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Republika Kosova - Republic of Kosovo



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Kosovo Accreditation Agency

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***University of Mitrovica “Isa Boletini”***

***Food Engineering and Technology (MSc)***

***Reaccreditation***

## **REPORT OF THE EXPERT TEAM**

*15.05.2019, Mitrovica*



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## 1. INTRODUCTION

### 1.1. Context

**Date of site visit: 25.04.2019**

**Expert Team (ET) members:**

- *Prof. Dr. Reiner Doluschitz*
- *Prof. Dr. Joachim Müller*

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

- *Arianit Krasniqi*
- *Shkelzen Gerxhaliu*

**Sources of information for the Report:**

- *Self-Evaluation Report of the University of Mitrovica “Isa Boletini”*
- *Site visit in Mitrovica on 15.05.2019*

**Criteria used for program evaluation:**

- *KAA Accreditation Manual – July 2018*
- *Standards and performance indicators for reaccreditation of MSc programs*

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	Single Grade	Final Grade
Compliance level CL		
Fully compliant	3	=3
Substantially compliant	2	≥2
Partially compliant	1	≥1
Non-compliant	0	<1
Not applicable	n.a.	

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Most Standards focus on institutional issues, and hence apply equally to all study programs of the University of Mitrovica being currently evaluated. Accordingly, many text paragraphs in the SER of the four study programs are widely the same. Consecutively, the reports of the ET differ only in Standards of Chapter 2.3, 2.4 and 2.6, where specific comments are provided for the four programs individually.

### Abbreviations

EHEA	European Higher Education Area
ET	Expert team
HEI	Higher Education Institution
KAA	Kosovo Accreditation Agency
KAA18	KAA Accreditation Manual – July 2018
OFQA	Office for Quality Assurance
SER	Self-evaluation report
SWOT	Strength, Weaknesses, Opportunities, Threats
UMIB	University of Mitrovica Isa Boletini



## 1.2. Site visit schedule

<b>09:00 – 09:30</b>	Meeting with the management of the faculty where the programme is integrated
<b>09:30 – 10:50</b>	Meeting with the head of the study programme: 1. Food Engineering and Technology BSc, 2. Food Engineering and Technology MSc
<b>10:50 – 11:30</b>	Meeting with the head of the study programme: 1. Technology BSc, 2. Technology MSc
<b>11:30 – 12:00</b>	Meeting with quality assurance representatives
<b>12:00 – 12:40</b>	Lunch break
<b>12:40 – 13:10</b>	Visiting tour of the facilities and infrastructure
<b>13:10 – 13:50</b>	Meeting with teaching staff
<b>13:50 – 14:20</b>	Meeting with students
<b>14:20 – 15:00</b>	Meeting with graduates
<b>16:30 – 16:00</b>	Meeting with graduates and employers of graduates
<b>16:00 – 16:10</b>	Closing meeting with the management of the faculty and program

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

HEI studies in Mitrovica date back to 1961 when Technical High School has been established. In 1970, initially, Mining, Technology and Metallurgy programs became initiated and then proceeded in Prishtina. According to the Law of the Assembly of Kosovo, the Faculty of Mining and Metallurgy in Mitrovica has been established on July 22, 1974. At that initial time, the study programs in Mining, Technology and Metallurgy branches were developed and students became enrolled, whereas the program of Geology has been offered since 1980/81.

Based on its tradition and experience in higher education in Mitrovica, the Kosovar Government established the Public University of Mitrovica on March 6, 2013, while the Kosovar Assembly ratified the decision on 31 May 2013. According to the Provisional Statute which is approved by the Ministry of Education, Science and Technology, there are currently six faculties available under the UMIB: Faculty of Geosciences, Faculty of Food Technology, Faculty of Mechanical Engineering and Computer Science, Faculty of Law, Faculty of Economics and Faculty of Education.

The UMIB is guaranteed the freedom of educational and scientific creativity. The UMIB is a public higher education institution. It plays the role as a source of intelligence, of political,



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economic and social change in the progress of Kosovo's country and society since its establishment. The studies at the UMIB are organized and implemented according to the plan and programs that are supported by the Bologna Declaration. Regardless to the high importance of HEI the academic community in Kosovo faces a difficult task, namely to achieve and maintain the quality of higher education. In particular, scientific research should become established and closer linked to teaching and aligned with the European Union's Higher Education.

The University of Mitrovica organizes its activity at the new university campus at Str. Ukshin Kovaqica, N.n. 40000 Mitrovica, Republic of Kosovo. The new campus is spread out in a space of about 17 hectares. Under construction is the third facility for faculties with an area of 10.043 square meters.

Currently there are the following study programs offered at the UMIB: Technology (BSc and MSc), Engineering and Food Technology (BSc and MSc), Geology (BSc), Mining (BSc and MSc), Materials and Metallurgy (BSc), Deposits of Mineral Raw Materials (MSc), Hydrogeology and Engineering Geology (MSc), Materials (MSc).

## 2. PROGRAM EVALUATION

### 2.1. Mission, objectives and administration RD

*Standard 1.1. (CL 3) The study program mission is in compliance with the overall mission statement of the institution.*

“FFT is focused on quality development, quality teaching and scientific research, as well as the overall economic and social support and development in the country.”

“Faculty of food technology is committed to cooperation with universities and institutes with counterparts in Europe to participate in the international academic community.”

These terms from the Study Program SER (page 8) indicate the vision and mission of the FFT and they are in compliance with the mission and vision of the institution (UMIB). The FFT has developed a 3-year strategic plan and a team of the Faculty of Food Technology was a part of the committee for the development of the strategic plan of the University.

As also discussed and mentioned in the meeting with the management of the faculty the vision and mission of the study program and at University level match to a large extent. More detailed objectives include aspects such as quality, creativity and innovation, cooperation, professionalism and diversity.

Referring to the statements in the site visit the ET can confirm and agreed that UMIB and its Faculty of Food Technology are important national factors in Higher Education. There is cooperation with other Kosovar HEI in the field. However, there are limitations and shortcomings



concerning advanced teaching, innovation and research due to insufficient adequate staff, and insufficient utilization of IT.

**Standard 1.2. (CL 3)** *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.*

As it is mentioned in the SER (page 19) the development of the University and its study programs are consistent with the National Qualifications Network and the Framework for Qualifications of the EHEA. Intended learning outcomes are based on an analysis of the local and regional labour market, discussions at the Faculty Council, consultation with relevant field experts, comparison with other international programs, involvement of third parties (private companies).

Particularly from the discussions with the academic staff and with graduates and employers it could be confirmed during the site visit that there is academic and professional advice included in the definition of learning outcomes.

**Standard 1.3. (CL 2)** *The study program has a well-defined overarching didactic and research concept.*

As it is mentioned in the SER, the study program has a clear concept in terms of didactic approaches with clear objectives, indications of teaching materials, practical work and exercises, group work, tests and evaluation.

The research concept of the study program reflects a consultative model including the academic staff and students. The FFT is currently working on the consolidation of research teams and models of joint creativity (SER, pg. 20).

However, the question cannot sufficiently be answered since such a concept is not particularly and detailed described in the SER and also did not become completely clear in the discussions with the management of the institution, the academic staff and the students. Elements of such an overarching concept are visible and include the Quality Assurance concept.

In addition, it had been mentioned by students and by academic staff that there is a university-wide electronic learning platform (SUM) available, also including some e-learning approaches. However, it seems that this concept is still in the process of establishing. The ET has the impression that the potential provided by such a platform is not yet used to full content.

**Standard 1.4. (CL n.a.)** *There are formal policies, guidelines and regulations dealing with recurring procedural or academic issues. These are made publicly available to all staff and students. KAA Accreditation Manual – July 2018*



The SER does not contain information about policies, guidelines and regulations dealing with recurring procedural or academic issues. The ET assumes that such regulations are established at UMIB and its FFT, but the SER is only referring superficially to it, without providing explicit links.

It is mentioned in the SER that elements of such formal policies, guidelines and regulations are based on the temporary UMIB Statute, which is in full compliance with the Law on Higher Education and MEST Guidelines, UMIB's internal regulations and regulations of the academic unit.

*Standard 1.5. (CL n.a.) All staff and students comply with the internal regulations relating to ethical conduct in research, teaching, assessment in all academic and administrative activities.*

As mentioned in the SER compliance is given following UMIB-regulations such as Publishing Regulation, Quality Assurance Regulation, Code of Ethics and Regulations for bachelor and master studies.

However, the ET does not see itself in a position to assess the ethical conduct of all staff and students. The ET trusts that staff and students comply with the regulations.

*Standard 1.6. (CL 2) 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.*

Even if academic staff consistently has an internal discussion on policy improvement, harmonization of regulations and terms of reference based on the factual situation, the SER does not contain detailed information about such review processes. However, there are compulsory accreditation and re-accreditation procedures established and regularly conducted by KAA on a regular basis. International experts from the respective fields of the study programs are necessarily a backbone-component of such procedures.

**Compliance level: Substantially compliant (CL 2.5)**

**ET recommendations:**

- 1. The obviously available electronic learning-platform (SUM) should be used to a larger extent and more frequently to contribute to an overarching didactic concept.*
- 2. Formal policies, guidelines and regulations, including internal regulations relating to ethical conduct in research, teaching, assessment in all academic and administrative activities should be placed more prominently in the Universities and Faculty strategic documents and should be communicated publicly.*





## 2.2. Quality management

**Standard 2.1. (CL 3)** *All staff participate in self-evaluations and cooperate with reporting and improvement processes in their sphere of activity.*

The ET has met only few members of the staff in the interviews and cannot comment on “all” staff. Interviewed staff members showed ability for self-reflection and self-evaluation. The ET trusts that the staff is following the reporting and improvement processes of the UMIB.

**Standard 2.2. (CL 3)** *Evaluation processes and planning for improvement are integrated into normal planning processes.*

Evaluation and improvement processes are integral part of the quality management of the UMIB. The implementation of recommendations is monitored by the Vice Dean for Education and coordinator for development and the quality of the academic unit (SER p. 82)

**Standard 2.3. (CL 3)** *Quality assurance processes deal with all aspects of program planning and delivery, including services and resources provided by other parts of the institution.*

According to the SER (p. 82), quality assurance processes are implemented in program planning and delivery of the study program.

**Standard 2.4. (CL 2)** *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. KAA Accreditation Manual – July 2018*

According to the SER (p. 83) various inputs, processes and outputs are considered in quality evaluation. However, quality parameters of the study program such as completion rate, and grade overview are not presented in the SER.

**Standard 2.5. (CL 2)** *Quality assurance processes ensure both that required standards are met and that there is continuing improvement in performance.*

In the SER (p. 83) it is stated that the quality assurance processes ensure compliance with standards and has improved performance parameters of the study program. However, “continuing improvement in performance” cannot be judged by the ET team, because time series of quantitative quality parameters have not been provided.



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

Students' data are collected within UMIB and information about staff members such as CVs are published. According to the opinion of the ET, survey data of students, graduates and employers - if being collected - should be treated confidential and not being made "publicly available" rather than individual participants would explicitly agree.

**Standard 2.7. (CL 3)** *Results of the internal quality assurance system are taken into account for further development of the study program. This includes evaluation results, investigation of the student workload, academic success and employment of graduates.*

The SER (p. 84) gives examples how results of the internal quality assurance system were taken into account for further development of the study program.

**Standard 2.8. (CL 3)** *The institution ensures that reports on the overall quality of the program are prepared periodically (e.g. every three years) for consideration within the institution indicating its strengths and weaknesses.*

According to the SER (p. 85) reports on the overall quality of the program are prepared annually and recommendations are followed.

**Standard 2.9. (CL 3)** *The quality assurance arrangements for the program are themselves regularly evaluated and improved.*

According to the SER (p. 85) the UMIB is supervising, evaluating and improving the internal quality assurance system.

**Compliance level: Substantially compliant (CL 2.8)**

**ET recommendations:**

- 1. Quantitative performance parameters such as number of applicants, number of students enrolled, completion rate, grade overview should be provided in form time series for the last 5 years*

**2.3. Academic staff**



**Standard 3.1. (CL 2)** *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. KAA Accreditation Manual – July 2018*

It is reported in the SER that regular competition procedures become applied, including provision of full position descriptions and conditions of employment. However, position descriptions and conditions of employment have not been made available to the ET. The ET trusts that such documents of employment are provided to candidates by UMIB.

A list of the academic staff, including CV with all the information mentioned above is included in the SER in tabular form and has been provided to the ET in advance.

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

The ET trusts that academic staff does comply with legal requirements concerning the occupation of teaching positions included in the Administrative instruction on Accreditation. This is confirmed in the SER (pg. 34/35). The ET does not see itself in a position to check this standard and does not regard this as its task either.

**Standard 3.3. (CL n.a.)** *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 having been present during the site visit fulfills this requirement. However, the ET does not see itself in a position to check, whether this is true for the entire academic staff according to this standard and does not regard this as its task either.

**Standard 3.4. (CL 3)** *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.*

As reported and confirmed by the SER and the discussions with the faculty management and the academic staff during the site visit, this requirement is fulfilled. It had been mentioned that 21 full time teachers, thereof 5 Assistants, and 18 part time teachers are employed in the faculty.

**Standard 3.5. (CL 3)** *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.*



According to the information provided during the site visit this requirement is fulfilled. This is confirmed by the SER (pg. 36). A substantial number of permanent teaching staff is available at the faculty and in addition part-time staff and teaching assistants are engaged temporarily.

**Standard 3.6. (CL 1)** *Opportunities are provided for additional professional development of teaching staff, with special assistance given to any who are facing difficulties.*

There was no formal procedure reported during the site visit. The academic staff taking part in the discussion reported about respective courses, mostly done during visits abroad and in many cases quite some time ago. Some teaching assistants are professionally engaged in HEIs abroad where they have the opportunity to participate in activities for additional professional development. It has been reported that mobilities within Erasmus projects (Vienna, Sofia, Graz), visiting professors from the Netherlands and trainings of teaching staff offered by a German private company are contributing to this issue.

It is mentioned in the SER that the FFT has difficulties to financially support them in the absence of budget.

**Standard 3.7. (CL 3)** *The responsibilities of all teaching staff, especially full-time, include the engagement in the academic community, availability for consultations with students and community service.*

It is mentioned in the SER that the engagement of regular academic staff is regulated by a policy of UMIB and academic unit; concerning consultation it is indicated that 2-6 hours per week is obliged to hold consultations with students.

According to the information provided during the site visit this requirement is fulfilled. The academic staff taking part in the site visit discussions reported that they offer such kind of consultancy for students on a regular basis.

**Standard 3.8. (CL 2)** *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.*

There is a formal procedure established for academic staff evaluation done by students. This is based on a standardized questionnaire which is filled in anonymously. However, as it has been reported during the site visit the results are forwarded only to the dean who forwards these results to teaching staff only in cases of insufficient performance of respective staff.

The ET strongly recommends that this process in future becomes more transparent. The results should always be provided to the respective teaching staff. Staff should reflect on the results of the questionnaire and - even more importantly - to the comments in the free-text section of



the questionnaire. Finally, the actions taken and expected impacts should be reported to the students in a feedback-loop.

**Standard 3.9. (CL n.a.)** *Strategies for quality enhancement include improving the teaching strategies and quality of learning materials.*

See Standard 3.8

**Standard 3.10. (CL 3)** *Teachers retired at age limit or for other reasons lose the status of full-time teachers and are considered part-time teachers.*

It is mentioned in the SER that teachers lose their full time position at the age of 65. However, they are regarded as valuable human resources and added value by the FTT and therefore considered as part time teachers. This has been confirmed in the discussions during the site visit as well.

**Compliance level: Substantially compliant (CI 2.4)**

**ET recommendations:**

- 1. Specific budget allocation to additional professional development of teaching staff is highly recommended by the ET.*
- 2. The ET recommends that the staff evaluation should become more transparent. The results should always be provided to the respective teaching staff. Staff should reflect on the results of the questionnaire and - even more important - to the comments in the free-text section of the questionnaire. Finally, the actions taken and expected impacts should be reported to the students in a feedback-loop.*

**2.4. Educational process content**

**Standard 4.1. (CL 3)** *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 KAA Accreditation Manual – July 2018 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 study program has clearly employment oriented qualification objectives (SER p. 95). The study program is designed to offer sufficient opportunity to acquire disciplinary, methodological and generic skills and competencies.

**Standard 4.2. (CL 3)** *The study program complies with the National Qualifications Framework and the Framework for Qualifications of the European Higher Education Area. The individual components of the program are combined in a way to best achieve the specified qualification objectives and provide for adequate forms of teaching and learning.*

The program is oriented towards similar study programs of European universities and complies with the framework of the EHEA. The ET trusts that this will also cover the National Qualifications Framework.

**Standard 4.3. (CL 1)** *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 courses within the curriculum are provided in a logical flow. The study program is compatible with curricula delivered in the EHEA. Learning outcomes are defined on course level in the syllabus. Overarching learning outputs are implicitly listed in the SER (p. 79). However, the list is to a large extent only an enumeration of study contents.

**Standard 4.4. (CL 3)** *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.*

The individual course descriptions are clearly structured and comprise: course objectives, learning outcomes, thematic content, teaching methods, students' assessment system and bibliography.

**Standard 4.5. (CL 2)** *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 ET recommends that the language of instruction should be English. English proficiency of the students during the discussion has been largely good. In contrast, translation has been partly required by discussions with the teaching staff. The ET strongly recommends language training for the teaching staff.

**Standard 4.6. (CL 3)** *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.*

According to the SER (p. 98) each professor at the beginning of the semester during the course syllabus presentation clearly defines what the learning outcomes are and how these results relate to their development.

**Standard 4.7. (CL n.a)** *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.*

“Different groups of students” are neither defined in the KAA18 nor in the SER. The ET team trusts that students under special circumstances (illnesses, disabilities, family situation) are treated with appropriate flexibility, see also Standard 5.6.

**Standard 4.8. (CL 3)** *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.*

Assessment methods are clearly described in the syllabus and are communicated at the beginning of the course. The ET trusts that assessments are conducted fairly and objectively during and at the end of the course.

**Standard 4.9. (CL n.a.)** *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.*

The ET does not see itself in a position to verify this Standard but trusts that assessment of students will be done properly and comparable to courses offered within a program, and in comparison with other study programs at highly regarded institutions.



**Standard 4.10. (CL 2)** *Policies and procedures include actions to be taken in to dealing with situations where standards of student achievement are inadequate or KAA Accreditation Manual – July 2018 inconsistently assessed.*

The ET assumes that such regulations are laid down in the statutes of UMIB, but they are not referred to in the SER. Here, a not further specified response of the faculty council is mentioned.

**Standard 4.11. (CL 1)** *If the study program includes practice stages, the intended student learning outcomes are clearly specified and effective processes are followed to ensure that those learning outcomes and the strategies to develop that learning are understood by students. The practice stages are allocated ETCS credits and the work of the students at the practical training organisations is monitored through activity reports; students during practice stages have assigned tutors among the academic staff in the study program.*

Internships are mentioned in the SER (p. 100), but they are not included in the schedule of the study program and no ECTS credits are allocated. The procedure of internships is not described.

**Standard 4.12. (CL 3)** *In order to facilitate the practice stages, the higher education institution signs cooperation agreements, contracts or other documents with institutions/organisations/practical training units.*

Cooperation agreements with stakeholders of the labor market are listed in the SER (p. 68).

**Compliance level: Substantially compliant (CL 2.7)**

**ET recommendations:**

- 1. The ET recommends that the language of instruction should be English.*
- 2. The ET recommends language training for the teaching staff.*
- 3. The ET recommends to integrate the internship in the syllabus and to allocate ECTS credits according the work load.*

**2.5. Students**

**Standard 5.1. (CL 3)** *There is a clear and formally adopted admission procedure at institutional level that the study program respects when organising students' recruitment. Admission requirements are consistently and fairly applied for all students.*

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The admission procedure and requirements are comprehensively described in the SER (p. 102 f). The ET trusts that admission requirements are consistently and fairly applied for all students.

**Standard 5.2. (CL 3)** *All students enrolled in the study program possess a high school graduation diploma or other equivalent document of study, according to MEST requirements.*

Only students with BSc-degree will be accepted for the study program.

**Standard 5.3. (CL 3)** *The study groups are dimensioned so as to ensure an effective and interactive teaching and learning process.*

Maximum number of students is 30 in mandatory courses and 10 in elective courses, which is suitable for interactive teaching.

**Standard 5.4. (CL 1)** *Feedback to students on their performance and results of assessments is given promptly and accompanied by mechanisms for assistance if needed.*

Feedback on students' results in assessments is not addressed in the SER, but mechanisms for assistance are described.

**Standard 5.5. (CL 3)** *The results obtained by the students throughout the study cycles are certified by the academic record. KAA Accreditation Manual – July 2018*

Achieved results are recorded in the student management system.

**Standard 5.6. (CL n.a.)** *Flexible treatment of students in special situations is ensured with respect to deadlines and formal requirements in the program and to all examinations.*

In terms of students in special situations, the SER is referring to the UMIB statutes. However, the statutes are in Albanian language and cannot be verified by the ET.

**Standard 5.7. (CL 0)** *Records of student completion rates are kept for all courses and for the program as a whole and included among quality indicators.*

Statistics on students' completion rate were not presented to the ET, even though it was requested during the site visit.

**Standard 5.8. (CL 0)** *Effective procedures are being used to ensure that work submitted by students is original.*



Mechanisms of plagiarism check are not addressed in the SER.

*Standard 5.9. (CL 2) 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 ET assumes that students' rights and obligations are laid down in the regulations of UMIB but the SER is not explicitly referring to it. Academic appeals can be brought forward via the student service office.

*Standard 5.10. (CL 3) The students' transfer between higher education institutions, faculties and study programs is clearly regulated in formal internal documents.*

The SER is referring to the "Statute and the Regulation on Transfer through the Commission for Recognition of Transfer Examinations".

*Standard 5.11. (CL 3) Academic staff is available at sufficient scheduled times for consultation and advice to students. Adequate tutorial assistance is provided to ensure understanding and ability to apply learning.*

According to the SER (p. 107), academic staff is available at sufficient scheduled times for consultations.

**Compliance level: Substantially compliant (CL 2.1)**

**ET recommendations:**

- 1. The ET expects that statistics on students' completion rate will be presented*
- 2. The ET recommends that plagiarism detection software will be used on students' reports and MSc-theses*

**2.6. Research**

*Standard 6.1. (CL 3) The study program has defined scientific/applied research objectives (on its own or as part of a research centre or interdisciplinary program), which are also reflected in the research development plan of the institution; sufficient financial, logistic and human resources are allocated for achieving the proposed research objectives.*



It is mentioned in the SER (pg.53) that “The research plan is related to the research strategy at the University level. With some exceptions, organized scientific and research activities are developed on an individual basis.”

The majority of academic staff interviewed during the site visit expressed interest in research and they are aware of the linkage between research and the highly requested higher level scientific publications. Stakeholder involvement in developing topics for research are planned for the future as it has been reported in the site visit discussions.

**Standard 6.2. (CL 3)** *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.*

Expectations for teaching staff in terms of research are clearly specified and communicated.

**Standard 6.3. (CL 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.*

UMIB tries to apply international standards for defining the quality of research output (SER p. 112). This is assisted by international agreements between the UMIB and other international HEI listed on pg. 112 of the SER. It has been reported in the site visit that academic staff feels committed to scientific publications and exchanges of experiences with scientific staff from abroad.

**Standard 6.4. (CL 1)** *The academic staff has a proven track record of research results on the same topics as their teaching activity.*

Publication lists of the teaching staff are provided as an annex 4.6 (pages 142 and following). However, those lists are prepared in a chaotic way. The ET recommends that publication lists are provided in a standard format as it is customary in international scientific journals. The publications should be grouped in categories “refereed journal articles”, “other journal articles” and “conference proceedings”. Also the number of publications and h-index of a scientific database like SCOPUS should be presented for each member of the teaching staff. The ET does not see it as its task to retrieve this data for the entire teaching staff, but expects a well prepared documentation.

**Standard 6.5. (CL n.a.)** *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.*



The publication activity is already addressed in Standard 6.4.

**Standard 6.6. (CL n.a.)** *Research is validated through: scientific and applied research publications, artistic products, technological transfer through consultancy centres, scientific parks and other structures for validation.*

To the opinion of the ET, this standard does not apply to the study program, but to the institution.

**Standard 6.7. (CL 3)** *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.*

See also Standard 6.4.

**Standard 6.8. (CL 3)** *Academic and research staff publish under the name of the institution in Kosovo they are affiliated to as full time staff.*

The ET trusts that academic and research staff is publishing under the name of UMIB. Random sampling has been positive.

**Standard 6.9. (CL 3)** *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.*

Based on the impression from the site visit, the ET trusts that the teaching staff is integrating own research outcomes into teaching.

**Standard 6.10. (CL 3)** *Policies are established for ownership of intellectual property and clear procedures set out for commercialization of ideas developed by staff and students.*

“Based on UMIB's Statute, Article 48, paragraph 3, of UMIB's Senate it is responsible for the development of intellectual property protection policy of the University and its commercial exploitation. This is also regulated through LAW NO. 04 / L-065 ON THE RIGHTS OF THE AUTHOR AND THE REPRESENTED RIGHTS.” (SER, pg. 115).

**Standard 6.11. (CL 2)** *Students are engaged in research projects and other activities. KAA Accreditation Manual – July 2018*



This Standard is only partially fulfilled yet. It can be quoted from the SER: “The FFT staff try to involve students in research work and other activities related to the food industry as well as other areas throughout the learning process, but also by encouraging them to participate in local and international projects.”

However there are possibilities for engaging students for research during their thesis-work.

**Compliance level: Substantially compliant (CL 2.4)**

**ET recommendations:**

- 1. The ET recommends to present the research objectives for the study program and the research strategy of UMIB in the SER.*
- 2. The ET recommends to put research more centrally in the focus of all kind of strategic considerations and to establish incentives and procedures to allow and foster all kind of research activities.*
- 3. The ET recommends that a table is prepared where the number of “refereed journal articles”, “other journal articles” and “conference proceedings” is listed for all members of the teaching staff, divided into groups of “full time” and “part time”.*
- 4. The ET recommends that the research activities of the involved teaching staff will be increased.*

**2.7. Infrastructure and resources**

**Standard 7.1. (CL 2)** *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.*

UMIB has moved to new buildings, providing excellent conditions for the study program. Laboratories still have to be equipped.

**Standard 7.2. (CL 0)** *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 SER does not contain a financial plan at the level of the study program.



**Standard 7.3. (CL 2)** *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;*

Lecture halls, seminar rooms and laboratories are available. The ET does not see it as its task to verify the relevant documents.

*b) owned or rented laboratories, with the adequate equipment for all the compulsory disciplines within the curriculum, wherever the analytical syllabus includes such activities;*  
*KAA Accreditation Manual – July 2018*

Equipment in the laboratories should be improved for experimental work of students.

*c) adequate software for the disciplines of study included in the curriculum, with utilization licence;*

Software was not demonstrated during the site visit.

*d) library equipped with reading rooms, group work rooms and its own book stock according to the disciplines included in the curricula.*

A library is available, see also Standard 7.5.

**Standard 7.4. (CL 3)** *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.*

Number of seats in the lecture rooms, seminar rooms and laboratories in the new university building are sufficient.

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

*a) a number of seats in the reading rooms corresponding to at least 10% of the total number of students in the study program;*





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

*c) their own book stock from Albanian and foreign speciality literature, enough to cover the disciplines within the curricula, out of which at least 50% should represent book titles or speciality courses of recognised publishers, from the last 10 years;*

*d) a book stock within its own library with a sufficient number of books so as to cover the needs of all students in the cycle and year of study the respective discipline is provided for;*

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

The time scheduled for the site visit did not allow to verify the specific requirements of this standard. Furthermore, the ET does not see it as its task to verify the quality of the library according to the listed in-depth criteria. This would be a task for librarians.

**Standard 7.6. (CL 3)** *The infrastructure and facilities dedicated to the implementation of the program is adapted to students with special needs.*

“Special needs” are not defined in the standard. Concerning disabled students, it can be assumed that the new building can be entered barrier-free.

**Compliance level: Substantially compliant (CL 2.0)**

**ET recommendations:**

- 1. A detailed budget has to be presented for the study program*
- 2. Laboratory equipment has to be improved*
- 3. Electronic access to scientific literature has to be provided (databases like SCOPUS)*

### **3. OVERALL EVALUATION AND RECOMMENDATION OF THE ET**

*(Insert overall observations referring to the evaluation process, the quality at study program level, approach to the site visit, etc.)*

In conclusion, the Expert Team considers that the study program “Food Engineering and Technology (MSc)” offered by the University of Mitrovica is substantially compliant with the standards included in the KAA Accreditation manual and, therefore, recommends to accredit the



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study program for a duration of 3 years with a number of 30 students per cohort to be enrolled in the program.

#### 4. APPENDICES *(if available)*

##### Expert Team

##### Member

	Prof. Dr. Reiner Doluschitz	20.05.2019
(Signature)	(Print Name)	(Date)

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##### Member

	Prof. Dr. Joachim Müller	20.05.2019
(Signature)	(Print Name)	(Date)

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