



**Republika e Kosovës**  
**Republika Kosova - Republic of Kosovo**  
Agjencia e Kosovës për Akreditim  
Agencija Kosova za Akreditaciju  
Kosovo Accreditation Agency



***UNIVERSITY OF PRISHTINA "HASAN PRISHTINA"***

***FACULTY OF MATHEMATICAL AND NATURAL SCIENCES***

**STUDY PROGRAM: CHEMISTRY, BSc, 180 ECTS  
(Reaccreditation)**

**REPORT OF THE EXPERT TEAM**

March 18, 2024, Prishtina

## Table of Contents

1. INTRODUCTION	3
1.1. Context	3
1.2. Site visit schedule	7
1.3. A brief overview of the institution under evaluation	9
2. PROGRAM EVALUATION	10
2.1. Mission, Objectives and Administration	10
2.2. Quality Management	17
2.3. Academic Staff	25
2.4. Educational Process Content	30
2.5. Students	39
2.6. Research	45
2.7. Infrastructure and Resources	52
3. FINAL RECOMMENDATION OF THE ET	56
1. Mission, objectives and administration	58
2. Quality management	58
3. Academic staff	58
4. Educational process content	58
5. Students	58
6. Research	58
7. Infrastructure and resources	58

# 1. INTRODUCTION

## 1.1. Context

**Date of site visit: 28.02.2024**

**Expert Team (ET) members:**

- *Prof. Bruno Zelić, PhD*
- *Prof. Andriana Surleva, PhD*
- *Ervin Rems*

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

- *Leona Kovaçi, KAA Officer*

**Sources of information for the Report:**

- *KAA Accreditation Manual (2022)*
- *KAA Manual for external evaluation of higher education institutions (2021)*
- *KAA Manual Annex 4.4. Template of the External Review Report*
- *Compliance calculation template*
- *Self-evaluation report (SER) of BSC Chemistry (2023)*
- *University web page*
- *Course Syllabuses*
- *Teaching staff CVs*
- *Additionally requested documents*

## **Requested Documents**

1. The documents and guidelines used in the internal regulations on ethical behaviour in research, teaching and all other academic activities.
2. A list of projects with industrial and commercial enterprises.
3. A list of signed ERASMUS+ mobility agreements and information on cooperation with universities and institutes abroad (list of international cooperation partners).
4. The Research development plan for the institution.
5. An overview of the participation in congresses for teaching staff involved in the implementation of the study programs during the period for which the accreditation is being carried out.
6. Information on the number of papers published in Q1, Q2, Q3 and Q4 journals in the last three years according to Web of Science.

7. List of teaching staff involved in the editorial boards of scientific journals, a list of teaching staff involved in the organizing/scientific committees of conferences and a list of scientific journals for which they did reviews.
8. List of current and finished international and national projects (for the accreditation period).
9. Description of facilities, human resources and equipment used for long-term implementation of the study program (capacity and number of lecture halls, capacity and number of laboratories, etc.).
10. Information on available space for students.
11. Financial plan for the year 2024.
12. Description of new building, total space, number of lecture halls, laboratories, equipment etc.
13. Description of library with number of reading rooms, group work rooms, available textbooks and journals/periodicals related to the study program. Indicate how many textbooks related to the study program are available for students (to read in the library and/or to borrow).
14. Description of the policies for ownership of intellectual property and the procedures set out for commercialization of ideas developed by staff and students.
15. A list of teachers participating in advising committees or working groups for industry, government or private agencies; or expert advising to the industry, etc expert services for the academic community or community at all.
16. A list of topics of training in the Centre of Excellence for the period 2020-2023 and indicate how many teachers are trained during this period?
17. Overview of the workload for teaching, exams, consulting, administrative activities, and research for each member of the academic staff.
18. Information about the publishing activities of teaching staff for the last 3 years (indicating name, position, number of papers 2020-2023, co-authors by the professor or researcher, links, doi
19. A list of research projects of the teaching staff with participation of students.
20. Description of the Appendixes according to the requirements, note the standard that they support.
21. Information about the number of enrolled and graduated students for each year of the reported period, including the number of students who quitted the study in this period (if any).
22. Information on where graduates are employed and the dynamics of their employment (how long it takes on average for a student to find a job in their profession after graduation). Please send analysis.
23. For each member of the academic staff provide workload for teaching, exams, consulting, administrative activities, and research.
24. List of cooperation agreements signed with institutions/organizations/factories where the students complete internships and study visits.
25. Information on the number of students enrolled in each year of study, the number of students who interrupted their studies and the number of students who completed their studies for the period since the last accreditation (from the academic year 2020/2021 to 2022/2023).

26. Data (detailed information) about incoming and outgoing mobility of students.
27. List of signed ERASMUS+ mobility agreements.
28. List of publications coauthored by students (for current accreditation period).
29. Information on software used for the study disciplines if any.
30. Library – data on a) list of books related to the study program (with indication of year when book is published, b) list of periodicals available related to the study program.
31. UP Statute.
32. Regulation for bachelor studies.
33. An example of a report on results obtained by the students, generated from SEMS.
34. Regulation that ensures flexible treatment of students in special situations with respect to deadlines and formal requirements (highlight part of the regulation that ensures this special treatment). If the regulation does not exist, provide a sample of minutes of the Senate in which decision on a special treatment of a student in a special situation was made.
35. Student completion rates for all four programs and for all courses in all of the programs for the academic years 2022/2023, 2021/2022, and 2020/2021.
36. Code of Ethics of the University of Pristina.
37. Regulation for the mobility of UP academic staff and students.

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35. Student completion rates for all four programs and for all courses in all of the programs for the academic years 2022/2023, 2021/2022, and 2020/2021.
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37. Regulation for the mobility of UP academic staff and students.

## Criteria used for institutional and program evaluations

The experts team followed the program re-accreditation assessment areas and respective performance indicators, developed by Kosovo Accreditation Agency that are presented in Accreditation Manual – 2022.

### 1.2. Site visit schedule

*Insert site visit schedule (as provided by KAA)*

Time	Meeting	Participants
09:00 – 9:15	Meeting with the management of the faculty where the programme is integrated	Prof.dr.Idriz Vehapi Prof.dr.Arben Haziri Prof.asoc.Ferim Gashi Prof.asoc.Kajtaž Bllaca Msc.Jeton Hyseni
9:15 – 9.30	Meeting with quality assurance representatives and administrative staff	Prof.ass.Illir Mazreku Besnik Loxha Artan Alidemaj
9:30-10:50	Visiting Facilities	
10:50 – 11:00	<i>Short break</i>	
11:00 – 12:00	Meeting with the heads of the study programme: <b>Chemistry, BSc 180 ECTS</b> , Prof. Bruno Zelic	Prof.dr.Bashkim Thaçi Prof.dr.Ramiz Hoti Prof.dr. Naser Troni
11:00 – 12:00	Meeting with the heads of the study programme: <b>Analytical and Environmental Chemistry, MSc 120 ECTS</b> , Prof. Andriana Surleva	Prof.Ass.Liridon Berisha Prof.asoc.Albana Mehmeti
12:00 – 13:00	<i>Lunch break</i> (provided at the evaluation site)	

<b>13:00 – 13.50</b>	Meeting with teaching staff	Prof.dr.Tahir Arbneshi, Prof.dr.Fatbardh Gashi, Prof.dr.Fatmir Faiku Prof.dr. Musaj Paçarizi Prof.dr. Avni Berisha Prof.dr.Bardha Korqa, Prof.asoc.Skender Demaku, Prof.ass.Jeton Halili, Prof.ass.Miribane Dermaku, Dr.Ass.Arsim Maloku, Dr.Ass.Albana Veseli, Dr.Ass.Kaltrina Jusufi, Dr.Ass.Vjollca Berisha, Msc.Miranda Misini
<b>13:50 – 14:35</b>	Meeting with students	Rineta Sopa,Bsc Arta Ahmeti,Bsc Verona Rexhepi,Bsc Mic Hyseni,Bsc Diellore Veliaj,Bsc Arlinda Raci ,Msc Blerina Shala ,Msc Ridona Krasniqi,Msc Mirjeta Izlamaj,Msc
<b>14:35 – 14:45</b>	<i>Short break</i>	
<b>14:45 – 15:30</b>	Meeting with employers of graduates and external stakeholders	Azem Jaha, drejtor “Xhevdet Doda” Argjend Halili, HORN.de Vehbi Berisha, HORN.de Ahmet Hoxha, Trepfarm Agron Shala,IHMK
<b>15:30 – 16:10</b>	Meeting the alumni students	Lirika Humolli , e diplomuar Edita Halili, e diplomuar



		Armend Qafleshi, i diplomuar
16:10 – 16:20	Internal meeting of KAA staff and experts	/
16:20 – 16:30	Closing meeting with the management of the faculty and program	/

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

*Insert general information about the institution, its legal status, its mission, the study programs it is offering, and others.*

The Faculty of Mathematical and Natural Sciences (FMNS) at the University of Prishtina “Hasan Prishtina” (UP) was established in 1971, by the decision of the Assembly of Kosovo (Official Gazette Republic of Kosovo no. 37/71). The studies of natural sciences and mathematics (chemistry, biology, physics and mathematics) began eleven years earlier within the Faculty of Philosophy, founded in 1960. FMNS organizes higher education (HE) studies in five departments: chemistry, biology, physics, geography and mathematics. Several bachelors, master and PhD programs are currently offered. Having European study standards as its objective of achievement and aims for better cooperation with European universities, the model of studies according to the Bologna agreement (3+2+3) was initiated in the academic year 2001/2002.

FMNS, in accordance with the Statute of UP, for each academic year determines the criteria for the admission of new students. The number of students is proposed by the academic unit, namely the relevant department based on the human and material resources it possesses and is approved by the Council of FMNS followed by the UP Senate. Currently, in all the study programs that are offered at the three levels of study at FMNS, the number of new students has been completed according to the plans.

Teaching at FMNS is organized regularly (with a full schedule) and includes a multitude of planned activities to achieve the objectives of the subjects and the program. These activities include lectures, laboratory, theoretical and practical exercises, seminars, scientific research, student mentoring, etc. All teachers at FMNS have high academic and scientific qualifications adequate for the courses they teach. Teaching methodologies are different, depending on the nature of the subject being taught. Within UP there is a Centre for Excellence in Teaching which offers regular training and other resources to increase the effectiveness of classroom teaching and stimulate learning. Every year, UP organizes the evaluation of teachers by students, the purpose of which is to continuously improve the quality of teaching. In the

Department of Chemistry, each study program ends with a diploma thesis. The departments of Chemistry at FMNS offers the following programs: BSc Chemistry, BSc, Engineering Chemistry, MSc Organic Chemistry, MSc Analytical and Environmental Chemistry, MSc Physical and inorganic chemistry, and PhD in Chemistry.

The students are actively involved in the learning process through activities that are organized in order to achieve the expected results and their professional development. At the beginning of each course, teachers are obliged to present to students teaching/learning program (syllabuses) which include all the activities planned by the teacher that help students acquire the content of the subject/course in order to develop knowledge, skills and abilities defined for the given course. Attendance of lectures and exercises is mandatory and is recorded regularly (through the electronic system). In addition to classroom activities, students also have individual and group work in the form of projects or homework. The achievements and progress of students for each course are permanently evaluated through the intermediate and final evaluation. The evaluation criteria and deadlines are determined by the Statute of UP and by regulations of FMNS.

The Bachelor's study program Chemistry offers specialized courses and training to prepare students to tackle numerous specific problems in the field. The program is organized in three academic years for 180 ECTS; 60 ECTS per year (25 h per ECTS). The Bachelor's study program Chemistry was accredited in 2021. The Department of Chemistry has submitted an application for reaccreditation of the Bachelor's study program Chemistry.

## **2. PROGRAM EVALUATION**

*The institutional evaluation consists of 7 subheadings through which the administration, organisation and management of the institution, as well as teaching and research are assessed.*

### **2.1. Mission, Objectives and Administration**

*Standard 1.1.* The study program mission is in compliance with the overall mission statement of the institution.

The aim of the Bachelor's study program Chemistry is to provide students with the knowledge, skills and interdisciplinary approaches necessary to prepare them for independent research in the field of chemistry as a science. The program is fully in line with the mission of the FMNS and the UP, which states that "The University shall be an autonomous public institution of higher education, engaged in academic education, scientific research, artistic work,

professional consultancy, as well as in other fields of academic activity.” (Article 6 of the UP Statute).

The objectives of the Bachelor's study program Chemistry are: (i) to prepare graduates to work in various laboratories where physical and (bio)chemical analyzes are performed; (ii) to produce graduates who are well prepared, both theoretically and practically, to pursue careers in teaching in elementary and high schools; and (iii) to enroll in Master's degree programs within and outside Kosovo. The above objectives are fully aligned with the UP objectives described in the Strategy of the University of Prishtina - Strategic Plan 2023 - 2025 and the UP Statute, where the strategic goals are (i) increasing the quality of teaching and learning; (ii) advancement of science, innovation and better connection with the labor market; (iii) improving the position and role of UP on the international scene; (iv) the advancement of infrastructure and the use of digital technology; and (v) strengthening governance, integrity and funding.

In addition, it should be emphasized that this is the only study program in the Republic of Kosovo that provides a undergraduate degree in the field of chemistry and is of great importance for the future development of research work in the field of chemistry, as well as a necessary prerequisite for the establishment and operation of all types of laboratories, both state and private, in which physical (bio)chemical analysis of various samples is carried out.

*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.

The intended learning outcomes of the Bachelor's study program Chemistry are in line with the National Qualifications Framework and the Framework for Qualifications of the European Higher Education Area. There are several ways to provide relevant academic and professional guidance in defining the intended learning outcomes, which can be divided into institutional and those based on self-assessment of the implementation of the teaching process by the teaching staff and discussions at FMNS level in the study program committee and the Faculty Council. Institutional support in defining the intended learning outcomes is provided by the UP Centre for Excellence in Teaching (UPCET). UPCET, for example, organizes and conducts activities that ensure the further development of skills and competencies of academic staff at UP and other higher education institutions; promotes the creation of a culture of academic excellence through the implementation of standards and best practices in teaching; provides services to UP and other higher education institutions in the area of teaching excellence (curriculum development, creation of teaching materials, student engagement and continuous assessment, application of hybrid classes in teaching, learning on electronic platforms, etc.); supporting faculty and academic staff in the implementation of innovative and best practices in teaching, mentoring and assessment of students; and promoting and providing services for the implementation of ethical standards in teaching.

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

The BSc Chemistry lasts three years and is divided into six semesters, for each of which 30 ECTS credits are credited, so that a total of 180 ECTS credits are earned on completion of the study. The study program ends with the defence of the master's thesis and is fully aligned with the recommendations of the Bologna system. Various teaching methods are used to implement the study program, such as lectures, group work, (calculation) seminars, laboratory work and project-based teaching. The teaching methods are described in the curricula of the individual study course. In addition to group work, special attention is paid to individual work with students, which is particularly evident in the preparation of the master's thesis and the preparation for various forms of knowledge tests. In this way, students are prepared to present their knowledge, skills and competencies orally and in writing, both independently and in groups. The teaching staff is supported by UPCET in the organization of teaching and the assessment of students' performance.

According to the experts, the Bachelor's study program Chemistry is based on relevant scientific knowledge from the related fields of chemistry.

*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 most important document setting out formal policies, guidelines and regulations on recurring procedural or academic issues is the Statute of the University of Pristina (UP Statute). In addition to the UP Statute, there are other important documents that regulate procedural and academic issues at the UP and its academic units, of which the Regulations for Disciplinary Measures at the UP, the Regulations for Academic bachelor Programmes, the Regulations for Quality Assurance, Guidelines for the Evaluation of Subjects by Students, the Regulations for reaccreditation preparation procedures, the Regulation for the academic mobility of students and the Code of Ethics should be highlighted. Different regulations at the faculty level should also be considered. All these documents are publicly accessible to all interested parties via the UP website.

Each faculty has a studies committee that serves as an advisory body to the faculty council. The faculty studies committee is responsible for designing new study programs and for approving and revising existing study programs. The work of the Faculty Studies Committee is governed by the provisions of the UP Statute. The organization of teaching, research, quality assurance and student assessment is the responsibility of the faculty management. The faculty management is also responsible for monitoring the progress of students during their studies. The head of department is responsible for coordinating and monitoring the learning process at departmental level. The Studies Committee at the UP level serves as an advisory body to the Senate of the UP on general issues related to the development of new study programs and their approval, as well as for the revision of existing study programs.

*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.

The internal regulations on ethical conduct in research, teaching and assessment in all academic and administrative activities at the UP have been drawn up and are publicly accessible to all interested parties. Ethical issues at the UP are governed by the following documents: Code of Ethics for Academic Staff (Code of Ethics), Code of Actions and Disciplinary Procedures against Academic Staff, Regulation on Disciplinary Actions and Procedures, Regulation on the Establishment and Principles of the Committee for Ethics in Scientific Research, Regulation on Prevention and Protection Against Sexual Harassment and Bullying at the University of Pristina. According to the experts, management, teaching staff, administration and students at FMNS work in full compliance with and within the framework of the UP documents regulating ethical behaviour in research, teaching and evaluation.

*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.

Discussions with the faculty management during the on-site visit revealed that all policies, regulations, terms of reference and statements of responsibility relating to the administration and implementation of the study programs are being revised at UP level. This will take into account all relevant changes to the legal framework that defines all aspects of the work of higher education institutions, including teaching, research and labour relations. For example, the Strategy of the University of Prishtina, the Strategic Plan 2023-2025, is in line with the Strategic Plan of Higher Education of Kosovo 2022-2026.

*Performance indicators were not developed and elaborated as part of the SER.*

*Performance indicator 1.1.* The institution has set Key Performance Indicators (KPIs) at the level of the study program. The data they provide is reviewed at least annually with overall performance reported to the decision-making structures.

Fully compliant.

Analysis: Key Performance Indicators (KPIs) are available on the level of the study program. The FMNS publishes the regulations and performance indicators on the faculty's website.

*Performance indicator 1.2.* Systems are established for central recording and analysis of course completion, program progression, completion rates and program evaluations, with summaries and comparative data distributed automatically to senior administrators and relevant committees at least once each year.

Fully compliant.

Analysis: The FMNS has a dual system for data management; one is the electronic student management system (SEMS), while the other is a duplicate file in the form of physical copies. SEMS consists of several modules which are: application module for student registration; grading module; student payment module; student and staff card module; diploma modules; quality assurance and evaluation module; module of competencies and teaching contents; library module and other modules as needed.

The results obtained by students during the study cycles are certified by the academic record, through the electronic student management system (SEMS) and physical copies. The questionnaires formulated within the UP for academic, administrative staff and students contain questions relevant to each category. Questionnaires are completed electronically and managed by SEMS. The evaluation of courses and teachers is done electronically by students, through the SEMS system for each subject.

*Performance indicator 1.3.* Policies and procedures include action to be taken to deal with situations where standards of student achievement are inadequate or inconsistently assessed.

Fully compliant.

Analysis: Appropriate policies and procedures have been developed for use in situations where student performance standards are inadequate or inconsistently assessed. The first set of procedures includes various forms of surveys, including a student questionnaire, in which teaching and learning, classroom practical/laboratory work and infrastructural services are evaluated by students, and a questionnaire on the student's in which students have the opportunity to give their ratings for each course and the corresponding teacher. In this way, students have the opportunity to anonymously and directly influence the evaluation of academic success for future generations. If a corresponding appeal is required, there is also a corresponding procedure that has been developed at UP level.

According to the UP Statute, students have the right to appeal against decisions made by university bodies, academics and organisational units that affect their rights, duties and responsibilities (Article 154). There is an appropriate procedure for this, which, in addition to resolving the student's concerns at academic level, also provides for the possibility of an appeal to the competent civil court.

*Performance indicator 1.4.* Statistical data on indicators, including grade distributions, progression and completion rates are retained in an accessible central database and regularly reviewed and reported in periodic program reports.

Fully compliant.

Analysis: Statistical data on various types of indicators are stored in an appropriate database and regularly reviewed and published in regular program reports on the faculty's website.

Performance indicator 1.5. The concepts of gender justice and the promotion of equal opportunities for students in special situations such as, for example, students with health-related impairments, students with children, foreign students, students with an immigrant background and/or students from educationally disadvantaged families are put into practice at the level of the study program.

Fully compliant.

Analysis: Gender equality and the promotion of equal opportunities for students in special situations are regulated in the UP Statute (Articles 7 and 8). According to the Statute, the UP is committed to creating equal opportunities for all, without discrimination based on gender, race, sexual orientation, marital status, skin color, language, religion, political or other convictions, national, ethnic or social origin, membership of a national community, wealth, birth or other status (UP Statute Article 7). In addition, the UP shall ensure and support gender equality (UP Statute Article 8). From the discussions held with all stakeholders during the on-site visits, it appears that the FMSN and the UP pay due attention and care to these issues and that no cases were recorded at the Department of Chemistry where students and staff were subjected to any form of pressure based on their gender, marital status, place of residence or any other form of intolerant attitude towards minority groups.

### **Recommendations from the previous accreditation:**

1. Connection between teaching and research should be increased, so that students can see from the very beginning the importance of research.

Fulfilled.

Analysis: In addition to the fact that all teaching staff have a scientific background in their research work for the subjects they teach, it should be noted that the involvement of students in research work intensifies, particularly in the preparation of final theses, which are almost invariably based on experimental work related to the research area of the chosen mentor.

2. Employers' participation should be increased. The external reference is crucial for the design of the study programs, based in the competences that need the society. In addition, the collaboration in the practical skills from the enterprise perspectives enrich the education program

Partially fulfilled.

Analysis: From the discussions with representatives of graduates and employers at the meetings during the site visit, it appears that their influence on the development of the study program

and the development of the FMNS in general is negligible. Graduate and employer representatives participate in completing the questionnaire every three years as part of the activities related to the preparation of the self-evaluation report, but this could be considered formal as there is no evidence that their suggestions have been taken into account in the improvement of the study program and the quality assurance system. Employer representatives generally do not have institutional contracts with the FMNS (with one exception), and their influence on the development of study programs and research is limited to private contacts and is not systematic. More should be done at the faculty and at the UP to develop the alumni culture and to promote the work of the Alumni Association, whose activities enable a stronger influence of external stakeholders, graduates and employer representatives on the development of study programs and research at the FMSN.

3. There is a need to update the regulations/guidelines, etc..

Substantially fulfilled.

Analysis: As part of the quality assurance system established at the UP, the regulations/guidelines are continuously updated and improved at university level and subsequently amended at the faculties. Teaching staff and students are involved in the comprehensive quality improvement system, but the involvement of representatives of graduates and employers is negligible.

4. Regulations and key performance indicators should be public, for example in the Website of the Faculty. This is basic for assurance of quality.

Fulfilled.

Analysis: The performance indicators are developed and monitored and are publicly available on the FMNS website.

Standard	Compliance	
	Yes	No
<i>Standard 1.1.</i> The study program mission is in compliance 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.	<b>X</b>	
<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.	<b>X</b>	
<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.	<b>X</b>	

**Compliance level: Fully compliant (100%)/Substantially compliant/Partially compliant/Non-compliant**

**ET recommendations:**

1. *Graduates and employer representatives should be more involved in the development of the study program and the definition of strategic research guidelines at the FMSN. This can be done through the development of the Alumni Association or through appropriate questionnaires for graduates and employer representatives, which should be carried out systematically (and regularly, at least annually).*
2. *The study program is to be further expanded, not only through the continuous introduction of new content into existing study courses, but also through the creation of some of the study courses in English, which will increase the interest of foreign students in exchange and study at the UP.*
3. *Modern teaching methods such as project-based learning, flipped learning and design thinking should be integrated into the study program to the greatest extent possible.*

**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.

Procedures that provide for the involvement of all staff in self-evaluation and collaboration for the purpose of reporting and improving the teaching, academic and administrative activities carried out at the FMNS have been established and clearly defined.

The Dean of the FMNS ensures the involvement and responsibility of all relevant factors of the institution's quality assurance system in accordance with the action plan, provides access to the data required to carry out the self-analysis in accordance with the relevant Quality Regulation, prepares an appropriate action plan and provides a budget for the improvement of

institutional processes, including a fund for rewarding examples of good practice, all based on the results of the evaluation process.

The Committee for Quality Assurance and Evaluation, which includes representatives from the Faculty Administration, the Faculty Coordinator for Quality Assurance Coordinator, students and academic staff, is crucial to the quality assurance system at FMNS. In addition to liaising the quality assurance system at FMNS with the UP Office of Academic Development, the Coordinator supports teaching staff and students in the development of all elements of the quality assurance system, including the development of new and revision of existing study programs, coordination of all stakeholders relevant to study program development (including graduates and employers), prepares data and reports on the scientific work of the Faculty's organizational units in consultation with the management of FMNS, informs and advises teaching staff and students on student mobility, is responsible for all activities related to the quality assurance system and reports to the Vice-Rector for Academic Development on all elements of his/her own work.

The only potential shortcoming of the quality assurance system is the absence of graduates and employer representatives on the Committee for Quality Assurance and Evaluation. Their participation in this body would enable effective and faster implementation of the proposals of these stakeholders on the overall quality assurance system of the FMNS.

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

The UP quality assurance system is based on the Law on Higher Education in the Republic of Kosovo and the UP Statute. Based on the UP Statute, the UP Senate has adopted the Regulation on Quality Assurance and Evaluation. The Regulations define the role and responsibilities of all stakeholders at the level of UP and all faculties, as well as their participation in evaluation and quality assurance activities. In addition, the Regulation defines the mechanisms and processes by which the UP complies with the ENQA standards for quality assurance and evaluation. This document forms the basis for the implementation of the quality assurance system and evaluation at the FMSN.

The development of the study program and the research potential of the institution is based on the contribution of all relevant stakeholders. Teaching staff, for example, provide information relevant to development via a self-evaluation questionnaire for teaching staff, which comprises three parts: the institution, teaching and research. Administrative staff complete a questionnaire that focuses primarily on the professional preparation of administrative staff, their working conditions and their relationship with academic staff. Students complete two questionnaires: one in which they evaluate the institution as a whole, and one in which they evaluate each study course and the teachers involved in teaching individually. In addition, there are surveys for graduates and employee representatives, which are carried out every three years. The results of the surveys are processed and deficits and opportunities are identified in relation to individual study courses and the entire study program. Identified deficits are

eliminated through regular changes to the study program and its study courses in order to achieve the expected learning outcomes. There is a broad discussion on the need for change, taking into account reasoned suggestions from all stakeholders, including teaching staff, administrative staff, students, graduates and employer representatives.

Based on an insight into procedures and on-site meetings with stakeholders, it is clear that although there is an appropriate process in place, the role of graduates and employers in the development of study programs and research areas is more formal than actually used to improve all areas of the institution's activities.

*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 quality assurance process is based on the Law on Higher Education in the Republic of Kosovo, the UP Statute and the Regulation on Quality Assurance and Evaluation. An internal and external evaluation of the quality assurance system has been developed.

While the external evaluation system is linked to the evaluation carried out by independent experts for the Kosovo Accreditation Agency, the internal evaluation involves all levels of the UP, including the Senate, the Rector, the Central Commission for Quality Assurance and Evaluation at the University level, the Office for Academic Development at the University level, the Deans of the Faculties, the Committee for Quality Assurance and Evaluation at the academic unit level, the Coordinator for Quality Assurance and Evaluation at the academic unit level, as well as academic and administrative staff and students. The internal quality assurance system is established and the roles and responsibilities of all parties involved are clearly defined. As mentioned above, the Regulation on Quality Assurance and Evaluation at the UP aims to define the mechanisms and procedures of quality assurance and evaluation at the UP as well as the role and responsibility of the organizational and academic units - faculties - for the implementation of quality assurance and evaluation activities. Procedures for accreditation of study programs are established and clearly defined, tools for assessing the quality of the study program/course are in place and implemented through quality assurance mechanisms (different types of questionnaires for academic and administrative staff and students). Supporting mechanisms for quality improvement have also been established, e.g. publication of scientific papers in journals by teaching staff and participation in international and national scientific conferences are monitored and evaluated. In addition, data on student performance is collected and monitored, such as the percentage of exams passed, the organization of colloquia, the duration of studies, etc. When a new study program is developed, it must first be approved at faculty level, and only then is it discussed and approved by the UP Senate.

According to the experts, the quality assurance process takes into account all aspects of program planning and implementation. In addition to the quality of teaching and learning, the quality of scientific activity, international cooperation, the perception of the quality of studies

by graduates, the perception of the quality of graduates by employers, the quality of services for students and the quality of organizational culture and management.

*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.

As explained in detail in section 2.3, internal and external evaluations are carried out regularly at the level of study programs, in accordance with the relevant legal framework. The internal evaluations are based on the Regulation on Quality Assurance and Evaluation, while the external evaluations are carried out in accordance with the standards set by the Kosovo Accreditation Agency.

The results of the evaluation after the internal and external evaluation are used not only for the improvement of the curriculum, but also for the improvement of all elements of the quality assurance system. Since the continuous improvement of the curriculum is the responsibility of the teachers, there is a regular procedure describing how the study program is refreshed. In addition to the feedback obtained via the various questionnaires, the opinions of experts obtained as part of the external evaluation also play an important role. In this way, not only the content of the study courses is improved, but also the way and forms in which students acquire the learning outcomes.

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

According to the Regulation on Quality Assurance and Evaluation of UP, the objectives of the quality assurance system include the identification and promotion of good practices, the identification of elements that need to be changed to improve the current situation, the continuous improvement of quality at the UP and faculty level and the fulfilment of the requirements of the accreditation system in the Republic of Kosovo, as defined by the Accreditation Agency of Kosovo.

According to the experts, the way the Regulations define the quality assurance process ensures that the required standards are met, and continuous improvement of performance takes place.

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

Surveys are regularly carried out among students which, in addition to evaluating the individual study courses and the teaching staff involved in their implementation, also include a survey on student satisfaction with the overall course of studies at the UP. Although the results of the student surveys are evaluated and used to improve the overall study process at FMNS and UP, the reports on the survey results are not published publicly. Action should therefore be taken to make appropriate reports summarizing the results of the student surveys, as well as any other surveys conducted at FMNS, publicly available. Although the quality assurance system provides for graduate and employer surveys to be carried out periodically

every three years, there is no clear evidence that the results of these surveys are used to improve the quality assurance system, teaching and scientific work. This is evident from the discussions held during the site visits with representatives of graduates and employers who have either never participated in surveys or were unclear about their role in the quality assurance system. In view of this, the role of alumni associations, i.e. former students, needs to be strengthened at both UP and FMNS level.

*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.

According to the experts, the results of the internal quality assurance system are taken up with due care and used to improve all elements of teaching, scientific and administrative activities at the level of the FMNS and the UP. The improvement of the study program is connected strongly to the results of all surveys conducted, including those conducted with teaching and administrative staff and students, while the influence of graduates and employers' representatives in this part is more formal, as mentioned above. The academic success of students, their academic and research performance and, to a certain extent, the employment dynamics of graduates are also monitored. All of this is discussed at the FMNS Committee for Quality Assurance and Evaluation and used to improve the curriculum through changes and revisions in the content of study courses and the way in which individual study courses are organized and delivered.

*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 last external evaluation of the study program was carried out three years ago (May 2021). Based on the evaluation results, all elements of the study program were thoroughly revised. The central element of the periodic evaluation and the main result of the changes made is the creation of the corresponding SER, which forms the basis for the ongoing external evaluation. The report on the overall quality of the study program is therefore produced periodically every three years. The report contains strengths and weaknesses and was discussed in the FMNS before it was approved.

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

All issues relating to the quality assurance system are regularly discussed among the teaching staff, but also in regular meetings of the UP Central Commission for Quality Assurance and Evaluation and the FMNS Committee for Quality Assurance and Evaluation. The questionnaires used to assess student satisfaction, as well as those used by other stakeholders in the quality assurance system, are constantly updated and improved as a result of internal and external evaluations carried out at regular intervals at the FMNS and the UP.

*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 compliant

Although all the necessary evaluation mechanisms have been put in place, including graduate surveys, employment outcomes data, feedback from employers and subsequent graduate performance, they have not been used sufficiently to assess the adequacy of the learning outcomes set, particularly in the part of the program of study relating to the development of practical competencies and the skills and knowledge required to train graduates who will compete in the labor market. This is evident from the discussions with the representatives of the employers, who pointed out the relatively long period of time needed for graduates to become accustomed to the daily work tasks and to be able to carry them out independently.

*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.

Fully compliant

Appropriate reports of surveys conducted are distributed to teachers who use them to make necessary improvements in the study course content and related learning outcomes to address perceived deficiencies and refine the study program and related courses of study in accordance with the opinions of teaching and administrative staff and students and, to a lesser extent, graduates and employer representatives.

*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 compliant

The frequency of reassessment of the study program is related to the dynamics of its reaccreditation. Recently, reaccreditation has been carried out every three years, which corresponds to the period between the last reaccreditation. The quality assurance system includes appropriate procedures for carrying out reaccreditation. According to SER, experts from industry and professional life as well as experts from other institutions were consulted during the revision of the study program.

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

Fully compliant

In addition to regular surveys in which all students take part and which are a prerequisite for taking the examinations, the student representatives are represented in all committees that are important for the implementation of the quality assurance system both at both FMNS and at the UP. Student representatives are members of the Senate, the Faculty Council, the Committee for Quality Assurance and Evaluation at the UP and the Committee for Quality Assurance and Evaluation at the FMNS.

According to the experts, students are deeply involved as participants in the design and implementation of the quality assurance process.

### **Recommendations from the previous accreditation:**

1. To periodically publish the quality reports, including graduates' surveys, employment outcome data, employer feedback and subsequent performance of graduates used to provide evidence about the appropriateness of intended learning outcomes and the extent It depends on the faculty It affects the increase of transparency to which they are achieved.

Fulfilled.

Analysis: Quality reports are published at regular intervals and contain all relevant indicators that are important for the continuous development of the study programs, including the analysis of the appropriateness of the learning outcomes and the methods for their implementation.

2. To publish plans for improvement in progress.

Fulfilled.

Analysis: The quality report contains the short and long-term progress plan.

3. To make public all relevant information about the program, including regulations, guidelines, the CVs of the teaching staff, infrastructures and facilities

Fulfilled.

Analysis: All relevant information about the program, including regulations and guidelines, is available on the UP website. Data on teaching staff CVs, infrastructure and facilities are also publicly available, including through the self-assessment report and other forms of reports used for the implementation of the quality assurance system at FMNS and UP.

4. To allocate specific funds for quality plans development.

Not fulfilled.

Analysis: Funds for conducting workshops and seminars devoted to the revision of the study program were promised by the faculty management, but according to the experts' understanding, they were not realized.

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	
<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:** Fully compliant/**Substantially compliant (89%)** /Partially compliant/Non-compliant

**ET recommendations:**

1. *Include a graduate and employer representative on the Committee for Quality Assurance and Evaluation Committee and generally ensure their greater influence on the overall quality assurance system at FMNS.*
2. *The results of surveys conducted among students and representatives of graduates and employers should be made publicly available after they have been processed and the corresponding reports have been prepared.*
3. *The role of graduates and employers' representatives needs to be more emphasised and utilised in the overall quality assurance system; one of the ways to achieve this is to support the work of alumni associations at the FMNS and the UP level.*



4. *The SER must be written in an evidence-based manner, i.e. each statement must be supported by an appropriate procedure or example.*
5. *The funds for conducting workshops and seminars devoted to the revision of the study program should be provided by the FMNS management.*

### **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.

Based on an insight into the UP Statute and the Regulation on Selection Procedures Regarding Appointment, Reappointment and Advancement of the Academic Staff at the University of Prishtina "Hasan Prishtina", which are available on the UP website, it can be concluded that all relevant information is available to all applicants applying for public tenders for positions at UP.

For all staff involved in the delivery of the BSc Chemistry, the members of the expert team were provided with data showing their name, qualification, academic title, duration of their official (valid) contract, workload for teaching, examinations, consultancy, administrative activities and research. A total of 29 teaching staff are involved in teaching the BSc Chemistry, of whom 27 (93%) hold a PhD (mainly in chemistry) in the relevant scientific field related to the content of the study programme in which they are involved. In addition, 21 teachers have been appointed full professor, associate professor or assistant professor, 6 are assistants with a PhD in the relevant field, and two assistants have completed a Master's degree. All teaching staff are full-time employees at the UP. This suggests that the teaching staff is highly qualified and competent to teach undergraduate study courses; on average, 7 professors are involved in undergraduate chemistry teaching each year, which is more than sufficient for efficient and fluent teaching of chemistry at undergraduate level.

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

The management of the FNSM confirmed that the teaching staff comply with the legal requirements concerning the occupation of teaching positions included in the Administrative instruction on Accreditation.

*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.

The academic staff of the program do not have another full-time employment contract at any other university.

*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.

All members of the academic staff are full-time employees (100 %).

*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.

27 out of 29 members of the academic staff (including doctoral students involved in teaching) hold a PhD (93%) and 100% of the teaching staff are full-time employees. On average, 7 professors are involved in teaching on the teaching of BSc Chemistry each year, which is more than sufficient for efficient and fluent undergraduate chemistry teaching.

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

A Centre of excellence in teaching is established in the UP. The teachers are supported to develop their pedagogical competences by training in a line of basic and modern pedagogical courses. The training is mandatory for all assistants and assistant professors. The teaching staff highly appreciate this support and declare to implement the acquired skills and knowledge in their teaching activities. All interviewed members of teaching staff confirmed that they participated in at least one training. For those who experienced difficulties, more than one training is offered by the UPCET.

*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.

Academic services are presented by more than 50 reviews for high ranked journals, as well as a membership in the Editorial Boards of seven prestigious journals. During discussions the participation in the advisory, scientific or organising committees of scientific conferences of teachers was confirmed. Consultations of students are regulated in the teachers' workload, however during the discussion with the students and the teachers it was confirmed that teachers provide additional and flexible consultation slots for the students. The community services are presented by expert advising of governmental institutions, participating in advisory committees or working groups of the Ministry of Education or other governmental institutions. The teachers confirmed that they are fully available for experts advising their graduates to solve professional issues connected with their work activities in the industry.

*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.

Academic staff is evaluated two times per year by the students. Additionally, the teachers are self-assessed, with no data about the period of assessment. There is a well proven procedure to improve the teachers' performance in case of low estimation by the students. Additional pedagogical training is mandatory in this case; the improvement is monitored by the Faculty management; the Dean is directly involved in the procedure. In case of lack of advancement, the teacher contract is terminated. no such cases in the evaluated program. The results of assessments are not publicly available.

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

Strategies for quality enhancement include improving the teaching strategies and quality of learning materials. The applied strategy is not in the form of a regulation or another official document, however the team gets the impression during the discussion that the procedure and the strategy is well proven and well accepted by the teaching staff and the management of the Faculty. The interviewed members of teaching staff are familiar with all steps of the strategy/mechanism for quality enhancement. They confirmed regular improvement of learning materials at least once per year, nevertheless the results of the assessment. The teachers consider the improvement of learning materials and teaching methodology as a part of the academic ethic. The management is highly determined to follow the established strategy.

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

According to the University regulations the teachers who retire at age limits or for other reasons lose their status as full-time teachers and are considered part-time teachers. There is a procedure to assign a title "Professor emeritus" for the retired professors. Any of the academic staff members in this program are part time.

*Performance indicator 3.1.* Teaching staff are encouraged to develop strategies for the improvement of their own teaching and maintain a portfolio of evidence of evaluations and strategies for improvement.

Partially compliant.

The expert team got the impression that the teaching staff was encouraged to develop strategies for the improvement of their teaching, however any portfolio was presented.

*Performance indicator 3.2.* Training programs in teaching skills are provided for both new and continuing teaching staff including those with part time teaching responsibilities; these include effective use of new and emerging technology.

Fully compliant.

The Centre of Excellence in teaching is established in the UP and the training is mandatory for each member of the teaching staff.

*Performance indicator 3.3.* The extent to which teaching staff are involved in professional development to improve quality of teaching is being monitored.

Fully compliant.

The quality of teaching staff is regularly monitored. The results of evaluation are available in an electronic database. The results are reported to the Dean and the lowest 10 % teachers are specially trained to improve their teaching strategies. The UPCET is organized and the training is mandatory for each member of the teaching staff.

*Performance indicator 3.4.* The results of the academic staff evaluation are taken into account for promotion purposes and renewal of contracts.

Partially compliant.

The existing promotion process is mainly based on research achievements. A new assessment methodology is currently in a process of preparation. International advising is used in the assessment card drafting. The new assessment methodology includes the teaching activities and advancing in teaching of individual members.

### **Recommendations from the previous accreditation:**

1. Include teaching activities and results as part of the academic staff promotion.

Partially fulfilled.

Analysis: The existing promotion process is mainly based on research achievements. A new assessment methodology is currently in a process of preparation.

2. Increase collaborations with professionals outside the university for teaching.

Partially fulfilled.

Analysis: The collaboration with professionals is well developed and fruitful. The students have the opportunity to use specialised equipment and to be mentored by professionals from the industry during their thesis preparation. However, the collaboration is based mainly on personal contacts of the teaching staff.

3. Increase pedagogical skills, especially the online teaching by establishing a plan for teaching improvement and innovation.

Fulfilled.

Analysis: The training on pedagogical methodology is organised through UPCET. Teaching staff participates in mobilities abroad.

4. Keep a record of the teaching evaluations and teacher portfolios.

Fulfilled.

Analysis: The teaching evaluation results are available on UP database.

Standard	Compliance	
	Yes	No
<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> 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	
<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 PhD 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:** Fully compliant/**Substantially compliant (90%)**/Partially compliant/Non-compliant

**ET recommendations:**

1. *Develop a procedure to make publicly available the results of regular evaluations at the level of the Faculty.*

## **2.4. Educational Process Content**

*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.

The BSc Chemistry provides students with an excellent basis for the acquisition of knowledge in general chemistry, inorganic chemistry, analytical chemistry, organic chemistry and physical chemistry which, together with the knowledge acquired in mathematics, physics and biology, fully meets the requirements of a modern chemistry education at undergraduate level. All teaching staff involved in the delivery of the study program are permanently employed at the FMNS and have the necessary competences to deliver teaching at high education institutions, as evidenced by their CVs and the presentation of their scientific background, the research they have conducted and the associated appropriate dissemination of research results. The program provides students with adequate knowledge, skills and competences required for undergraduate studies in the field of chemistry through compulsory (to a greater extent) and elective courses. At the end of the program, students also acquire adequate communication skills. All together, this enables them to continue their studies in a Master's program or to develop their professional career in various laboratories and work as chemistry teachers in primary and secondary schools.

According to the experts, the study program is modelled on qualification objectives including subject-related and interdisciplinary aspects. The acquisition of disciplinary, methodological and generic skills and competencies are based mainly on mandatory subjects.

*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.

As already mentioned, the BSc Chemistry takes three years and comprises 180 ECTS credits. Teaching is organized in six semesters, with each semester comprising 60 ECTS credits. There are a total of 25 mandatory and 4 elective study courses, and each student must prepare and write a final thesis.

The study program and corresponding learning outcomes of the Bachelor's study program Chemistry are in line with the National Qualifications Framework and the Framework for Qualifications of the European Higher Education Area. The individual subjects of the program are combined to achieve the specified qualification objectives. Different forms of teaching are presented in the program. The individual components present variability of students' activities and corresponding assessment forms. Within the framework of the study program, teaching methods are limited to traditional lectures and laboratory work. Project and program-based learning takes place only in the context of a final thesis based on laboratory work and research closely related to the mentor's scientific interest. In order to improve the teaching process, it is necessary to introduce modern teaching methods such as project- and problem-based learning and flipped learning in most study courses.

*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.

The BSc Chemistry itself offers specialized courses and training in which students are prepared to be confronted with many specific problems in the field of chemistry. The disciplines within the curriculum are offered in a logical flow and generally correspond to the definition and precise identification of general and specific competencies as well as compatibility with the study programs and curricula offered in the European Higher Education Area.

Seven learning outcomes are presented for the evaluated study program. The learning outcomes and the competences are comparable with the programs offered in the EHEA. The learning outcomes focus mainly on (i) the description and practical application of terms, concepts, laws and principles of theoretical and experimental chemistry; (ii) the application of the approach to practical work, from the experiments, data analysis, calculation of results to drawing conclusions and linking them to theory; (iii) applying the law of chemical transformation of matter through experimental research in chemistry with the support of chemical calculations, (iv) understanding the significance of experiments conducted in the laboratory and implementing teaching strategies in the learning process, (v) analyzing the subject of chemistry and developing critical thinking. In addition to learning outcomes related to the profession, students also acquire those related to the development of generic and transversal skills, such as for example time management, and verbal and written expression.

The comparison with the corresponding programs BSc Chemistry, Faculty of Chemistry and Chemical Technology, University of Ljubljana, Slovenia and BSc Chemistry, Faculty of Natural Sciences, University of Zagreb, Croatia is presented. The evaluated program is

comparable to both programs and the best practices are taken into account. The disciplines in the curriculum are provided in a logical flow and could lead to the defined competences of the graduates.

The mandatory courses relate to the learning outcomes. Students can choose four elective study courses in the second, third, fourth and fifth semesters.

*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.

From the data available in SER and the attached syllabi for each study course, it can be concluded that the BSc Chemistry study courses have analytical curricula that include: the study course's objectives, the basic thematic content, the learning outcomes, the distribution of classes, seminars and applied activities, students assessment system, the minimum bibliography and any other relevant information that allows all those involved in the educational process to gain an insight into the specificities of all disciplines within the curriculum.

*Standard 4.5.* If the language of instruction is other than Albanian, actions are taken to ensure that language skills of both students and academic staff are adequate for instruction in that language when students begin their studies. This may be done through language training prior to the commencement of the program.

The language of instruction is Albanian. According to the data available at SER and collected during the site visits, there are currently no courses or modules taught or prepared for teaching in English. Since most of the teaching staff speak English well, this leaves open the possibility that in the future some of the study courses or modules will be offered in English as part of a intensified internationalization of the program, which will certainly attract students from abroad (and perhaps visiting professors from abroad) to become more involved in teaching within the BSc Chemistry.

*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.

Based on interviews with the heads of the study program, teachers and students during site visits and the documentation available in SER, the experts were convinced that in the introductory lectures of each BSc Chemistry study course, teachers inform students about the learning outcomes and the method of acquiring them, in addition to other general information about the subject. During the meetings, students confirmed that in addition to the student



survey, they can send their suggestions related to the learning outcomes and their acquisition and assessment to the teachers during the lessons, i.e. during the consultations. Students confirmed that teachers constantly encourage them to continuously and freely present suggestions for changes in course content and the way learning outcomes are acquired. Teachers, in turn, confirmed in the meetings that they readily accept students' suggestions and readily incorporate all suggestions based on professional facts and advanced methods of acquiring learning outcomes into daily practice.

*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.

Although the learning strategies used by most teachers are mostly traditional and limited to classical ex-cathedra lectures, seminars and laboratory work, it should be noted that in some study courses, especially in the final thesis, modern techniques for the acquisition of learning outcomes such as problem-based or project-based teaching are also used. Regardless of this, the teaching strategies used in the BSc Chemistry are appropriate and enable the acquisition of all learning outcomes foreseen in the study program. The learning strategies are adapted to the students' needs when necessary, and the same applies to the assessment of student performance, which is clearly defined. At the beginning of the semester in each study course, teachers define not only the learning outcomes, but also the way in which they will be acquired and assessed, giving students the opportunity to make the necessary adjustments with their suggestions to meet the needs of different groups of students. This system has proven to be very effective and discussions with teachers and students show that they are satisfied with this way of working and are highly motivated to fulfill their obligations. As highlighted in Standard 4.6, a professional and proper relationship between teachers and students, based on mutual trust and respect, is also evident here.

*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.

The existing student assessment mechanisms include different approaches to assessing student progress. In each study course there are clearly defined forms of assessment of student achievements, and in most cases these forms of assessment do not refer exclusively to the review of factual knowledge, but also include the assessment of students' practical competences acquired during work in laboratories. As a rule, all study courses include regular knowledge assessments during semester and a final examination, and this form of assessment can be considered appropriate and an incentive for students to achieve appropriate learning outcomes. Teachers determine and present the method of student assessment at the beginning of the semester, and throughout the semester this information is available in the electronic system used to support all elements of the teaching process. At the site visit meeting, students

confirmed that assessment is carried out correctly and according to the well established criteria. In on site discussions with the FMNS management and students, not a single case was reported in which students had officially complained about the assessment of teaching staff. In the cases where they were not satisfied with the grade, the students confirmed that this was solely due to a lack of adequate knowledge, which did not prevent them from passing the exam according to their expectations in another examination period.

*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 and the presented syllabus demonstrated that 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. As most of the teaching staff involved in the delivery of the BSc Chemistry study program come from the Department of Chemistry at FMNS and are also involved in the delivery of other study programs that are conducted at Department, the assessment is consequently consistent across all study courses and teaching delivered within the Department.

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

The basic document setting out the policies and procedures for situations where student performance is inadequate or inconsistently assessed is the UP Statute, particularly in the parts relating to the determination of academic success (Articles 108-116) and student status, rights and responsibilities (Articles 145-163). From the discussions held with students during the on-site meeting, it is clear that students are familiar with the relevant policies and procedures. In addition, they are aware that they can count on the help of student representatives on different FMNS and UP committees in appropriate situations. According to the data obtained during the on-site meetings with FMNS management and students, no situations requiring the use of such procedures were recorded in the FMNS Chemistry Department. On the other hand, students repeatedly emphasized the help and support of teachers in exam preparation in the form of additional consultations as well as in exam analysis and the adoption of planned learning outcomes, referring to the expertise and competence of teachers and their support.

*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 ECTS 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.

The BSc Chemistry does not include a professional internship, which is practically the only serious shortcoming of the study program. This is compensated to some extent by the fact that an integral part of any subject taught as part of an undergraduate study in chemistry is work in the laboratory, where students acquire the necessary practical skills. Notwithstanding this, it is necessary to take measures to make the student internship a mandatory part of the study program, which will ensure that students acquire the necessary practical skills while working at their potential future workplaces and future employers.

Since one of the possible jobs is that of a chemistry teacher in primary and secondary schools, perhaps part of the professional internship can be completed in appropriate educational institutions.

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

According to the additional requested information experts received from the FMNS management, there are no signed cooperation agreements with institutions/organisations/practical training units. There are memoranda of understanding signed by the UP with some public institutions that could form the basis for the conclusion of contracts to implement professional practice in the future. Generally, cooperation agreements have not been signed. Teachers mentioned MoU with public institutions. A project “Bringing a gap between academia and industry” is implemented. The project aims to shorten the links with industry and should be a base for increasing the cooperation between UP and industry. Official policies and contacts are highly recommended.

*Performance indicator 4.1.* The academic feasibility of the study program is ensured by taking into account the expected entry qualifications, a suitable design of the curriculum, a student workload that has been checked for plausibility as well as an adequate number of examinations.

Fulfilled.

To enroll in the BSc Chemistry, a high school diploma or a high school diploma from a four-year vocational school is required. In the case of completed vocational education, an examination must be taken from the general matriculation examination, which is not included in the vocational matriculation examination, unless the UP Senate decides otherwise. It can therefore be said that the academic feasibility of the study program is ensured by taking into account the expected entry qualifications.

*Performance indicator 4.2.* Teachers use new IT resources (e-mail, personal web page, topics, bibliographies and other resources in electronic format and communication with students) and auxiliary materials, such as whiteboard, flipchart and video-projector.

Fulfilled.

Teaching staff use various forms of IT sources to communicate with students and use other forms of electronic communication in addition to the usual e-mail communication, emphasising the possibilities of the electronic system SEMS. Teachers provide students with various electronic materials, e.g. scientific articles, books, textbooks, and refer students to various electronic sources necessary to achieve appropriate learning outcomes. Teachers use various tools such as whiteboard, flipchart and video projector available in classrooms and laboratories.

*Performance indicator 4.3.* The effectiveness of planned teaching strategies in achieving different types of learning outcomes is regularly assessed and adjustments are made in response to evidence about their effectiveness.

Fulfilled.

The teaching strategies in achieving different types of learning outcomes are regularly evaluated through student assessment and monitoring of student progress. Regular reports are drawn up on this at FMNS level. According to the experts, adjustments related to the improvement of the teaching process and the achievement and assessment of learning outcomes are an ongoing process. In addition, changes are regularly made based on the recommendations of international experts during the external assessment organized by the Kosovo Accreditation Agency.

#### **Recommendations from previous accreditation:**

1. Include activities in the courses to increase the capability of taking up adequate employment and contributing to the civil society.

Fulfilled.

Analysis: The BSc Chemistry is based on generally recognized content and learning outcomes that are comparable with similar courses at other universities. Therefore, from this point of view, the study programs are suitable to ensure adequate employability of graduates and their inclusion in all areas of professional and social activities.

2. Create and share with the students a matrix of competences-courses to better define the progression of the learning.

Fulfilled.

Analysis: The competence study program matrix is an integral part of the study program, it is publicly accessible and precedes the curriculum of the study programs.

3. Check the syllabi in order to update bibliography and harmonize internal coherence between parts (e.g., include discussions mentioned in teaching methodology in the activities and student workload).

Substantially fulfilled.

Analysis: Based on an insight into the curricula of the study program, the experts conclude that their elements - study courses, are appropriately aligned. For some subjects (Analytical Chemistry II, Chemistry of Polymers, Advanced Course in General and Inorganic Chemistry...) it is necessary to refresh the literature with more recent editions.

4. Include procedures to be taken in to dealing with situations where standards of student achievement are inadequate.

Fulfilled.

Analysis: Corresponding procedures are laid down in the UP Statute and in the Regulation for undergraduate studies of the UP.

5. Include external practical stages such as internships of tutorized training in the program.

Not fulfilled.

Analysis: Professional internship is not part of the study program. The professional internship must be included in the study program as mandatory subject for all students.

6. Include elective courses.

Fulfilled.

Analysis. Elective courses are part of the study program. Students can choose four electives, one each in the second, third, fourth and fifth semester.

Standard	Compliance	
	Yes	No
<i>Standard 4.1.</i> 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	
<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.	<b>X</b>	
<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 evaluation.	<b>X</b>	
<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 prior to the commencement of the program.	<b>X</b>	
<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.	<b>X</b>	
<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 flexibility to meet the needs of different groups of students.	<b>X</b>	
<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.	<b>X</b>	
<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.	<b>X</b>	
<i>Standard 4.10.</i> Policies and procedures include actions to be taken in to dealing with situations where standards of student achievement are inadequate or KAA inconsistently assessed.	<b>X</b>	
<i>Standard 4.11.</i> 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		<b>X</b>

training organisations is monitored through activity reports; students during practice stages have assigned tutors among the academic staff in the study program.		
<i>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. *To be inserted the overview of the program (with all areas to be filled out)</i>		<b>X</b>

**Compliance level:** Fully compliant/**Substantially compliant (75%)**/Partially compliant/Non-compliant

**ET recommendations:**

1. *The professional internship must be included in the study program as a mandatory subject for all students.*
2. *In order to improve the teaching process, it is necessary to introduce modern teaching methods such as project- and problem-based learning and flipped learning in most study courses.*
3. *Some of the lectures and study courses should be offered in English in order to promote the internationalization of the study program.*
4. *The management of the FMSN and the UP must ensure the intensification of the students' practical work through signed cooperation agreements with institutions/organizations/practical training units, the intensification of students' practical work and thus create the prerequisite for the introduction of a professional internship in the study program.*
5. *Update the literature to refer to up-to-date sources of information.*

**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 clearly defined in the Statute of the University of Prishtina and, in more detail, in the Regulation for Basic - Bachelor Studies at the level of the university. The procedure is well-regulated, transparent, and ensures equal treatment of all applicants.

*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 and have completed the State Matura exam, as well as candidates who have completed four years of high school (without the State Matura Exam) are eligible to participate in the admission procedure. The UP statute regulates the equivalent foreign qualifications required for admission. The transparent admission procedure ensures that admission criteria are applied to all students. Thus, all students 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 60. 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 12 students. This provides an opportunity for student-centered seminars and exercises. The team of experts identifies a high overall satisfaction of both students and teaching staff with the size of study groups. The content of studies is sometimes, within the scope of the curricula, 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 generally 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 also often employed. Students are provided with feedback promptly, i.e., within 10 days.

*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 as a backup. Students are provided with an appropriate physical proof of their results upon 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.

In cases of student absence from duties with compulsory attendance, e.g., laboratory exercises, additional timeslots are provided to students to complete the required duties. However, no flexible treatment is ensured for students in special situations (e.g., illness, parenthood,



professional athletes) in terms of knowledge assessment, deadlines, and course progression requirements.

*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 were not 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 internal regulations of the University of Pristina. The body of student representation is the Student council, which is elected by students. Student representatives are also part of academic decision-making bodies, i.e., the faculty council and the university senate. While the student representatives consist almost a fifth of university senate, less than 5 % of the faculty council members are students. The team of experts evaluates the number 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 FMNS management. Students have a right to academic appeals, which is clearly regulated in internal regulations. Students are aware of this right but rarely exercise it.

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

The student's transfer is clearly regulated in the Regulation on the mobility of UP academic staff and students. Students, generally, have no major difficulties with the recognition of ECTS credits obtained within mobility programs. 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 at least four hours a week in the form of consultations. Timeslots for consultations are easily accessible to students. Teachers are available during the time allotted for consultations and often take advantage of consultations. Teachers are available to students via e-mail and 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.

Partially 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 their workload cannot be identified. Students are on occasion provided with assistance and counselling on a case-by-case basis. However, there is no formal regulation or mechanism that grants access to these services to every student facing difficulties. The student completion/progression rates are not tracked and evaluated within the internal quality assurance procedures.

*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 often 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 systematically provided. Students are unaware of the availability of any such services.

*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. However, the more recent literature is not available in the library in sufficient quantity.

*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

The program evolves with the development within the field, especially within the research-based part of the programme. However, more formalized mechanisms of self-assessment and industry collaborations would be desired for more efficient adjustments within the program.

### **Recommendations from previous accreditation:**

1. Mechanisms for assistance and support services are needed.

Not fulfilled.

Mechanisms for assistance and support are not formally provided and students are not aware of their existence.

2. Use some recognized systems (e.g., Turnitin) to check for academic integrity and avoid plagiarism.

Not fulfilled.

Such systems are not used.

3. Coordination between teachers, especially in relation to evaluation should be improved. the use of matrices may help.

Substantially fulfilled.

The system for evaluating student success is well developed, and teaching staff receive ongoing training in this form of teaching through workshops and seminars organized by the Center for Excellence in Teaching. It should be noted that the evaluation of students' work is one of the academic freedoms of the teaching staff, and if it is carried out within the framework defined by the UP Statute and the relevant regulations, there is no need for additional administrative requirements to balance it among the teaching staff.

4. Reference materials need to be updated.

Fully fulfilled.

Reference materials in the silabi were appropriately updated to keep up with the modern literature standards. These materials are in many cases, however, not available in the library.

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	
<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	

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.	<b>X</b>	
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**Compliance level:** Fully compliant/**Substantially compliant (73 %)**/Partially compliant/Non-compliant

**ET recommendations:**

1. *Ensure flexible treatment of students in special situations (e.g., illness, professional athletes, parenthood) in terms of deadlines and formal requirements.*
2. *Monitor and carefully analyze student progression rates and student completion rates and use this data to further develop the program.*
3. *Actively include students and alumni in the internal quality assurance.*
4. *Publish bachelor theses of students online.*
5. *Establish courses in English to attract foreign students.*
6. *Provide students with student counselling in case of emotional, financial or family-related problems, career guidance, international matters, and legal advice. Promote these assistance services to ensure that students are aware of them and use them when needed.*
7. *Update the literature available in the library.*
8. *Critically assess whether the number of student representatives in the faculty council is appropriate and adapt it, if needed.*

**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.

The study program has defined scientific/applied research objectives. The objectives 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. (Regulations for the financing of research - scientific, artistic and sports activities at the University of Prishtina, 2020; Financial plan FMNS 2024).

*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.

During the discussions with teaching staff of the program the expert team gets the impression that the expectations for teaching staff involvement in research and scholarly activities are clearly specified. The research performance of the teaching staff is considered in staff

evaluation and promotion criteria. The corresponding regulatory documents are developed and publicly available. None of the interviewed teachers showed any concerns about his/her professional development based on research activities. The publications in high ranked journals are specially supported by the University (Statute of UP; Regulation on the establishment and functioning principles of the committee for ethics in scientific research, last amendment 2023; Research regulations and sponsored programs, last amendment 2019; Regulations for the selection procedures related to the appointment, re-appointment and advancement of academic staff in UP, last amendment 2022; Regulations for the establishment and principles of the commission for ethics in scientific research, last amendment 2023; Regulations for disciplinary measures and procedures against the academic staff of the University of Pristina, 2017; Regulations for the financing of research - scientific, artistic and sports activities at the University of Prishtina, 2020).

*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.

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 (Statute of UP; Regulation on the establishment and functioning principles of the committee for ethics in scientific research, last amendment 2023, etc). The corresponding regulations are presented and publicly available on the University web page.

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

The academic staff has an impressive list of research publications in highly ranked journals on the same topics as their teaching activity.

*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.

According to the data available in the SER and in the CVs of the teaching staff, the teaching staff involved in the implementation of the BSc Chemistry study programme publish a considerable number of publications in scientific journals. In the period from 2018 to 2023, the teaching staff published 146 papers in journals listed in the SCOPUS database and participated in national and international scientific conferences with 88 presentations. This means that each member of the teaching staff published at least one paper during the period for which data is available and attended a conference every other year. It should be noted that teaching staff avoid publishing their work in predatory journals. In addition, the teaching staff provide their expertise in the form of advice and expert opinions for national and international partners, including in the form of expert functions for government agencies.

*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.

As already described, the scientific research activity of the teaching staff can best be demonstrated by the number of publications in scientific journals (146), which are recorded in the SCOPUS database, for example, and by participation in scientific conferences (88). Technology transfer is not reported or communicated in discussions during on site meetings, although appropriate procedures are in place. Collaboration with research groups from the region and Europe as part of the CEEPUS and/or ERASMUS+ program and other international programs is well developed and demonstrates the quality and validation of research.

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

Taking into account the data available in SER, the teaching staff involved in the implementation of the BSc Chemistry have published a total of 98 papers in journals cited in the SCOPUS database in the period from 2021 to 2023. In view of the fact that 29 teachers are involved in the implementation of the study program, it follows that on average each teacher published at least one scientific paper in the journal during the period mentioned.

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

Academic and research staff publish under the name of the institution in Kosovo they are affiliated to as full-time staff. List of papers with DOI numbers was provided.

*Standard 6.9.* 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.

Academic staff shared during the discussions that they include in their teaching activities and materials information about their research and scholarly activities that are relevant to courses, together with other significant research developments in the field. The new and innovative students' assignments and diploma thesis are developed based on the staff research results. The expert group was provided with examples of students' projects reports and diploma thesis during the visit of the department. The staff is offering research-based teaching, influencing the development of students' skills in research work, building hypotheses, testing them, planning work, etc (Research based teaching AWARD 2023, 2023; Liridon Berisha, Tahir Arbnesi, Arsim Maloku, Fatmir Faiku, 2023).

*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.

SER reported that the intellectual property at the University of Prishtina is regulated by the Kosovo Law on Intellectual Property (adopted in 2011). The law in question was adapted in 2016 to the European Union directives on intellectual property. Additionally, the Statute of the University, article 47 imposes the development of the policies for intellectual property.

*Standard 6.11.* Students are engaged in research projects and other activities.

Students are involved in research projects and related activities while preparing their final theses. Each final thesis is based on experimental work carried out in the laboratory under the supervision of teaching staff. Data collected from interviews with heads of the study program, teachers and graduates indicate that all theses are based on experimental work conducted as part of scientific research of teaching staff.

*Performance indicator 6.1.* Assistance and support is given to teaching staff to develop collaborative research arrangements with colleagues in other institutions and in the international community.

Fully compliant.

The University of Prishtina, through the office for international relations and all other administrative offices, offers full support for the establishment of cooperation relations with universities and international research institutes. The teaching staff is satisfied with the support received. Staff participated in national and international projects.

*Performance indicator 6.2.* The study program periodically organizes scientific sessions, symposiums, conferences, round tables, with the involvement of teaching staff, researchers, students and graduates, while proceedings are published in ISBN, ISSN scientific reports or in magazines dedicated to that particular activity.

Non-compliant.

SER stated that the study program has organized round tables with the involvement of teaching staff, researchers, and graduate students. However, non-supporting evidence is provided. The activities are not published in ISBN or other forms.

*Performance indicator 6.3.* Support is being provided for junior teaching staff in the development of their research programs through mechanisms such as mentoring by senior colleagues, inclusion in project teams, assistance in developing research proposals, and seed funding.

Fully compliant.



The University of Prishtina provides continuous support to the staff in the development of research programs through workshops, involvement in project teams, assistance in the preparation of funding applications, etc. The list of the presented projects of the staff of the Program include researchers at different levels of career development.

*Performance indicator 6.4.* Strategies are introduced for identifying and capitalizing on the expertise of teaching staff and students in providing research and development services to the community.

Fully compliant.

The expertise of teaching staff and students in providing research and development services to the community is evidenced by a line of expert activity for governmental agencies, participation in national and international projects, students are included in research projects related to industrial problems. The Institute of Chemistry was reported to be established (UP, 2017), which envisages the capitalization of the expertise of the teaching staff and students through the provision of research and development services for the community. However, the Institute does not actively operate during the evaluated period.

*Performance indicator 6.5.* The institution is monitoring and supporting staff's contribution to attracting financial resources through research/applied/artistic projects and products. Staff capacity to generate such financial returns is considered in the individual performance review system.

Fully compliant.

The University monitors and supports the academic staff in attracting financial resources through projects and it is also one of the evaluation criteria of the academic staff in the promotion process.

*Performance indicator 6.6.* Cooperation with local industry and with other research agencies is encouraged. When appropriate, these forms of cooperation involve joint research projects, shared use of equipment, and cooperative strategies for development.

Fully compliant.

Cooperation with local industry and other agencies is encouraged and supported by the University of Prishtina, and so far, there are several cooperation agreements in research work with local industries (list of expert activities of the Program's teaching staff; during meetings the staff confirmed that they widely collaborate with industry by shared use of equipment, or support for diploma project).

### **Recommendations from previous accreditation:**

1. Policy regarding publications should emphasize the impact of the research and select journals included in the Journal Citation Reports.

Fulfilled.

The UP implemented a strategy to motivate their staff for reporting their results in high ranked journals through the Governmental programs. 146 papers were published in WoS journals ranked Q1-Q4 for the last three years. The FMNS makes publicly available a list of Scopus publications on its website. Research performance is a base of academic promotions (Statute of UP).

2. Visibility of the research associated with the program should be increased by organizing periodic scientific sessions.

Partially fulfilled.

According to SER, presentations in the department of academic staff of publications and research are carried out continuously. According to the Statute of UP, each staff member presents their achievements at least once per year in front of the department council. Non evidence is presented.

3. Information about the research of the teachers should be included in the syllabi and on the Faculty webpage.

Fulfilled.

The information about the research is included in the teachers CV's, but not included in the syllabuses. However, during the discussions with teaching staff and students the expert team found that the research field of each teacher is well presented to the students using other channels for communication. The interviewed students confirmed that they are well informed about the field of the research of their teachers and have enough possibilities to follow and develop their research interest during the MSc study.

4. Knowledge and technology transfer is necessary. Strategies to produce patents, services and in general any kind of cooperation with society should be increased.

Fulfilled.

A line of documents concerning are elaborated and continuously amended. The regulations are publicly available on the UP website (Statute of UP - article 47; Research regulation and sponsored programs, 2019, etc). The members of teacher staff of the program offer consulting services, participate as board members in governmental and public advising or regulatory boards (list of activities is presented as additionally requested document). The expert services to industry are revealed during the on-site meetings and confirmed by teachers and employers. Within the UP there is the Venture UP innovation centre, which simultaneously plays the role of the technology transfer office, offering services and training (SER).

5. Central research facilities shared among different research groups are recommended.

Substantially fulfilled.

The new facility of FMSN has planned common spaces for research equipment which will be used by all research units of the faculty.

Standard	Compliance	
	Yes	No
<i>Standard 6.1.</i> The study program has defined scientific/applied research objectives (on its own or as part of a research centre or interdisciplinary program), which are also reflected in the research development plan of the institution; sufficient financial, logistic and human resources are allocated for achieving the proposed research objectives.	X	
<i>Standard 6.2.</i> Expectations for teaching staff involvement in research and scholarly activities are clearly specified, and performance in relation to these expectations is considered in staff evaluation and promotion criteria.	X	
<i>Standard 6.3.</i> Clear policies are established for defining what is recognized as research, consistent with international standards and established norms in the field of study of the program.	X	
<i>Standard 6.4.</i> The academic staff has a proven track record of research results on the same topics as their teaching activity.	X	
<i>Standard 6.5.</i> The academic and research staff publish their work in speciality magazines or publishing houses, scientific/applied/artistic products are presented at conferences, sessions, symposiums, seminars etc. and contracts, expertise, consultancy, conventions, etc. are provided to partners inside the country and/or abroad.	X	
<i>Standard 6.6.</i> Research is validated through scientific and applied research publications, artistic products, technological transfer through consultancy centres, scientific parks and other structures for validation.	X	
<i>Standard 6.7.</i> Each academic staff member and researcher has produced at least an average of one scientific/applied research publication or artistic outcome/product per year for the past three years.	X	
<i>Standard 6.8.</i> Academic and research staff publish under the name of the institution in Kosovo they are affiliated to as full-time staff.	X	
<i>Standard 6.9.</i> Academic staff are encouraged to include in their teaching information about their research and scholarly activities that are relevant to courses they teach, together with other significant research developments in the field.	X	
<i>Standard 6.10.</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: Fully compliant (100%) /Substantially compliant/Partially compliant/Non-compliant**

**ET recommendations:**

*None.*

## **2.7. Infrastructure and Resources**

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

The long-term implementation of the study program is ensured by the premises: a new building is built, appropriate space is planned for the study program as specialised laboratories, lecture halls with adequate number of working places.

*Standard 7.2.* There is a financial plan at the level of the study program that would demonstrate the sustainability of the study program for the next minimum three years.

The financial plan at the level of the FMNS 2024 is provided. Long Term financial plan that would demonstrate the sustainability of the study program for the next minimum three years is not presented. According to SER, the Department of Chemistry (including this study program) has an annual financial plan covering the consumables, reagents, solvents, equipment, transport and accommodation required for laboratory work, which ensure the sustainability of the study program for the coming years.

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

- a) owned or rented spaces adequate for the educational process;
- b) owned or rented laboratories, with the adequate equipment for all the compulsory disciplines within the curriculum, wherever the analytical syllabus includes such activities;
- c) adequate software for the disciplines of study included in the curriculum, with utilisation licence;
- d) library equipped with reading rooms, group work rooms and its own book stock according to the disciplines included in the curricula.

The Department of Chemistry as part of FMNS is located in a separate building and no other object has been rented. The laboratory equipment is a property of the University. All used software is licensed (SER), however a list of the software and the licence is not provided. The chemistry department library is equipped with a reading room; however, the conditions are not at an appropriate level. During the on-site visit the expert team contacted that the available books are too old, the currently used books are available at the teachers upon demand. The students could use the university library without limitations. However, it should be noted that UP has limited funds for the books in the courses offered, so the teaching staff tries to provide them or provide students with different sources of literature (online books, scientific journals and other materials from the Internet). The periodicals available in the library are not up to date. The UP library offers access to digital databases such as Science Direct, etc. The teachers provided modern books using their personal contacts and accounts in the frame of projects.

*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.

The current building of the Department of Chemistry has 4 classrooms (210 m<sup>2</sup>), 24 laboratories for students and researchers (1152 m<sup>2</sup>), 21 teachers offices (281 m<sup>2</sup>) and 6 administrative or supplementary offices (239 m<sup>2</sup>). A hall equipped with computers is available for students. The department also uses the research laboratories and lecture halls of the Faculty. The number of seats in the lecture room is adequate to the students' group of the program, the number of working places in the laboratories correspond to the number of students in the group (the teaching staff have confirmed that the student group of up to 12 is typical for the BSc program, as stated in the SER). The presented plans for the Department of Chemistry in the new building of FMNS demonstrate that adequate space and equipment is envisaged: 12 individual working places, the laboratories are equipped with enough laboratory furniture and ventilated hoods. Four specialised laboratories and two research laboratories are planned for the study program in the new building. The current premises are 2041 m<sup>2</sup> and currently the program has 212 students. However, as this space is used by all programs in the Chemistry department, the additional required documents (request 9) revealed that currently the space is not enough and due to the large number of students' groups there is a confusion in the teaching schedule during the working days. In contrast, the students didn't share any confusion due to lack of enough spaces.

*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;

Fulfilled. The department library is 160 m<sup>2</sup>, the data about the University library are not provided. The current number of students in the program are 28.

b) a number of seats in the group work rooms corresponding to at least 10% of the total number of students in the study program;

Fulfilled.

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;

Partially fulfilled. (additional document titled “request 13”)

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;

Fulfilled. The number of books in Albanian is sufficient.

e) a sufficient number of subscriptions to Albanian and foreign publications and periodicals, according to the stated mission.

Fulfilled.

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

Currently, the infrastructure and facilities are not adapted to the students with special needs, however the new building of the FMNS offers more possibilities.

*Performance indicator 7.1.* Formal plans are developed for the provision and improvement of infrastructure and resources, and the implementation and effectiveness of those plans is monitored on a regular basis.

Fully compliant.

Financial plan is developed. The infrastructure improvement is currently in progress. New building is ready and currently the efforts are focused on the equipment. The financial resources are available by EU programs. The monitoring of the implementation of the financial plan is at faculty and UP level by responsible vice rectors or vice deans.

*Performance indicator 7.2.* A senior staff member is assigned the responsibility for oversight and development of infrastructure and resources.

Fully compliant.

The senior staff members participated in the committees responsible for strategic development of the program and the faculty. The senior staff supervise a line of projects funded by national and international research programs.

*Performance indicator 7.3.* The effectiveness and relevance of infrastructure and resources is regularly monitored through processes that include surveys of student usage and satisfaction. Infrastructure and resources are modified in response to evaluation and feedback.

Fully compliant.

The students' satisfaction is monitored, and results are available on the SEMS database. New equipment is purchased by national and international projects coordinated by the teaching staff. Modern analytical instruments are accessible to students. Research laboratories are equipped with modern instruments. The students use it during their project work as well as during diploma thesis preparation.

**Recommendations from the previous accreditation:**

1. A formal pluriannual plan for infrastructure and resources is recommended.

Fulfilled.

There is a multi-year plan for infrastructure, which foresees the equipping of FSHMN with new equipment in the new facility during the year 2024-2025.

Standard	Compliance	
	Yes	No
<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 study included in the curriculum, with utilisation licence; d) library equipped with reading rooms, group work rooms and its own book stock according to the disciplines included in the curricula.	X	
<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 speciality disciplines	X	

included in the curricula are carried out in laboratories equipped with IT equipment.		
<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 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	
<i>Standard 7.6.</i> The infrastructure and facilities dedicated to the implementation of the program is adapted to students with special needs.		X

**Compliance level:** Fully compliant/ **(83%) Substantially compliant/**Partially compliant/Non-compliant

**ET recommendations:**

1. *To increase the number of books (printed and electronic) issued in the last 10 years.*
2. *To ensure access to a larger number of scientific databases.*
3. *To motivate teachers to prepare teaching materials (books, manuals, etc) in the language of teaching.*

**3. FINAL RECOMMENDATION OF THE ET**

The evaluation was conducted in accordance with the KAA Accreditation Manual (2022) and the timetable set by the KAA. All meetings took place as planned and all meeting participants actively took part.

When analysing the available data, the members of the expert team came to the conclusion that the SER was not written according to an evidence-based methodology. The SER is not in line with the recommendations of the Kosovo Accreditation Agency, but also not in line with the



usual procedure used when writing a self-evaluation report according to the ENQA guidelines. Although the experts were able to find some of the evidence for the standards and the performance indicators on the websites of the FMNS and the UP, this was not sufficient, so a large number of additional documents were requested from the FMSN in order to be able to conclude on the (non-)fulfilment of certain standards based on evidence. The above points should be taken into account in the future when creating SERs. The evidence-based SERs are certainly one of the proofs of a high level of development of an institution's quality assurance culture, and this is an area where the FMNS needs to take a step forward in the future.

It should be said at the outset that the mission and objectives of the BSc Chemistry are fully aligned with the strategic guidelines and the mission and vision of the UP. The FMNS management is committed to the high standards of the quality assurance system and strives to ensure the conditions for its fulfilment in accordance with the guidelines defined in the relevant documents and regulations adopted at the UP level. The most important step in the further development of the institution and the study programmes conducted within the Department of Chemistry is certainly the move to the new FMNS building. The new building will make it possible to overcome some of the existing deficiencies related to the infrastructure, such as insufficient space for a relatively large number of students, especially in the BSc Chemistry, and to adapt the space to the needs of special groups of students. It will also create the conditions for further improvement of scientific research work through the acquisition of new equipment. This equipment will certainly serve to acquire new skills for BSc Chemistry students, especially in the preparation of their final theses, and will provide students with additional skills needed to work with modern equipment and in modern spaces, as students will expect in their future workplaces. It should be noted that the space in the FMNS library is inadequate for the needs of modern teaching in a higher education institution, but this will be improved by the move to new premises. Until then, this can be compensated for by using the appropriate space available to students in the University library.

The study program is characterized by the fact that a large number of the teaching staff involved in the implementation of the study program hold PhDs. Teaching staff mainly work scientifically in the field of chemistry. This gives the BSc Chemistry a scientific flavor and ensures that this study program is based on the scientific and research work of the teaching staff in addition to the usual standards. In addition to scientific training, the teaching staff pay particular attention to developing their teaching skills and regularly take part in workshops and seminars organized by the Center for Excellence in Teaching at UP. All teaching staff have an appropriate workload in all forms of work typical at a higher education institution. The BSc Chemistry students are extremely motivated in their teaching activities. In discussions with the students, it is clear that the students have the full support of the teaching staff and that cooperation is based on understanding and mutual respect. Students are familiar with their rights and obligations and know how they can influence the content of their studies and their collaboration with teachers. The students particularly emphasize the motivation and openness of the teachers and their availability even outside the scheduled times.

It should be noted that no data were found within the SER and post-submitted data that refer to flexible treatment of students in special situations. Procedures to prevent student plagiarism are not fully defined. In addition, bachelor theses are not published online.

The content of the study program is appropriate and should not be changed. However, it is necessary to introduce a professional internship as mandatory content of the study program, in which students have the opportunity to acquire additional professional skills in the field of their future workplace. Taking into account the field of work of graduates, it should primarily be an internship carried out in various laboratories dealing with physico-chemical analysis and in primary and secondary schools, which have proven to be one of the more common workplaces for graduates. In addition, it is necessary to introduce a certain number of study courses that are held in English to create a flywheel that will move student incoming mobility away from the dead point. All these measures should be taken to raise the profile of the institution in the international environment. The third key deficit to be highlighted is that of the quality assurance system, in which representatives of graduates and employers need to be involved to a greater extent, not just formally, and the work of the alumni association needs to be significantly improved. This must be done in coordination with the UP management, as it is also governed by documents adopted at the level of the entire university.

In summary, the Expert Team considers that the BSc study program Chemistry offered by the FMNS of the University of Prishtina is in substantial compliance with the standards contained in the KAA Accreditation Manual (2022) and therefore recommends the accreditation of the study program for a period of five years with a maximum number of students per year enrolled in the program: 60.

*Overall compliance:*

<b>Standard</b>	<b>Compliance level</b>
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	fully compliant
7. Infrastructure and resources	substantially compliant
<b>Overall compliance</b>	<b>substantially compliant</b>

**Compliance level: Substantially compliant**

**Student quota recommended/Three or Five Years: 60 students per year/ Five years**

### Expert Team

**Member**

**Prof. Bruno Zelić, PhD**

**March 22<sup>nd</sup>, 2024**

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(Signature)

(Print Name)

(Date)

**Member**



**Prof. Andriana Surleva, PhD**

**March 22<sup>nd</sup>, 2024**

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(Signature)

(Print Name)

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**Member**



**Ervin Rems**

**March 22<sup>nd</sup>, 2024**

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(Signature)

(Print Name)

(Date)