p>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;</p> <p>c) their book stock from Albanian and foreign specialty literature, enough to cover the disciplines within the curricula, out of which at least 50% 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>		X
<p><i>Standard 7.6.</i> The infrastructure and facilities dedicated to the implementation of the program are adapted to students with special needs.</p>	X	

**Compliance level:** Substantially compliant

**ET recommendations:**

1. *Provide employees with free access to databases of scientific articles: Science Direct, Springer, etc. Expand access to online databases and e-publications.*
2. *Implement a register of staff publications in the library, describe all publications according to a standardized bibliographic description.*
3. *The Faculty should address the e-learning issues and digitalize the library as soon as possible.*

**3. FINAL RECOMMENDATION OF THE ET**

In conclusion, the Expert Team considers that the study program *Mineral Deposits MSc* offered by *UNIVERSITY OF MITROVICA "ISA BOLETINI"* is *Substantially compliant* with the standards included in the *KAA Accreditation manual* and, therefore, recommends *to accredit*



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the study program for a duration of 3 years with a number at least of 10 students every year to be enrolled in the program.

1. *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.*
2. *The Faculty and Program 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 assist the administration in making direct and alternative decisions.*
3. *The Faculty and Program Vision statement should be written as a short description of Faculty and Program future aspirations and the wider impact it aims to create. It should be a guiding beacon to everyone within the faculty and program and something which underpins internal decision-making and determines the intended direction of the faculty and program.*
4. *The Program Mission should clearly define the intended learning outcomes at the descriptive levels of the European Framework of Qualification.*
5. *The scheme of university and faculty decision-making structure would allow ET and university members to understand the duties, responsibilities, and accountability of each structural unit at UIMB.*
6. *Faculty administration should take serious steps and action when making changes based on reviews of policies, regulations, statements of responsibility, and responsibilities related to program management and execution.*
7. *The ET recommends that the SER report adequately provide measurable evidence, including: examples of quality assurance reports or a synthesis of findings from the Department may be included as evidence in the SER; examples of improvements that result directly from the quality assurance process are documented in the SER; when SER states that students' academic success has improved, there should be evidence, e.g. as the number increases and students gain relevant employment.*
8. *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.*

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9. *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.*
10. *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.*
11. *ET recommends leaving not more than 2 elective courses 10 ECTS.*
12. *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 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.*

Course Learning Outcome	Teaching Methods	Achievement Assessment Methods
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13. *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.*
14. *ET emphasizes the need to prepare a description of the subject of the Master's thesis, Practical in the field 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.*
15. *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.*
16. *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;*
17. *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.*
18. *Provide employees with free access to databases of scientific articles: Science Direct, Springer, etc. Expand access to online databases and e-publications.*
19. *Implement a register of staff publications in the library, describe all publications according to a standardized bibliographic description.*



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

**Compliance level:** Substantially compliant

**Student quota recommended:** 10

**Three Years**

#### Expert Team

**Member**

(Signature)

**Regita Bendikienë**

(Print Name)

**2022-05-18**

(Date)

**Member**

(Signature)

**Juraj Bogat**

(Print Name)

**2022-05-18**

(Date)

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