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UNIVERSITY OF PRISHTINA “HASAN PRISHTINA”

Bachelor in Financial Mathematics in Banking and Insurance

PROGRAM ACCREDITATION

REPORT OF THE EXPERT TEAM

June, 2024, Prishtina



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1. INTRODUCTION

1.1. Context

Program Accreditation Procedure at University of Prishtina, Faculty of Mathematics and Natural Sciences	
Programs:	Financial Mathematics in Banking and Insurance, BSc, 180 ECTS (re-accreditation)
Site visit on:	24 May 2024
Expert Team:	Dr. Mladen Krajačić Dr. Miklos Hoffmann Ervin Rems, Student Expert
Coordinators of the KAA:	Leona Kovaçi, KAA Arianit Krasniqi, KAA

Sources of information for the Report:

- *Faculty of Mathematics and Natural Sciences – Self-Evaluation Report*
- *Syllabuses*
- *CVs of the academic staff members*
- *Kosovo Accreditation Agency Accreditation Manual 2024*
- *The Manual for External Evaluation of Higher Education Institutions, KAA 2024*
- *Interviews with stakeholders (site visit)*
- *University of Prishtina Statues*
- *University of Prishtina Strategic Plan*
- *University of Prishtina website*

Additional documentation:

- *Examples of agreement on international collaboration that have been established during the last five years*
- *Questionnaires for students, graduates, academic staff, employers and administrative staff in the scope of the quality assurance procedure*
- *Records of student completion rates for all courses and for the program*
- *Regulation for the mobility of UP academic staff and students.*



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Criteria used for institutional and program evaluations

- *Standards & performance indicators for external evaluation according to the Accreditation Manual of Kosovo Accreditation Agency, 2024*
- *National Qualifications Framework*

1.2. Site visit schedule

Site Visit Programme

Time	Meeting	Participants
09:00 – 09:45	Meeting with the management of the faculty where the programme is integrated	Prof.dr. Idriz Vehapi Prof.dr. Arben Haziri Prof.asoc.Kajtaž Bllaca Prof.asoc. Ferim Gashi Prof. dr. Ferdiže Zhushi Msc. Jeton Hyseni
09:45 – 10:30	Meeting with quality assurance representatives and administrative staff	Prof.ass.Ilir Mazreku Besnik Loxha Artan Alidemaj
10:30 – 10:40	<i>Short break</i>	
10:40 – 11:40	Meeting with the heads of the study programme: Biology, BSc 180 ECTS, Prof. Mladen Krajacic	Prof. dr. Hazbiže Sahiti Prof. asoc. Kimete Lluga Rizani Prof. dr. Idriz Vehapi,
10:40 – 11:40	Meeting with the heads of the study programme: Financial Mathematics in Banking and Insurance, BSc 180 ECTS, Prof Miklos Hoffmann	Prof. dr. Naim Braha Prof. Asoc. Menderes Gashi Prof. Asist. Ujkan Bajra
11:40 – 12:40	Meeting with teaching staff	Prof. dr. Kasum Letaj Prof.dr. Avdulla Alija, Prof. dr. Kemajl Bislimi, Prof. dr. Elez Krasniqi, Prof. dr. Avni Hajdari, Prof. dr. Halil Ibrahimii, Prof. Asoc. Bekim Gashi Prof. Assist. Lulzim Millaku Prof. Asoc. Ejup Fejza Prof. Asoc. Behar Baxhaku



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		Dr. Ramadan Limani Prof. Assist. Eliot Bytyci Dr. Fisnik Asllani, Dr. Donard Geci Dr. Qendrim Ramshaj Dr. Albina Kalimashi Dr. Astrit Ferizi
12:40 – 13:40	<i>Lunch break</i> (provided at the evaluation site)	
13:40 – 14:20	Visiting Facilities	
14:20 – 15:00	Meeting with students	Dina Sadiku, Tefik Ramadani, Jona Demiri, Anes Murati, Blearta Kastrati Medina Rexhiqi Rilind Shala Melek Smaili Adelina Maqedonci Jeta Morina, Genta Çitaku, Myhedin Cena, Ylber Aliu,
15:00 – 15:10	<i>Short break</i>	
15:10 – 15:50	Meeting with graduates	Dren Mulhaxha, Djellza Zajmi, Edison Kasumaj, Besnik Shabiu Dea Zekaj, Altina Morina Albin Ajeti Blerta Selmani
15:50 – 16:35	Meeting with employers of graduates and external stakeholders	Gani Ahmetgjekaj - Head of School Adnan Beqiri - Head of School, Qenan Maxhuni, KEERC Nexhmije Kamberi – IKMN Sharr Kryeziu – BKT Blerina Bajrami – PCB Albion Krasniqi - Gjirafa
16:35 – 16:45	Internal meeting of KAA staff and experts	



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16:45 – 17:00	Closing meeting with the management of the faculty and program	
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1.3. A brief overview of the institution and program under evaluation

Faculty of Mathematics and Natural Sciences (FMNS) is an organisational unit of University of Prishtina “Hasan Prishtina” (UP). The faculty was founded in 1971 by the decision of the Kosovo Parliament (Official Journal of ASP of Kosovo no. 37/71). Historically studies of natural sciences were commenced even in the 1960s within the scope of the Faculty of Philosophy. Since 1971, these studies are organized under the umbrella of the Faculty of Natural Sciences and Mathematics.

To keep the overall high quality and efficiency of studies, the curricula of study programs have been continuously improved by the academic staff of FSHMN. With the objective of achieving European standards of studies and aiming for better cooperation with European universities, the Bologna model of studies (3+2+3) was supported and approved at the University of Pristina. In this way, from the academic year 2001/2002, basic studies started according to new curricula. After reviewing and evaluating these curricula, the implementation of the approved plans by the Senate of the University of Pristina began in the academic year 2005/06, where some departments have re-formulated the study system to 4+1+3, always in accordance with the Bologna agreement.

FMNS is governed by the Dean supported by Vice-Deans for teaching and student affairs, Vice-Dean for finance and infrastructure, Vice-Dean for quality and science affairs, and the Faculty Council. The latter is the principal policy-making body at faculty level which also oversees other academic-related activities. From the viewpoint of this study programme, the Department of Mathematics is responsible for organising the whole academic process. Improvement of the study programme involves all stakeholders, the Advisory Board (members are industry representatives) and it is supervised by the Coordinator for Academic Development.

The programme aims to the achievement of necessary standards of studies in accordance with the model of studies based on the Bologna Treaty, with the structure of 6 semesters. According to the site visit and the curriculum, this study programme aims to provide practice oriented knowledge and competences in Financial Mathematics with a strong emphasis on applications in the bank and insurance sector. In this sense this programme is one of a kind in the country.



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2. PROGRAM EVALUATION

2.1. Mission, Objectives and Administration

Standard 1.1 The Bachelor programme of Financial Mathematics in Banking and Insurance is in full compliance with the published institution mission and vision. Among others it is oriented to pursue key strategic goals in ‘building capacity in strategic areas of economic and technical development which are crucial to Kosovo’s institutions and industry’ and ‘equipping students with professional and academic competences’.

Standard 1.2 The programme content is also well adjusted to European standards and international demands. The curriculum was designed on the basis of analogous study programmes in University of Ljubljana, Slovenia and University of Dublin, Ireland, and in accordance with Kosovo Qualification Framework. According to site-visit discussions and SER, industry representatives have also been actively involved the design of the programme through the Advisory Board. After completing this programme, students may continue their studies at master level, or find jobs in the bank and insurance sector.

Standard 1.3 The has a clear and well-thought-out didactic concept, however, no evidence of any overarching research concept was found. Research is going on according to SER, but a guiding concept on a more general level is missing. As already highlighted in the previous report, specific measures that would foster the involvement of students in research activities at the program level as well as on the course level are insufficient. Defining a core area of scientific competence and their development into the future should be established. Ideally, it should also contain interdisciplinary aspects, involving researchers with mathematical and economical background as well.

Standard 1.4 The Faculty Council is the main academic body responsible for implementing internal policies and overseeing academic performance of the Faculty. It is also supported by the Study Commission which is responsible for drafting new study programs and approving and reviewing existing study programmes. All stakeholders are acquainted with policies and standards on recruiting procedural or academic issues.

Standard 1.5 During the site-visit, the ET has not observed any ethical issues, but it is strongly recommended to closely monitor this topic and take measures to prevent fraudulent behaviour, especially in the light of recently available AI-based tools. UP is set the ethics committee which



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deals with complex or general issues, which is a plus, but the available ethical codex on the institution website does not deal with the AI issue.

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



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Compliance level: fully compliant

ET recommendations:

1. *An overarching research concept should be designed to encourage staff-staff and staff-student cooperation in research, also in interdisciplinary fields.*
2. *Update of the code of conduct considering AI-based issues at the faculty level.*

2.2. Quality Management

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

The self-evaluation process is regulated by by-laws at the level of the University of Prishtina. The regulation mandates the participation of all staff in self-evaluations. As per regulation, staff involvement across all levels of the hierarchy (faculty management, i.e., dean and vice-deans, members of the faculty-level committee for quality assurance and evaluation, and other academic staff) is expected. Further, the quality assurance coordinator is responsible for ensuring cooperation among quality assurance at the level of the academic unit and the university office responsible for quality assurance. Overall, the team of experts assesses the precise regulation of quality management across different levels of organization as exemplary. Still, it is important to more systematically include the administrative and other support staff in self-evaluation procedures. Additionally, the team of experts notes that some academic staff are not involved in the procedures sufficiently. In practice, particular members of the academic staff participate in the quality assurance to a very low extent, i.e., less than the spirit of the by-laws expects. Thus, it would be beneficial to identify mechanisms that would motivate all staff for more proactive participation.

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

The general framework for the evaluation process and planning for improvement is an integral part of the Law on Higher Education in the Republic of Kosovo and the Statute of the University of Prishtina. The processes are regulated in more detail in the university-level regulation, i.e., Regulation on Quality assurance and evaluation, which defines the role and responsibilities of each Faculty as well as other respective stakeholders within the University of Prishtina.

Standard 2.3. Quality assurance processes deal with all aspects of program planning and delivery, including services and resources provided by other parts of the institution.



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All aspects of program planning and delivery, including aspects provided by another part of the institution, i.e., services and resources available/provided at the university level, are included in the internal quality assurance procedures. Specifically, the vast majority of relevant contents are evaluated through questionnaires tailored to different stakeholders and further analyzed through self-evaluation reports. These involve, to a great extent, aspects of the program that are in the domain of other parts of the institution.

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.

Quality evaluations, indeed, do consider inputs, processes, and outputs to provide an overview of quality issues for different components of the program. Crucially, however, the quality evaluations at the program level lack the assessment of the cooperative effect of different components of the program. In other words, the quality evaluation at the program level is not only a sum of quality evaluation of different components but shall also include mutual dependency of different components. For instance, the student surveys are only conducted at the level of specific courses. This is not sufficient to evaluate certain aspects of the program as a whole, such as the distribution of the student workload and the mutual integration of different courses within the program.

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

The assessment of meeting the required standards is an integral part of internal quality assurance as regulated by the University of Prishtina by-laws. Self-assessment of meeting the required standards is additionally performed during the preparation of a self-evaluation report for the external quality assurance procedures. The team of experts acknowledges a successful continuous improvement in the quality, which is evident through analysis of past self-evaluation reports and KAA expert team reports.

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

While the survey data is being collected, the results of evaluations are not publicly available.



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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.

Generally, the results of the internal quality insurance are considered and used to improve and develop the study program (*vide* 2.5). This to a large extent applies to evaluation results. Importantly, while the evaluation of student workload and academic success are performed *de jure*, the team of experts was unable to identify any actions that the institution undertook to develop the study program in these areas. Additionally, no systematic, well-defined evaluations of the employment of graduates are performed or analyzed. According to the team of experts, this presents a major pitfall in the overall quality assurance system.

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

The overall quality of the program is assessed periodically in the process of preparation for external quality assurance. This is manifested in the preparation of self-evaluation reports, which are, in line with KAA regulations and decisions, prepared periodically.

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

The university-level Central Commission for Quality Assurance and Evaluation and the faculty-level Committee for Quality Assurance and Evaluation regularly discuss the strengths and weaknesses of quality assurance. Additionally, the questionnaires used to assess the views of different stakeholders, especially staff and students, are being regularly improved.

Performance indicators

Performance indicator 2.1. Appropriate program evaluation mechanisms, including graduates' surveys, employment outcome data, employer feedback and subsequent performance of graduates are used to provide evidence about the appropriateness of intended learning outcomes and the extent to which they are achieved.

Partially fulfilled.



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The university regulations on quality management pose an opportunity for program evaluation through graduates' surveys, employment outcome data, employer feedback, and subsequent performance of graduates. However, the discussions reveal that such feedback and analyses are performed on an *ad hoc* basis rather than fully integrated into the quality assurance cycle. This significantly impedes the direct impact of such evaluations on the program development.

Performance indicator 2.2. Reports are provided to program administrators on the delivery of each course and these include details if any planned content could not be dealt with and any difficulties found in using planned strategies. Appropriate adjustments are made in plans for teaching after consideration of course reports.

Substantially fulfilled.

Appropriate reports of surveys conducted are distributed to program administrators. In some cases, the reports are used to adjust the plans for teaching. However, concrete evidence of such adjustments was not demonstrated. The team of experts believes that more formal mechanisms of adjustments of plans for teaching, which would include systematic monitoring of such changes and their effectiveness, would be beneficial.

Performance indicator 2.4. A comprehensive reassessment of the program is conducted at least once every five years. Policies and procedures for conducting this reassessment are published. Program review involves experienced people from relevant industries and professions, and experienced faculty from other institutions.

Fully fulfilled.

The main evidence of a comprehensive reassessment of the program is the self-evaluation report, which is prepared every three or five years, as per KAA regulations. Additionally, during the external evaluation, which is led by KAA, external experts are included in the program review.

Performance indicator 2.5. Students participate in the design and implementation of quality assurance processes.

Fully fulfilled.

Students are represented in all main university- and faculty-level decision-making bodies, which direct the quality assurance processes across the university and faculty, respectively.



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Recommendations from previous accreditation

1. Duly carry out all foreseen surveys and analyse them.

Substantially fulfilled.

2. Formalize contacts with alumni and employers and inclusion of their opinions into development of curricula.

Partially fulfilled.

Contacts with alumni and employers do exist but are still not sufficiently formalized.

3. Consistently publish summary results and take appropriate actions, including action plans for improvement.

Not fulfilled.

Summary results of surveys are not being published.

4. Monitor the processes 1-3 by regular yearly audits.

Not fulfilled.

No evidence of the audits was provided by the institution.

Standard	Compliance	
	Yes	No
<i>Standard 2.1.</i> All staff participate in self-evaluations and cooperate with reporting and improvement processes in their sphere of activity.	X	
<i>Standard 2.2.</i> Evaluation processes and planning for improvement are integrated into normal planning processes.	X	
<i>Standard 2.3.</i> Quality assurance processes deal with all aspects of program planning and delivery, including services and resources provided by other parts of the institution.	X	
<i>Standard 2.4.</i> Quality evaluations provide an overview of quality issues for the overall program as well as of different components within it; the evaluations consider inputs, processes and outputs, with particular attention given to learning outcomes for students.		X



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<i>Standard 2.5.</i> Quality assurance processes ensure both that required standards are met and that there is continuing improvement in performance.	X	
<i>Standard 2.6.</i> Survey data is being collected from students, graduates and employers; the results of these evaluations are made publicly available.		X
<i>Standard 2.7.</i> Results of the internal quality assurance system are taken into account for further development of the study program. This includes evaluation results, investigation of the student workload, academic success and employment of graduates.		X
<i>Standard 2.8.</i> The institution ensures that reports on the overall quality of the program are prepared periodically (eg. every 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. Address the standards and performance indicators that are being consistently identified as non-compliant.*
- 2. The role of graduates and employer's representatives shall be utilized in the overall quality assurance system.*
- 3. Direct actions and policies that result from the quality evaluations should be analyzed and emphasized in self-evaluation reports.*



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2.3. Academic Staff

Standard 3.1 Academic staff is selected by means of job announcements. Contract with the university contains all the obligations related to teaching, communication with students, research, extracurricular activities, etc. All academic staff are required to work for 40 hours per week of which 8-12 hours (depending on the scientific degree) are required for teaching contact hours. According to the SER of this study program, 21 academic full time staff members, including three full professors, and an additional 10 non-regular persons are involved in the study program for a various amount of teaching hours. The CVs and interviews with the academic staff prove that they have relevant qualification for teaching the corresponding courses. It is of great importance, that the courses belonging to the economic field, are held by 3 full-time staff members of the department. On the other hand, during the site visit it turned out that the cooperation with the Faculty of Economics is of very modest level. This cooperation should be strengthened in order to keep this aspect of the program timely and up-to-date.

Standard 3.2 It is clear from the CVs that the teaching staff members are fully comply with the legal requirements concerning the occupation of teaching positions included in the administrative instruction on accreditation.

Standard 3.3 It is well evidenced, that the staff of the Department of Mathematics primarily (and mostly exclusively) work in the Department, even if some of them are engaged in other additional, occasional or part-time positions. It is fully compliant with the requirements. According to the SER, each of the academic staff on an annual basis declares to the relevant institution (Rectorates/Deans, AKA) about his/her annual commitments, which are in accordance with the legislation in force.

Standard 3.4 This criterion is also fulfilled, since more that $\frac{2}{3}$ of the involved teachers are full-time staff members, and they cover the large majority (in some terms all) of the courses. This is a strong point of the program.

Standard 3.5 This requirement also holds. According to the SER, more than $\frac{3}{4}$ of the full-time staff members possess a doctoral degree. This means that 16 professors hold a degree for the 180 ECTS program.

Standard 3.6 University of Pristina offers sufficient support to the staff to cover the expenses for participation in international conferences and for publications in journals indexed in Web of Science and Scopus. Also, the Ministry of Education provides additional support for small scientific projects and coverage of conference costs. The university also provides opportunities for the professional development of academic staff through the Center for Excellence in terms of teaching methodology. More efforts would be advantageous in terms of understanding how students with special needs can be



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supported by the staff members throughout their courses and exams. Staff are also encouraged to make study visits to institutions abroad to see new practices and create collaboration opportunities, however, only a few members of the staff take advantage of this opportunity.

Standard 3.7 At the Department of Mathematics, the engagement in the academic community, availability for consultations with students and community service are all included in the responsibilities of all teaching staff, especially full-time members. Each academic staff has its own dedicated consultation hours, and it is also included in their contract, which is in line with the expectations.

Standard 3.8 After each term, the evaluation of the teaching performance of the academic staff by the students is conducted, based on a well-established mechanism, and it is also clearly defined what are the consequences of poor performance. This is all very positive. The self-evaluation and peer evaluation, however, are not included in this mechanism. The superior’s evaluation is also rather informal as an oral discussion with the dean, but the mechanism and the consequences are not clearly defined in a formal manner.

Standard 3.9 Mechanisms for quality enhancement of the teaching strategies are very well established, and well supported by the Center of Excellence of the university. However, the high quality of learning materials, especially those uploaded to the elearning platform, is not assured by any mechanism – rather, it is the sole responsibility of the teacher. A peer evaluation mechanism should be introduced for keeping the standard of these materials as high as possible.

Standard 3.10 Due to the legislations of the university, all academic staff must retire at the age of 65, except in specific cases, where they can retire earlier, which are regulated by legal acts. After retirement, according to the regulations, academic staff who are in good health can engage in teaching until the age of 70 and are also potentially considered as part-time teachers.

Standard	Compliance	
	Yes	No



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



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Standard 3.7. The responsibilities of all teaching staff, especially full-time, include the engagement in the academic community, availability for consultations with students and community service.	x	
Standard 3.8. Academic staff evaluation is conducted regularly at least through self evaluation, students, peer and superiors' evaluations, and occurs on a formal basis at least once each year. The results of the evaluation are made publicly available.		x
Standard 3.9. Strategies for quality enhancement include improving the teaching strategies and quality of learning materials.		x
Standard 3.10. Teachers retired at age limit or for other reasons lose the status of full-time teachers are considered as part-time teachers.	x	

Compliance level: substantially compliant

ET recommendations:

1. *A mechanism of quality assurance (e.g. a peer review system) must be established to keep the quality of online teaching materials as high as possible.*
2. *Beside the students' evaluation, peer evaluation and superior's evaluation should also be formalized and standardized.*



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2.4. Educational Process Content

Standard 4.1 The study programme is overall a good mixture of three interrelated fields, providing a strong background of mathematics, and a thorough practical knowledge on computer science and economics. The curriculum is in line with the international recommendations and good practices, and has been updated since the last accreditation procedure, following the recommendations of that report, for example in terms of the number of courses (decreasing from 39 to 32). During the interview phase it was clarified, that the revision of the curriculum is a regular process. However, a crucial problem is that it is insufficiently justified why the credits are not proportional to the weekly contact hours: there are 3+2 courses for 5 credits, 3+2 for 6 credits, 2+2 for 5 credits, 2+2 for 6 credits – this should be updated in order to avoid the impression of being more important and less important courses.

Standard 4.2 The curriculum and the study programme are in line with legal requirements, the National Qualification Framework and the Framework for Qualifications of the European Higher Education Area as well.

Standard 4.3 The individual components of the program are mostly combined in a well-structured, logical manner. However, during the interview phase some inconsistencies or problematic points of the curriculum have been identified in terms of prerequisites and potentially mergeable courses – these items should be reconsidered and adjusted, if necessary, from term to term, also based on the feedback from students.

These inconsistencies and potential simplifications:

- Analysis 1-4: a 4-course span is quite rare even in pure mathematics study programmes, and its relevance is not justified here (this is also mentioned on the interview with students and employers). The total amount of analysis material must be clearly reduced and condensed into 2 or a maximum of 3 courses. In return for these credits, data science, artificial intelligence or economics related knowledge and competences must be given. Python and/or SQL could be a good choice here, as reported by the employers during the interview phase as missing competences.
- Accounting is in the first semester, without the required economic background, what is used in the course – Microeconomics should come first.



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- Probability II applies double integral without sufficient knowledge of it – the corresponding Analysis course should come first (or rather the content of the Analysis courses should be rearranged in a proper way, as mentioned above).
- Stochastic processes I-II have overlapping topics, could be merged into one single course.
- Accounting of financial institutions has overlaps with Bank management, these courses can potentially also be merged.

The forms of teaching and learning are overall suitable to achieve the planned learning outcomes.

Standard 4.4 The courses and disciplines of the curriculum have detailed and analytical syllabi which comprise most of the requirements. However, since the learning outcomes related to soft skills are not properly assigned to the individual courses, it is not fully justified that the students can achieve all of these competencies, for example ethical, legal and social aspects. These should be clearly and explicitly incorporated into the curriculum. What is listed under the phrase “After completing the course students will be able to:” in the description of a course is typically a list of core scientific knowledge aspects. Students must know what they can expect from a course not only in terms of knowledge, but also at the level of skills and competences.

Standard 4.5 n/a – the language of the study is Albanian.

Standard 4.6 During the onsite visit it was clearly justified that the student-teacher relationship is outstanding in this study program. It is a real a partnership in which each player assumes the responsibility of reaching the learning outcomes. Apart from the above mentioned issues, outcomes and requirements of the courses are clearly explained at the beginning of each semester.

Standard 4.7 The teaching commitment of the staff has been clearly demonstrated during the onsite visit. That said, teaching and learning forms are quite standard, consisting of mostly standard methods instead of project-based approach, discussing real-life problems, which are typical only at a fraction of courses. Overall it is not fully ensured that the teaching methodology fits for the different types of learning outcomes intended to develop. Modern



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methodical approaches, notably project-based teaching methods should be incorporated into more courses than it is applied right now, where possible. This is a very practice oriented study program, therefore the application of this methodical approach should be essential.

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. Student assessment mechanisms rely on various approaches, which target specifics and differences among expected learning outcomes. Based on discussions held with teaching staff and students, the team of experts believes the assessment is performed fairly and objectively. The mechanisms of student assessment are in detail described in syllabi and presented to students at the beginning of courses.

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. Appropriate, valid, and reliable mechanisms are used for verifying standards of student achievement, which is demonstrated through regulations, self-evaluation report, and course syllabi. The performance required for different grades is consistent over time, comparable across courses within a study program, comparable to other study programs at the faculty and university, and comparable to standards at reputable high education institutions in Kosovo and abroad.

Standard 4.10. Policies and procedures include actions to be taken in to dealing with situations where standards of student achievement are inadequate or inconsistently assessed. The policies and procedures for situations where standards of student achievement are inadequate or inconsistently addressed are defined in the UP Statute through the regulation of the determination of academic success and the regulation of student rights and responsibilities. The team of experts, through discussions with students, determined that students were aware of these procedures. The team also notes that the procedures are generally applied as expected.

Standards 4.11 and 4.12 – non applicable

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



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



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Standard 4.11. If the study program includes practice stages, the intended student learning outcomes are clearly specified and effective processes are followed to ensure that those learning outcomes and the strategies to develop that learning are understood by students. The practice stages are allocated ETCS credits and the work of the students at the practical training organisations is monitored through activity reports; students during practice stages have assigned tutors among the academic staff in the study program.	n/a	
Standard 4.12. In order to facilitate the practice stages, the higher education institution signs cooperation agreements, contracts or other documents with institutions/organisations/practical training units.	n/a	

Compliance level: substantially compliant

ET recommendations:

- 1. Learning outcomes, including soft skills and competences should be assigned to the courses to better clarify where these competences can be gained.*
- 2. A clear and flexible teaching strategy must be formulated in a detailed form, well-tailored to each sub-discipline, notably through introducing project-based approach and further increasing the ratio of real-life problems over theoretical tasks, where possible.*
- 3. The curriculum should be revised in order to adjust small inconsistencies in the system of prerequisites.*
- 4. The amount of Analysis should be decreased to 2 or 3 courses – replacing it by more practice oriented credits in data science or economics.*



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2.5. Students

Standard 5.1. There is a clear and formally adopted admission procedure at institutional level that the study program respects when organizing students' recruitment. Admission requirements are consistently and fairly applied for all students.

The admission procedure and criteria are defined at the level of the university. Specifically, this is established in the Statute of the University of Prishtina and, subordinately, in the Regulation for Basic - Bachelor Studies. The procedure is well-regulated, transparent, and ensures equal treatment of all applicants. It is well-established and traceable. Therefore, there is no reason to doubt that it is fairly applied to all students.

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.

Candidates who have completed high school the State Matura exam, as well as those who have completed four years of high school (without the State Matura Exam) are eligible to participate in the admission procedure. Additional conditions are in place for students without the State Matura Exam, as per university regulations. Additionally, the UP statute regulates the equivalent foreign qualifications required for admission. The transparent admission procedure ensures that admission criteria are applied to all students (*vide* 5.1). It can be concluded, therefore, that all students do possess a high school diploma.

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

The number of students admitted to the program is limited to 45. The team of experts identifies this number as suitable to ensure effective and sufficiently interactive teaching and learning processes in lectures at bachelor-level studies. Seminars and exercises are performed in smaller groups of up to 15 students. This provides an opportunity for student-centered seminars and exercises. The content of studies is sometimes adapted to the needs and interests of the students.

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 knowledge of students is often assessed several times throughout the semester through midterm exams, which may in some cases replace the final exam. Other forms of assessment, for instance, project work, are employed rarely. Generally, students are provided with feedback promptly, i.e., within 14 days.



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

All results of the students are recorded within the electronic student management system (SEMS) and archived in a physical form. Students are provided with an appropriate physical proof of their results upon their request.

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.

No flexible treatment is ensured for students in special situations in terms of knowledge assessment, deadlines, and course progression requirements. In cases of student absence from duties with compulsory attendance, e.g., tutorial, additional timeslots are provided only on case-by-case basis and not an integral part of the study process. The team of experts identifies this as unsatisfactory.

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

Records of students' completion rates for the program were included in the self-evaluation report. However, completion rates for specific courses were provided neither in the self-evaluation report nor after the explicit request for this data.

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

Students sign a declaration on the originality of their bachelor's thesis. Supervisors are obliged to ensure the originality of the work. However, no general, well-defined mechanism is established in regulations to ensure originality and prevent plagiarism. Bachelor theses are not published online.

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.

The rights and obligations of the students are clearly regulated with university-level regulations. The body of student representation is the student council, which is directly elected by students. Student representatives are also members of the faculty council and the university senate. While the student representatives consist of almost a fifth of the university senate, less than 5 % of the faculty council members are students. The team of experts evaluates the number



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of student representatives in the faculty council as rather low. Communication paths are established between students and their representatives and between student representatives and the faculty management. Students have a right to academic appeals, which is clearly regulated in internal regulations. Students are aware of this right but fell no need to exercise it.

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

While the student's transfer is clearly regulated in the Regulation on the mobility of UP academic staff and students, students believe there are significant challenges related to the recognition of ECTS credits obtained within mobility programs. As a result, students rarely participate in outgoing mobility. Additionally, there are no incoming mobility students.

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

Every teacher is available to students weekly in the form of consultations. Timeslots for calculations are easily accessible to students. Teachers are available during the time allotted for consultations and students do participate in consultations. Teachers are available to students via e-mail and, in general, respond promptly.

Performance indicator 5.1. If necessary, an adequate selection process as well as recognition rules for foreign qualifications pursuant to the Lisbon Recognition Convention as well as qualifications obtained outside higher education institutions are defined.

Fully fulfilled

Recognition rules are clearly regulated with state and university regulations. The team of experts, however, notes that these are not applied due to the lack of students with foreign qualifications.

Performance indicator 5.2. Systems are established for monitoring and coordinating student workload across courses. Systems are in place for monitoring the progress of individual students with assistance and/or counselling is given to those facing difficulties. Year to year progression rates and program completion rates are monitored and analyzed to identify and provide assistance to any categories of students who may be having difficulties.

Substantially fulfilled

Monitoring and coordinating student workload across courses relies on student surveys. Students are obligated to fill out these surveys. However, the direct impact of their response on



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their workload cannot be identified. While students are sometimes provided with assistance and counseling on a case-by-case basis, there is no formal regulation or mechanism that grants access to these services to every student facing difficulties. The student completion rates are tracked and analyzed within the internal quality assurance procedures. However, no specific policies or actions are employed as a result of such analyses.

Performance indicator 5.3. Grading of student's tests, assignments and projects is assisted by the use of matrices or other means to ensure that the planned range of domains of student learning outcomes are addressed. Arrangements are made within the institution for training of teaching staff in the theory and practice of student assessment.

Substantially fulfilled

Grading of student tests is sometimes performed using modern approaches of theory and practice of student assessment to assess whether student learning outcomes are met. The Centre of Excellence in Teaching at the university level organizes training in the theory and practice of student assessment. Participation in this training is required for the progression of the career of the academic staff.

Performance indicator 5.4. Support services (e.g., regarding the study program, student counselling in case of emotional, financial or family-related problems, career guidance, international matters, legal advice etc.) as well as subject-related and interdisciplinary guidance are provided.

Not fulfilled

Support services are not provided.

Performance indicator 5.5. Textbooks and reference materials are up to date and incorporate the latest developments in the field of study. Textbooks and other required materials are available in sufficient quantities before classes commence.

Substantially fulfilled

Textbooks and reference materials are up to date and include standard state-of-the-art literature in the field.

Performance indicator 5.6. The academic or professional fields for which students are being prepared are monitored on a continuing basis with necessary adjustments made in the program and in text and reference materials to ensure continuing relevance and quality.

Substantially fulfilled



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The program generally evolves with the development within the field. Additionally, more formalized mechanisms of industry collaborations are desired for more efficient adjustments within the program, considering the applied nature of the program that targets industry-needed learning outcomes.

Recommendations from previous accreditation:

1. Introduce university-wide antiplagiarism measures.

Not fulfilled.

No action was performed to address this recommendation.

2. Introduce university-wide support for mobility and make sure faculties are aware of existing agreements.

Partially fulfilled.

Mobility is well-regulated and established through formal cooperation agreements with reputed institutions abroad. However, the low realized mobility of students and academic staff indicates that the support is insufficient and/or poorly communicated with the target audience.

3. Consider reducing number of courses in the Program to 32-24 (as in Ljubljana) and move some mathematically challenging courses from the first to higher years of study.

Partially fulfilled.

The number of courses was slightly decreased. Mathematically challenging courses were, however, not moved to higher years of study.

4. Check the curriculum for redundancies, in particular accounting and auditing courses.

Not fulfilled.

Two subjects have been indeed reorganized and merged into one. However, this action did not substantially impact the content.

5. Define examination rules, in particular remove the obligation to take repeatedly parts of exams which have already been passed.

Not fulfilled.

The recommendation was not fulfilled. The team of expert notes that the university-level regulation would have to be amended to realize this recommendation, which hinders opportunities for its realization.



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6. Systematically increase quantity of textbooks in Albanian.

Not fulfilled.

The quantity of textbooks in Albanian was not increased.

7. Make sure that the existing QA system functions properly to ensure such timely consideration of students' comments.

Substantially fulfilled.

The quality assurance is well-regulated, students' comments are collected, satisfactorily analyzed, and sometimes implemented. There remains room for improvement in more comprehensive analyses and more systematic approaches of implementation of results of these analyses.

8. Establish Web pages of the (University and Faculty) libraries with displayed working-hours and fundus.

Not fulfilled.

Web pages were not established.

Standard	Compliance	
	Yes	No
<i>Standard 5.1.</i> There is a clear and formally adopted admission procedure at 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 other equivalent document of study, according to MEST requirements.	X	
<i>Standard 5.3.</i> The study groups are dimensioned so as 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 results obtained by the students throughout the study cycles are certified by the academic record.	X	



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<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 to all examinations.		X
<i>Standard 5.7.</i> Records of student completion rates are kept for all courses and for 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 are 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. *Assess whether the number of student representatives in the faculty council is suitable.*
2. *Ensure and formalize flexible treatment of students in special circumstances in terms of deadlines and formal requirements.*
3. *Monitor and carefully analyze student progression rates on course-specific levels and student completion rates. Use this data to further develop the program.*
4. *Publish bachelor theses of students online.*
5. *Employ systematic use of software for detecting plagiarism, including the text generated by large-language models (LLM).*
6. *Provide students with student counseling in case of emotional, financial, or family-related problems, career guidance, international matters, and legal advice.*



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2.6. Research

Standard 6.1 Neither the SER, nor the interviewees reported coherent, program-specific research objectives for this study program. Although the university has its own standards for research activities, declared in the Statute of the UP, the connection of the research objectives to this study program is not defined.

Standard 6.2 The Statute of the UP declares the required research productivity for the staff members (Articles 175 and 176), and the academic staff contracts also declare that the academic staff must be engaged in research. These expectations are not very challenging – being a full professor, 1 paper must be published in 4 years, which is way below the EU standards. That said, these criteria are clearly taken into account in staff evaluation and recruitment.

Standard 6.3 The Faculty applies standard scientometric indicators to evaluate the criteria mentioned above. It is a good practice that the high quality (Q1-Q2) publications are also financially recognized.

Standard 6.4 The staff members overall possess a sufficient number of publications, but these publications are not evenly distributed among the members. Moreover, and this is a crucial problem, several staff members have very limited research output in the actual field of the courses they are responsible for. Research activities are largely missing in applied mathematics and interdisciplinary fields, although this would be very important in this study program. More joint research should be encouraged by the leaders to mitigate this issue.

Standard 6.5 The staff members publish their scientific achievements in journals and conference proceedings which fulfil the national and international requirements of scientific integrity. It is a definite plus, that the Faculty financially supports the staff members for visiting international conferences, and additional support may be available from the government.

Standards 6.6 The research achievement of staff members is clearly validated through various scientometric indicators, such as number and quality of publications and citations.

Standard 6.7 Some of the academic staff members are relatively productive, but there are other members whose research productivity is of modest level. Overall the criterion that everyone has to produce at least an average of one scientific/applied research publication or artistic outcome/product per year for the past three years is not fulfilled.



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Standard 6.8 This criterion is clearly fulfilled, since staff members publish their achievements under the affiliation of the University of Prishtina.

Standard 6.8.(1) Academic staff are encouraged to incorporate the latest research achievements into their teaching practice, together with other significant research developments in the field. However, due to the fact that some courses are held by staff members whose research field does not correlate to the topic, this incorporation may not be fulfilled in each case.

Standard 6.9 Clear university-level policies are declared in the regulations to preserve intellectual property rights, and clear procedures set out for preserving this property, even in case of commercialization.

Standard 6.10 As it was clear from the interview phase, students are insufficiently engaged in research projects and other research related activities. Their involvement in joint research projects is sporadic. This is an area where improvement is necessary in the upcoming year.

Standard	Compliance	
	Yes	No
Standard 6.1. The study program has defined scientific/applied research objectives (on its own or as part of a research centre or interdisciplinary program), which are also reflected in the research development plan of the institution; sufficient financial, logistic and human resources are allocated for achieving the proposed research objectives.		X
Standard 6.2. Expectations for teaching staff involvement in research and scholarly activities are clearly specified, and performance in relation to these expectations is considered in staff evaluation and promotion criteria.	X	



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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.	x	
Standard 6.4. The academic staff has a proven track record of research results on the same topics as their teaching activity.		x
Standard 6.5. The academic and research staff publish their work in speciality magazines or publishing houses, scientific/applied/artistic products are presented at conferences, sessions, symposiums, seminars etc. and contracts, expertise, consultancy, conventions, etc. are provided to partners inside the country and/or abroad.	x	
Standard 6.6. Research is validated through: scientific and applied research publications, artistic products, technological transfer through consultancy centres, scientific parks and other structures for validation.	x	
Standard 6.7. Each academic staff member and researcher has produced at least an average of one scientific/applied research publication or artistic outcome/product per year for the past three years.		x
Standard 6.8. Academic and research staff publish under the name of the institution in Kosovo they are affiliated to as full-time staff.	x	
Standard 6.8.(1) Academic staff are encouraged to include in their teaching information about their research and scholarly activities that are relevant to courses they teach, together with other significant research developments in the field.	x	



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

Compliance level: substantially compliant

ET recommendations:

- 1. Program-specific research objectives for this study program must be developed and promoted.*
- 2. Research activities of staff members must be encouraged in fields closely related to their courses, including interdisciplinary fields.*
- 3. Staff members should be encouraged to publish their research finding more regularly, keeping the one publication/year ratio on the long term basis.*
- 4. Students must be involved in research projects in a more active and regular manner.*

2.7. Infrastructure and Resources

Standard 7.1 The overall infrastructure of UP is sufficient to support the study programme of Financial Mathematics in Banking and Insurance BSc. The faculty building of FMNS is not a modern one therefore in some places it would require renovation or greater adaptation towards internal stakeholders needs. Fortunately the faculty authorities are aware of these demands and are eager to improve infrastructure within available financial resources. A new faculty building is planned to be put into service in 1-2 years, and it could solve many infrastructural problems like the lack of group work rooms or more space for computer laboratories and exercises.

Standard 7.2 The Faculty and the Department has a financial plan (a budget) confirmed by the university senate. That said, although the governmental support can be supposed, no clear



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financial plan has been presented at the level of the study programme to support the long term sustainability, especially there is no clear plan for the case of potential delay of the new building.

Standard 7.3 The current number of classrooms and available equipment (assigned to the faculty) allow covering the study programme within actual learning capabilities. At the site-visit, the ET verified the basic quantity and quality of the installed hardware and software resources as well. This part of the visit indicated that the infrastructure fulfils the fundamental criteria but further development and ongoing adjustment to the labour market is inevitable nowadays. As the study programme is rather practice oriented, access to recent literature and findings of the field is a must.

Standard 7.4 The number of seats and the size of the classrooms and labs are proportional to the expected number of enrolled students. However, out of the library there is a lack of suitable environment in the public spaces of the building for students getting together and working together out of the labs.

Standard 7.5 The faculty has its own 60-metre-squared library with a peaceful place for study and discussions. However, at the time of the site visit the number of books in the core topics of economics, computer science and mathematics is extremely limited. The access to large scientific databases is also limited, only EBSCO is mentioned explicitly, which is an issue that needs solution at country level. This is overall insufficient for keeping the high quality support of this study programme, especially the research aspects.

Standard 7.6 The building and infrastructure is mostly adapted to students with special needs but there is still room for improvement – hopefully the new building will be fully adjusted to these needs.

Standard	Compliance	
	Yes	No



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<p>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.</p>	<p>X</p>	
<p>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.</p>		<p>X</p>
<p>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:</p> <p>a) owned or rented spaces adequate for the educational process;</p> <p>b) owned or rented laboratories, with the adequate equipment for all the compulsory disciplines within the curriculum, wherever the analytical syllabus includes such activities;</p> <p>c) adequate software for the disciplines of study included in the curriculum, with utilisation licence;</p> <p>d) library equipped with reading rooms, group work rooms and its own book stock according to the disciplines included in the curricula.</p>	<p>X</p>	
<p>Standard 7.4. The number of seats in the lecture rooms, seminar rooms and laboratories must be related to the study groups' size (series, groups, subgroups); the applicative activities for the speciality disciplines included in the curricula are carried out in laboratories equipped with IT equipment.</p>	<p>X</p>	



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<p>Standard 7.5. 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 own book stock from Albanian and foreign speciality literature, enough to cover the disciplines within the curricula, out of which at least 50% should represent book titles or speciality courses of recognised publishers, from the last 10 years;</p> <p>d) a book stock within its own library with a sufficient number of books so as to cover the needs of all students in the cycle and year of study the respective discipline is provided for;</p> <p>e) a sufficient number of subscriptions to Albanian and foreign publications and periodicals, according to the stated mission.</p>		X
<p>Standard 7.6. The infrastructure and facilities dedicated to the implementation of the program is adapted to students with special needs.</p>	X	

Compliance level: substantially compliant

ET recommendations:

- 1. A library development plan is a must in terms of available books and wider access to scientific databases*
- 2. A clear financial and infrastructural plan should be established for the case of potential (further) delay of the new building.*



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3. FINAL RECOMMENDATION OF THE ET

The experts would like to thank all the participants of the site visit, and the staff members who prepared the SER for their valuable help and support throughout the accreditation process. Considering the documentation provided and the findings of the site visit, the Accreditation Panel recommends the following:

1. Mission, objectives and administration: fully compliant
2. Quality management: substantially compliant
3. Academic Staff: substantially compliant
4. Educational Process Content: substantially compliant
5. Students: substantially compliant
6. Research: substantially compliant
7. Infrastructure and resources: substantially compliant

Compliance level: substantially compliant

Student quota recommended/Three or Five Years: 30 students/ Three years*

**The department will need 3 years from now to settle in the new building*

Expert Team

Member

<hr/>	Mladen Krajačić	June 10th, 2024
(Signature)	(Print Name)	(Date)

Member

<hr/>	Mikós Hoffmann	June 10th, 2024
(Signature)	(Print Name)	(Date)

Member

<hr/>	Ervin Rems	June 10th, 2024
(Signature)	(Print Name)	(Date)



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