
Reaccreditation Procedure

Public University of Prishtina, Kosovo

Faculty of Agriculture and Veterinary

Study Programs

Plant Protection - Phytomedicine (MSc.)

and

Agriculture economics (BSc.)

Final Report

Site visit 2016

May 11 - 13

Prof. Dr. Reiner Doluschitz

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Introduction

The authors of this document executed the review of provided documents and a joint site visit in mission of the Kosovo Accreditation Agency (KAA) for preparation of the reaccreditation of the study programs Agroecology (BSc.) and Plant Protection - Phytomedicine (MSc.; PPP) at the University of Prishtina, Faculty of Agriculture and Veterinary (FAV).

The present document contains the final evaluation report 2016 about the above mentioned study programs. It is the output of the collegial efforts of an international team of experts appointed by the Kosovo Accreditation Agency (KAA) to evaluate the study programs. The report is based on the self evaluation reports 2015 and additional materials provided by the University of Prishtina and the site visit by the expert team in Prishtina on May 12th, 2016 and further information requested by the expert team.

During the site visit meetings with representatives from different groups of the University of Prishtina were held as follows:

- o Meeting with the management of the institution:

Name	Holding position
Dr.Sc.Skender Kaciu	Dean
Dr.Sc. Mentor Thaqi	Vice dean
Dr.sc. Teuta Pustina	Vice rector
Besnik Logja	Director of the office for academic development
Iliriana Miftari	Coordinator for academic development at FAV

- o Meeting with responsible persons for the study programs under evaluation:

Name	Position	Responsible for study program in:
Dr.Sc.MujeGjonbalaj	Prof.Dr.	BSc. Agriculture Economics
Dr.Sc. MustafePllana	Prof. Assistant	Bsc. Agriculture Economics
Dr.Sc. ArbenMusliu	Prof. Assistant	Bsc. Agriculture Economics
Dr.Sc.ArbenMehmeti	Prof. Assistant	Msc. Plant Protection-Phytomedicine
Dr.Sc.Fadil Musa	Prof. Assistant	Msc. Plant Protection-Phytomedicine
Dr.Sc. Mentor Thaqi	Prof.Assoc	Msc. Plant Protection-Phytomedicine

- o Meeting with academic staff from both study programs.
- o Meeting with students from both study programs.

In addition, facilities, particularly the Faculties Didactic and Experiment Farm and the new Faculty Building under construction, have been visited.

Part A: Plant Protection – Phytomedicine (MSc.; Prof. Dr. R. Doluschitz)

1. Preliminary Remarks

This study program already did undergo two previous accreditation procedures, in 2012 and 2013.

The experts in 2012 have recommended accrediting the Master Program for Plant Protection (and Phytomedicine) PPP for only one year with recommendations for further improvement.

The experts in 2013 have recommended accrediting the Master Program under consideration and execution of some recommendations.

For a better understanding of the origin and course of development of the Study Program PPP the following remarks from the Final Report from 2013 might be helpful:

The study program in PPP is a result of a EU-Tempus project, starting in 2010 to establish an “International Joint Master Degree in Plant Medicine”. Western members of the project are the Universities of Bari in Italy (Project Leader), Plovdiv in Bulgaria and Athens in Greece. Eastern partner universities were Tirana and Korca in Albania, Prishtina in Kosovo, Osijek and Zagreb in Croatia, Belgrade and Novi Sad in Serbia, Skopje and Tetovo in Macedonia.

It turned out to be a problem, that a general joint Master degree of the EU-Tempus partner consortium is principally not possible: Croatia, Macedonia and Serbia have a four plus one system for the bachelor and master, the other countries a three plus two system. So the same Master studies have a totally different duration. But also in the three plus two countries the boundary conditions for common studies are highly different depending on big climate differences i.e. between Bari with a subtropical climate and Prishtina with a continental climate with different problems in PPP. Another problem is, that in principle a two years master program only for PPP for the Kosovo is not realistic respecting the small resources of a small country. However the actual PPP Master program can generate immediately the experts needed in that field and is therefore interesting for a limited time highly. The job market should be observed continuously, in particular the demand for graduates from the MSc. PPP.

A big advantage of the Tempus project was, that all partner universities are provided with common lectures on the basis of an actual teaching material. A problem is, that the reform of the studies in PPP is based on conventional studies. They are in a first step highly necessary for the growing economy in the Kosovo as well as in the other Balkan countries too. However, the sciences are changing in that field in a dramatic way by the new input of the molecular sciences. That becomes obvious when young professors in PPP of Western universities are asking for equipment for their research

in PPP: they are asking for the same equipment as the scientists in the basic plant sciences.

The evaluation of the new master studies in PPP at UP must be based primarily on the needs for the Kosovo based on a high international standard as needed for the future development of the country.

2. Academic Program and Student Management

- **Does the academic program correspond to the institution's mission statement and principles of operation?**

The new university management is in charge since about 3 weeks, members are fairly new in their positions. The development of a new strategy at university level is ongoing. Faculties are involved in this development process, deans act as representatives of the faculties. Assuming such a high level of transparency it can be expected that the study programs under evaluation will correspond to the institution's mission statement and principles of operation. In addition, the study program PPP is a basic element of the agricultural studies, which need strong improvement corresponding to the future needs.

- **Are the program's quality, range and academic aims appropriate to the academic degree?**

The University of Prishtina (UP) has decided, that a new study program going to accreditation must be at 90 percent identical with a study program of a Western university with accreditation. The PPP study program corresponds fully to this condition.

- **Is the program based on an overarching didactic concept that has been adequately communicated to and adopted by the teaching staff?**

Yes. Elements of such an overarching didactic concept include the University Center for Quality Assurance in teaching, the University Center of Excellence in Teaching, clear general regulations for the development of study programs, an Erasmus-project with the German University of Giessen, teaching staff participation in a joint project with the University of Ljubljana in which didactic courses are embedded, and the 7 ha-Didactic and Experiment Farm of the Faculty of Agriculture and Veterinary. Additionally it should be mentioned that the study program PPP originally became developed in the framework of an EU-Tempus-project with respective contributions from all consortium members.

However, a university wide learning platform should be developed and implemented. This would strongly contribute to an overarching didactic concept. This issue has been discussed in all sessions during the site visit and all participants agreed on this respect. In a first step it should be examined to what

extent the existing platform SEMS at university level could be used for such a development.

- **Does the academic degree correspond to international standards?**

Yes. The following improvements are indicators for increasing the degree of correspondence with international standards: Access to international scientific journals has been improved (access to EBSCO). Within the EU-Tempus-project Life ADA a summer school with international participation will be organized. The share of academic staff with English language knowledge is estimated by the university management to 70%. There is participation in international (research) projects such as EU-Tempus, Erasmus, DAAD and international conferences will be organized jointly with the University of Giessen and with the University of Agriculture from Tirana, and key speakers will be invited from Europe and USA.

- **Does the structure of the program give sufficient opportunity for independent study, reflection and analysis? (e. g. what is the proportion of independent study time compared to online/distance teaching and classroom units?)**

Yes. Positive impacts on the extent of independent study opportunities originate from the following aspects: Didactic and experiment farm of FAV fosters and intensifies interdisciplinary approaches: Under the new university management the following regulations have been released in this respect: (1) Free access of all students to all University laboratories, (2) Improved access to international scientific journals, (3) Improved possibilities for students internships. In addition, online-courses have been developed within a EU-Tempus-project and are maintained for online-access by the University of Tirana.

Students report about sufficient opportunities for independent study and mention fostering elements such as textbooks, online search options, and the wide spread application of seminar-work in this respect.

However, a university wide IT-learning platform should be developed and implemented as already recommend above.

- **Is the allocation of ECTS appropriate and justified?**

Yes. It can be stated that ECTS-allocation is in accordance with the previous accreditation report. No major changes occurred since that time. The system applied remained widely unchanged.

- **Is the workload required for the academic program manageable for students?**

Yes. The content/ECTS-ratios are well balanced. 15 exams in the study program PPP (MSc.) are well manageable. There is a clear positive statement by the students in this respect.

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- **Are the teaching methods and contents of teaching units sufficient for the successful achievement of the program's goals and outcomes (competences and qualifications, knowledge and skills)?**

Yes. Positive impacts of EU-Tempus project participation. Teaching staff feels sufficiently involved in the process of curricula development and appreciates the academic freedom in this respect.

However, as mentioned several times already, from the establishment of a university wide IT-learning platform further positive impacts could be expected.

- **Is the overlap of academic content between the various parts of the curriculum comprehensible and transparent?**

The number of eligible modules has been reduced according to the recommendations of the previous reaccreditation report. This indicates a reduction in overlap potential as well. Some overlap is necessary for the understanding of interdisciplinary subjects such as Ecology, Biodiversity etc. It is to be expected that there will be content overlap as well within the internship; this kind of overlap is highly appreciated as it indicates the practical relevance of theoretical contents. Clear and detailed module descriptions contribute to transparency in this respect.

- **How do the admission criteria and admission procedures measure up to international standards?**

In the study program PPP the number of applicants in some years reaches 17-20 for 10 available positions. Therefore clear admission criteria have been introduced and are communicated to applicants. These criteria include a certain BSc.-degree, e.g. Agriculture, Biology etc, a grade higher than 7,5, and successful exams in phytopharmacy, phytopathology, herbology and entomology. This procedure is in accordance with international standards. However, criteria and procedure might not be overcomplicated.

- **Is the ratio of academic/artistic staff to students appropriate?**

The ratio is excellent. This is clearly communicated by teaching staff and students as well. The limitation of 10 students per semester is relatively low. However, the limitation to 10 students per semester guarantees that no graduates remain without a job. The job market in Kosovo (still) offers enough open positions.

3. Staff

- **Does the institution have an adequate proportion of permanent staff and appropriate proportions of permanent and external staff?**

Yes. The number of academic staff at FAV is increasing in general, but requests on the other hand as well. A new regulation asks for at least three responsible professors with PhD per study program. With the involvement of Dr. Sc. Arben Mehmeti (Prof. Assistant), Dr. Sc. Fadil Musa (Prof. Assistant) and Dr. Sc. Mentor Thaqi (Prof. Assoc.) this can be guaranteed in the case of PPP. However, it remains unclear whether the same professors are responsible for other study programs as well. According to indications provided by teaching staff the university management should re-allocate additional budget for permanent academic staff and teaching assistant positions.

- **Does the academic staff demonstrate proven ability at a high academic and didactic level and are their qualifications appropriate to the positions they hold within the institution according to the basic criteria?**

Generally yes. However, in this respect improvements are always possible. The postdoc-training for high academic and didactic staff preparation could be expanded and moved from an eligible to a compulsory level. Participation of academic staff in international summer schools contribute to better qualifications. It has been expressed that guest lecturers from abroad from collaborating Universities become invited to teach certain missing, highly specific topics.

4. Research and International Co-operation

- **Is the teaching staff involved in research activities inside or outside the institution, and do these research activities feed back into teaching/course contents?**

Several statements indicate that there is research involvement and feed back to teaching contents. Some teaching assistants are currently working on their PhD, some of them abroad (e.g. University of Giessen). There are joint research projects with Universities of Tirana and Giessen in which teaching staff is involved. One outcome is the International Conference '**On the Move to Sustainable Agriculture on the Balkan Peninsula**' in Sept. 2016, jointly organized by the University of Prishtina, the University of Agriculture from Tirana and the University of Giessen. Finally, EU-Tempus and Erasmus-mobilities contribute in this respect.

- **Are the extent and the quality of international co-operation in research and teaching adequate?**

Partners of international collaboration include the University of Minnesota (staff exchange mobility), the University of Giessen (joint international conference and mobilities), Hungarian Universities, Norwegian University, Universities of BOKU, Vienna, and Hohenheim, Stuttgart. Contacts with international companies such as Monsanto, Syngenta, BASF, Bayer, John Deere etc. also foster international co-operation and offer internship options for students. Some grants offered by the

Hungarian government and USDA support internships in international companies and business start ups. EU-Tempus and Erasmus-mobilities contribute in this respect as well.

- **Are students involved in research and co-operation projects?**

The situation has clearly improved compared to the previous accreditation report. The following points are indicators for this improvement: There are thesis collaborations between private agribusiness companies. The didactic and experimental farm offers possibilities for research involvement. The newly established Industrial Advisory Board at University level provides contacts and connections for research co-operation. Through the DAAD Biodiversity Network Project 'Agriculture and biodiversity on the Balkan Peninsula', mobility and research possibilities for students are provided.

5. Finances and Infrastructure/Space and Equipment

- **Does the institution have an adequate budget plan?**

There is a centralized financial management established at University level. Budget allocation is done by the University. The adequacy of the budget plan and budget allocation can only be assessed based on indications from the FAV-management and from teaching staff comments. FAV-Management reports a quite satisfactory financial situation. Teaching staff reports about some shortcomings concerning financing of permanent staff positions.

- **Does the institution have adequate buildings and specialized infrastructure for the requirements of the program?**

The conditions concerning buildings and infrastructure definitely become improved as soon as the new FAV-building is ready and operational. Some 10.000 square meters will be available then, which is about three times the area of today. Further infrastructural improvements could be realized by implementing the IT-learning platform as mentioned before and by expanding free WLAN-access for all university members, including students, campus-wide. However, students report that the number of laboratory spots is not sufficient and should be increased.

6. Quality Management

- **Are the institution's programs assessed regularly within the context of internal evaluation processes?**

University management reports that there is a clear procedure for the development of study programs. Since 2015 a newly established advisory board (including members from private food processing companies) contributes to quality assurance. A regulation has been established for set up of such advisory boards.

There is a career development center available at rectorate level. All re-accreditation processes are pre-checked by an internal office at university level. A electronic online-evaluation procedure has been established in which students evaluate teaching staff. However, there is no feedback-procedure of evaluation results neither back to teaching staff, nor to students. It is strongly recommended to establish feedback procedures of students evaluation of teaching staff results to teaching staff and to students. Otherwise this evaluation will be regarded as a control measure and not - what it should be - a basis for a continuous improvement process.

7. Recommendation and Summary of Evaluation

Based on the above mentioned statements and answers to evaluation questions **accreditation of the study program "Plant Protection - Phytomedicine" for three years is recommended**. Evaluators have the impression that the study program undergoes a substantial improvement process. This improvement pretty much reflects recommendations from previous accreditation procedures.

However, it is also indicated to follow the following recommendations for fostering and further improvement of the program:

- (1) Concerning the overarching didactic concept, the University Center for Quality Assurance in teaching and the University Center of Excellence in Teaching actively should approach teaching staff for respective trainings; the general regulations for the development of study programs should be clearly communicated to teaching staff being responsible for study programs.
- (2) A university wide IT-learning platform should be developed and implemented. This would strongly contribute to an overarching didactic concept. This issue has been discussed in all sessions during the site visit and all participants agreed on this respect. In a first step it should be examined to what extent the existing platform SEMS at university level could be used for such a development.
- (3) It is strongly recommended to establish feedback procedures of students evaluation of teaching staff results to teaching staff and to students. Otherwise this evaluation will be regarded as a control measure and not - what it should be - a basis for a continuous improvement process.
- (4) The postdoc-training for high academic and didactic staff preparation could be expanded and moved from an eligible to a compulsory level.
- (5) According to indications provided by teaching staff the university management should re-allocate additional budget for permanent academic staff and teaching assistant positions.

(6) Reasons for the reported quite high dropout rates, particularly at BSc.-level should be analyzed.

8. Comments from the Public University of Prishtina

Four comments of minor importance have been received from the responsible teaching staff members and have been included at the corresponding places.

Prof. Dr. Reiner Doluschitz
University of Hohenheim, Stuttgart, Germany
Institute of Farm Management

Stuttgart, Vienna, June 1, 2016

Part B: Agriculture economics (BSc.; Prof. Dr. J. Kantelhardt)

1. Preliminary Remarks

This study program already did undergo in 2013 a previous accreditation procedure in which program was recommended for accreditation without any major complaints.

2. Academic Program and Student Management

- **Does the academic program correspond to the institution's mission statement and principles of operation?**

Yes. The program "Agriculture economics (BSc)" fits well into the institution's mission statement; in particular, it is to emphasize that it contributes to the education of students in a field which is of fundamental relevance for Kosovo. A particular positive aspect of the study program seems to be the close collaboration with local and national business. This is generally of high relevance in order to provide internships and foster subsequent job opportunities of students. This is of extraordinary importance in Kosovo due to the difficult situation of labor markets.

- **Are the program's quality, range and academic aims appropriate to the academic degree?**

Yes. The program designers succeed in establishing a coherent program, which is of high relevance for the Kosovo agricultural sector and which clearly corresponds at the same time to international standards.

- **Is the program based on an overarching didactic concept that has been adequately communicated to and adopted by the teaching staff?**

Yes. The study program instructs students in quantitative and qualitative research methods. The study program is composed of lectures, seminars, exercises and excursions, so that the training of students is based on a broad range of didactic methods. However, similar to our remarks with regard to the study program "Plant Protection - Phytomedicine (MSc.)" it is to annotate that the development and the implementation of a university wide learning platform could significantly contribute to an overarching didactic concept.

- **Does the academic degree correspond to international standards?**

Yes. The bachelor study program "Agriculture economics" orients on the bachelor program developed and applied at the University of Hohenheim. The corresponding study program of the University of Prishtina selects in a good manner those courses that are of relevance for Kosovo. Consequently it is to say that the program clearly corresponds to international standards

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- **Does the structure of the program give sufficient opportunity for independent study, reflection and analysis? (e. g. what is the proportion of independent study time compared to online/distance teaching and classroom units?)**

Yes. Also with regard to this question we want to repeat the arguments already mentioned in Part A of this report: Didactic and experiment farm of FAV fosters and intensifies interdisciplinary approaches: Under the new university management the following regulations have been released in this respect: (1) Free access of all students to all University laboratories, (2) Improved access to international scientific journals, (3) Improved possibilities for students internships. Also students report about sufficient opportunities for independent study and mention fostering elements such as textbooks, online search options, and the wide spread application of seminar-work in this respect.

- **Is the allocation of ECTS appropriate and justified?**

Yes. It can be stated that ECTS-allocation is in accordance with the previous accreditation report. No major changes occurred since that time. The system applied remained widely unchanged.

- **Is the workload required for the academic program manageable for students?**

Yes. The content/ECTS-ratios are well balanced. Study complaint about heavy workload in the first semesters of the study program. However, this is pretty typical, since within these semesters all the basis has to be taught.

- **Are the teaching methods and contents of teaching units sufficient for the successful achievement of the program's goals and outcomes (competences and qualifications, knowledge and skills)?**

Yes. The high diversity of lecture types and their intelligent combination expressed in the study plan contribute to a successful achievement of the program's goals and outcomes.

- **Is the overlap of academic content between the various parts of the curriculum comprehensible and transparent?**

Overlap of academic content between the various parts of the curriculum has been fairly avoided. However, there are some specific annotations with regard to the curricula: this applies in particular with regard to the lecture "Agricultural policies and food market" (third semester), which is followed in the fourth semester by the lecture "Introduction to agricultural policy". This sequence of lectures tends to entail overlaps and should be changed. The same applies with regard to the lecture "Banking and credit systems", which is taught in the second semester. Unfortunately, students are at this moment not trained in "Fundamentals of economics", since this lecture is taught in parallel in the same semester. It is to recommend training students in "Fundamentals of economics" in an earlier semester. Furthermore, the lecture "Empirical social research" should be, if

possible, taught in an earlier semester, since this lecture is of principal importance for the understanding of scientific working. The fact that the lecture in “Production of orchards and viticulture” is taught in the third semester is somehow surprising; since all other applied production lectures are taught as elective fields in the sixth semester. Unless there is a very specific and comprehensible reason, it is to recommend teaching this lecture later in the study program and to reconvert it to an elective field. In general it is to annotate that a clear and detailed module description is of high importance.

- **How do the admission criteria and admission procedures measure up to international standards?**

Admission procedure is in accordance with international standards. However, drop-out quota seems still to be high, so that even more ambitious admission criteria should be considered. In this context it is to annotate, that students and staff reported that admission procedure was adapted during last years and positive effects are already noticeable.

- **Is the ratio of academic/artistic staff to students appropriate?**

The current ratio seems to be very well acceptable following the statements of teaching staff and students as well.

3. Staff

- **Does the institution have an adequate proportion of permanent staff and appropriate proportions of permanent and external staff?**

Yes. As already mentioned in the previous point, the number of academic staff seems to be sufficient to properly run the study program. A new regulation asks for at least three responsible professors with PhD per study program. With the involvement of Dr. Sc. Muje Gjonbalaj (Prof. Dr.), Dr. Sc. Mustafe Pllana (Prof. Assistant) and Dr. Sc. Arben Musliu (Prof. Assistant) this can be guaranteed with regard to the bachelor program “Agriculture Economics”.

- **Does the academic staff demonstrate proven ability at a high academic and didactic level and are their qualifications appropriate to the positions they hold within the institution according to the basic criteria?**

Generally yes. However, there are no clearly defined requirements for their didactic training and skills – as e.g. controlled in other countries via a habilitation procedure. FAV is encouraged to think about feasible procedures to regularly check and improve these skills for all academic staff. In particular a regular exchange of teaching staff on didactical methods should be installed. Such an exchange could happen within the faculty, but also on national and international level. However, budget constraints have to be considered.

4. Research and International Co-operation

- **Is the teaching staff involved in research activities inside or outside the institution, and do these research activities feed back into teaching/course contents?**

Responsible persons reported a broad variety of activities to install contacts and collaborations with local industries and stakeholders. It became clear that the interlinkage of local employers and university is of major importance. Yet, we cannot analyze to which extent research activities feed back into teaching. But students reported positively on these initiatives.

- **Are the extent and the quality of international co-operation in research and teaching adequate?**

Professors presented some positive and increasingly happening co-operation examples (e.g. with BOKU Vienna and Gießen University). Consequently, we conclude that international research and teaching co-operation seems to be adequate.

- **Are students involved in research and co-operation projects?**

Students are mainly incorporated in research and co-operation projects via bachelor thesis collaborations with private agribusiness companies. Furthermore, the didactic and experimental farm offers possibilities for research involvement.

5. Finances and Infrastructure/Space and Equipment

- **Does the institution have an adequate budget plan?**

The adequacy of the budget plan and budget allocation can only be assessed based on indications from the FAV-management and from teaching staff comments. FAV-Management reports a quite satisfactory financial situation. Teaching staff reports about some shortcomings concerning financing of permanent staff positions.

- **Does the institution have adequate buildings and specialized infrastructure for the requirements of the program?**

The conditions concerning buildings and infrastructure definitely become improved as soon as the new FAV-building is ready and operational. Some 10.000 square meters will be available then, which is about three times the area of today. Further infrastructural improvements could be realized by implementing the IT-learning platform as mentioned before and by expanding free WLAN-access for all university members, including students, campus-wide. However, students report that the number of laboratory spots is not sufficient and should be increased.

6. Quality Management

- **Are the institution's programs assessed regularly within the context of internal evaluation processes?**

University management reports that there is a clear procedure for the development of study programs. Since 2015 a newly established advisory board (including members from private food processing companies) contributes to quality assurance. A regulation has been established for set up of such advisory boards. There is a career development center available at rectorate level. All re-accreditation processes are pre-checked by an internal office at university level. A electronic online-evaluation procedure has been established in which students evaluate teaching staff. However, there is no feedback-procedure of evaluation results neither back to teaching staff, nor to students. It is strongly recommended to establish feedback procedures of students' evaluation of teaching staff results to teaching staff and to students. Otherwise this evaluation will be regarded as a control measure and not - what it should be - a basis for a continuous improvement process.

7. Summary of Evaluation

Based on the above mentioned statements and answers to evaluation questions accreditation of the study program "Agriculture Economics" is recommended. However, it is also indicated to follow the following recommendations for fostering and further improvement of the program. Study program specific recommendations:

- (1) Adaptations of the curriculum described in the response to the question "Is the overlap of academic content between the various parts of the curriculum comprehensible and transparent? (Part B-2 "Academic Program and Student Management").

General recommendations (identical to the general comments of the PPP study program):

- (2) Concerning the overarching didactic concept, the University Center for Quality Assurance in teaching and the University Center of Excellence in Teaching actively should approach teaching staff for respective trainings; the general regulations for the development of study programs should be clearly communicated to teaching staff being responsible for study programs.
- (3) A university wide IT-learning platform should be developed and implemented. This would strongly contribute to an overarching didactic concept. This issue has been discussed in all sessions during the site visit and all participants agreed on this respect. In a first step it should be examined to what extent the existing platform SEMS at university level could be used for such a development.

- (4) It is strongly recommended to establish feedback procedures of students' evaluation of teaching staff results to teaching staff and to students. Otherwise this evaluation will be regarded as a control measure and not - what it should be - a basis for a continuous improvement process.
- (5) The postdoc-training for high academic and didactic staff preparation could be expanded and moved from an eligible to a compulsory level.
- (6) According to indications provided by teaching staff the university management should re-allocate additional budget for permanent academic staff and teaching assistant positions.
- (7) Reasons for the reported quite high dropout rates, particularly at BSc.-level should be analyzed.

8. Comments from the Public University of Prishtina

Department of Agriculture Economics has corrected and placed all subjects in order as suggested by international evaluation experts for the study programme Bsc. in Agriculture Economics. Please see the order (marked in yellow) in the tables presented below:

List of subjects at Bsc Agriculture Economics

Table 1. First year (first semester)

Name of subject	SST	ECTS	C	WS	Lecturer
Mathematics and Statistics	2+2	6	C	WS	Prof. Mujë Gjonbalaj
Principles of Botany	2+2	6	C	WS	Prof. Fadil Millaku
Principles of Chemistry	2+2	6	C	WS	Prof. Majlinda Daci
Principles of Social Sciences in Agriculture	2+2	6	C	WS	Prof. Xhafer Xhaferi
Principles in Zoology, Anatomy and Physiology and of domestic animals	2+2	6	C	WS	Prof. Fatgzim Latifi Prof. Fadil Musa
Total	20	30	-	-	

Explanation for acronyms used: SST-load in hours per week; ECTS Credit Transfer System in Europe; C-compulsory subjects; WS-winter semester;

Tabela 2. First year (second semester)

Name of subject	SST	ECTS	C	SS	Lecturer
Food Security and Natural Resources	2+2	6	C	SS	Dr. Ekrem Gjoka

Physics and Agricultural Meteorology	2+2	6	C	SS	Prof. Syle Tahirsylaj
Introduction to Animal Sciences	2+2	6	C	SS	Prof. Hysen Bytyqi
Principles of plant science	2+2	6	C	SS	Prof. Skender Kaçi
Fundamentals of Economics	2+2	6	C	SS	Prof. Mustafë Pllana
Total	20	30	-	-	

Note: SS summer semester

Table 3. Second year (third semester)

Name of subject	SST	ECTS	C	WS	Lectruer
Introduction to agricultural policy	2+2	6	C	WS	Msc. Iliriana Miftari
Introduction to environmental economics and management	2+2	6	C	SS	Prof. Ass. Mustafe Pllana
Sustainable rural Development	2+2	6	C	WS	Prof. Ass. Arben Musliu
Banking and Credit systems	2+2	6	C	WS	Dr. Jehona Shkodra
Farm Management and Agribusiness	2+2	6	C	WS	Prof. Halim Gjergjizi
Total	20	30	-	-	

Tabela 4. Second year (Semester IV)

Name of subject	SST	ECTS	C	SS	Lecturer
Empirical Social Research	2+2	6	C	SS	Dr. Njazi Bytyqi
Agricultural policies and food market	2+2	6	C	SS	Prof. Halim Gjergjizi
The Agricultural Marketing I	2+2	6	C	SS	Prof. Mustafe Pllana
Farm Business Accounting and Bookkeeping	2+2	6	C	SS	Prof. Ass. Jehona Shkodra
Project Management	2+2	6	C	SS	Prof. Muje Gjonbalaj
Total	20	30	-	-	

Table 5. Third year (fifth semester)

Name of subject	SST	ECTS	C/E	WS	Lecturer
Agriculture as branch of the economy	2+2	6	E	WS	Prof. Ass. Arben Musliu

<i>Introduction to GIS</i>	2+2	6	E	WS	<i>Msc. Muhamet Zogaj</i>
<i>Seed Science</i>	2+2	6	E	WS	<i>Prof. Shukri Fetahu</i>
<i>Economy compatible with plant and animal production</i>	2+2	6	C	WS	<i>Prof. Ass. Arben Musliu</i>
<i>Econometrics</i>	2+2	6	C	SS	<i>Msc. Iliriana Miftari</i>
<i>Planning at enterprise</i>	2+2	6	E	WS	<i>Prof. Mustafe Pllana</i>
<i>Enterprises risk management</i>	2+2	6	C	WS	<i>Prof. Ass. Jehona Shkodra</i>
<i>Organization, marketing and management of the food sector</i>	2+2	6	C	WS	<i>Prof. Mustafe Pllana</i>
Total	20	30	-	-	

Note: E-courses's election

Table 6. Third year (sixth semester)

<i>Name of subject</i>	<i>SST</i>	<i>ECTS</i>	<i>C/E</i>	<i>SS</i>	<i>Lecturer</i>
<i>Agronomy and Animal Husbandry in Organic Farming</i>	2+2	6	E	SS	<i>Prof. Nuredin Mestani</i>
<i>Animal Welfare in Keeping of Laboratory Animals and Livestock Husbandry</i>	2+2	6	E	SS	<i>Prof. Skender Muji</i>
<i>Applied Feed Science</i>	2+2	6	E	SS	<i>Prof. Muhamet Kamberi</i>
<i>Presentation of Bachelor Thesis</i>	2+2	6	C	SS	<i>Professor who is supervising Bachelor Thesis</i>
<i>Basics and Socio-Economy of Organic Farming</i>	2+2	6	E	SS	<i>Prof. Arben Mehmeti</i>
<i>Biology and Damage caused by Pathogens, Weeds and Pests</i>	2+2	6	E	SS	<i>Prof. Fadil Musa & Prof. Arben Mehmeti</i>
<i>Computer Science in Agriculture</i>	2+2	6	E	SS	<i>Prof. Bashkim Baxhaku</i>
<i>Educational and Project Work</i>	2+2	6	E	SS	<i>Prof. Muje Gjonbalaj</i>
<i>Extension Science</i>	2+2	6	E	SS	<i>Prof. Sali Salihu</i>
<i>Principles of agricultural ecology</i>	2+2	6	E	SS	<i>Prof. Arben Mehmeti</i>
<i>Grassland Utilization</i>	2+2	6	E	SS	<i>Prof. Ragip Kastrati</i>
<i>Laboratory course in chemistry</i>	2+2	6	E	SS	<i>Prof. Tahir Arbnesi</i>
<i>Livestock System Management - Small Animal Husbandry</i>	2+2	6	E	SS	<i>Prof. Nuredin Mestani</i>
<i>Microbiological Quality Management and Hygiene Control</i>	2+2	6	E	SS	<i>Prof. Ibrahim Mehmeti</i>
<i>Policy Analysis</i>	2+2	6	E	SS	<i>Prof. Halim Gjergjizi</i>
<i>Practical Course in Phytopathology and Systematics</i>	2+2	6	E	SS	<i>Prof. Fadil Musa</i>

<i>Practical Plant Breeding and Seed Science</i>	2+2	6	E	SS	<i>Prof. Sali Aliu</i>
<i>Production Systems with Farm Animals - Pig Production</i>	2+2	6	E	SS	<i>Prof. Alltane Kryeziu</i>
<i>Production Systems with Farm Animals - Dairy and Beef Cattle Management</i>	2+2	6	E	SS	<i>Prof. Alltane Kryeziu</i>
<i>Production Techniques and Material Properties of Energy Crops and Renewable</i>	2+2	6	E	SS	<i>Prof. Imer Rusinovci</i>
<i>Processing technology of cereals, fruits and vegetables</i>	2+2	6	E	SS	<i>Prof. Sali Salihu</i>
<i>Site Specific Fertilization and Fertilization Techniques</i>	2+2	6	E	SS	<i>Msc. Muhamet Zogaj</i>
<i>Technical Communication</i>	2+2	6	E	SS	<i>Msc. Iliriana Miftari</i>
<i>Vegetable Production</i>	2+2	6	E	SS	<i>Prof. Skender Kaçi</i>
<i>Viticulture</i>	2+2	6	E	SS	<i>Prof. Bedri Dragusha</i>
<i>Introduction to the economy of resources and environment</i>	2+2	6	E	SS	<i>Prof. Mustafe Pllana</i>
<i>Assessment of sustainable rural development</i>	2+2	6	E	SS	<i>Prof.Ass. Arben Musliu</i>
<i>Basic techniques in scientific work</i>	2+2	6	E	SS	<i>Mr.sc. Ilirana Miftari</i>
<i>Production of Orchards and viticulture</i>	2+2	6	E	WS	<i>Prof. Sylë Sylanaj</i>
<i>Finance in Agriculture</i>	2+2	6	E	SS	<i>Prof.Ass.Jehona Shkodra</i>
<i>Internship Experience in Agricultural Economics</i>		6	E	SS	
Total	20	30	-	-	

9. Recommendation

Based on the redesigned list of subjects **I recommend the re-accreditation of the BSc. program “Agriculture economics” for three years.** However, I advise the Department of Agriculture Economics to consider and implement also my general recommendations listed in chapter 7 (Summary of Evaluation).

Prof. Dr. Jochen Kantelhardt
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Institute of Agricultural and Forestry Economics

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