



Republika e Kosovës
Republika Kosova - Republic of Kosovo



Agjencia e Kosovës për Akreditim
Agencija Kosova za Akreditaciju
Kosovo Accreditation Agency

*University of Prishtina, Faculty of Agriculture and Veterinary
(FAV), Prishtina*

Urban Agriculture/MSc

Accreditation

REPORT OF THE EXPERT TEAM

25.04.2019, Prishtina



TABLE OF CONTENTS

Contents

TABLE OF CONTENTS.....	2
1. INTRODUCTION.....	3
1.1. Context.....	3
1.2. Site visit schedule	4
1.3. A brief overview of the institution and program under evaluation.....	4
2. PROGRAM EVALUATION	5
2.1. Mission, objectives and administration.....	5
2.2. Quality management	8
2.3. Academic staff	10
2.4. Educational process content.....	12
2.5. Students.....	16
2.6. Research.....	18
2.7. Infrastructure and resources	22
3. OVERALL EVALUATION AND RECOMMENDATION OF THE ET.....	24
4. APPENDICES (<i>if available</i>)	24



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 Faculty of Agriculture and Veterinary (FAV)*
- *Site visit in Prishtina on 25.04.2019*

Criteria used for program evaluation:

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

	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.	



Most Standards focus on institutional issues, and hence apply equally to both study programmes being evaluated. Accordingly, many text passages in the SER of the two study programmes are widely the same. Therefore, 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 three programs individually.

Abbreviations

EHEA	European Higher Education Area
ET	Expert team
FAV	Faculty of Agriculture and Veterinary
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
UP	University of Prishtina

1.2. Site visit schedule

09:00 – 09:30	Meeting with the management of the FAV
09:35 – 10:35	Meeting with the head of the study programme
10:40 – 11:40	Meeting with quality assurance representatives
11:40 – 12:45	Lunch break
13:00 – 13:45	Meeting with involved teaching and administrative staff
13:50 – 14:20	Meeting with external stakeholders
14:20 – 14:40	Visiting tour of the facilities and infrastructure
14:40 – 14:55	Closing meeting with the management of the faculty and program

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

The Faculty of Agriculture was founded on August 26, 1973 by a decision of the Assembly. The aim of this foundation has been the faster development of the agricultural sector in Kosovo by graduating well educated people with superior qualifications in agriculture.



Republika e Kosovës
Republika Kosova - Republic of Kosovo



Agjencia e Kosovës për Akreditim
Agencija Kosova za Akreditaciju
Kosovo Accreditation Agency

In the beginning (from 1975) this faculty offered study programs only in the field of General Agronomy, in the first year a total of 140 Albanian students were enrolled and six Albanian teachers were employed, supported from one collaborator. Later on, due to the great interest and demand for such study, the Faculty of Agriculture was forced to increase the number of students enrolled in the study programs offered by this faculty.

In 2001, the Senate of the University of Prishtina approved lesson plans based on the Bologna Declaration for Bachelor Degree. In 2006 the Faculty Council and its academic staff proposed expanding the Faculty of Agriculture to the Faculty of Agriculture and Veterinary. The proposal became approved by the Senate of the University of Prishtina (UP) and subsequently the Minister of Education, Science and Technology issued an amending Decision no. 883/01-B, on December 2006.

Currently approximately 1.300 students are enrolled in undergraduate studies and up to 20 students in each master program. Presently the Faculty of Agriculture and Veterinary offers the following study programs: Agriculture Economics (BSc and MSc), Business Management in Zootechnic (BSc and MSc), Plant Production (BSc), Plant Protection (MSc), Pomology - Viticulture with Horticulture (MSc), Field crop and Vegetables (MSc), Veterinary Medicine, Biotechnology and Food Technology (BSc) as well as a PhD in Food Science and Food Technology within Tempus project “Creating Capacities for reforming PhD studies at University of Prishtina”. Up to now around 2.239 students have been graduated at the levels of Bachelor and Master. A total of 44 teachers and teaching assistants are involved in the teaching process in full time basis and supported by 60 additional academic staff from other Faculties within University of Prishtina and other public universities of Kosovo. In addition, the Academic staff members of the Faculty of Agriculture and Veterinary are involved in the implementation of basic development and applied research projects, and actively participating in professional collaboration events.

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.



Republika e Kosovës
Republika Kosova - Republic of Kosovo



Agjencia e Kosovës për Akreditim
Agencija Kosova za Akreditaciju
Kosovo Accreditation Agency

As discussed and mentioned in the meeting with the Vice Rector UP and the management of FAV the Vision and Mission of the study program and at University level match to a large extent. The program's vision is to become the driver of agricultural education by inspiring sustainable living through advanced teaching and research in food, animal and environmental sciences. The mission of the program is to educate and train the next generation of agricultural and veterinary workforce by offering teaching excellence and research in food security and across the interface of animal, environmental, and human health. 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 UP and its FAV are important national factors, particularly since many regions in Kosovo provide fertile soils and a high density of agribusiness companies as well as a significant share of organic agriculture. Numerous co-operations between UP and FAV and the private sector are established and a quite active stakeholder community is available and contributes to a sustainable development. This holds also true for the co-operation with other Kosovar HEI in the field. However, there are limitations and shortcomings concerning advanced teaching, innovation and research due to insufficient and updated infrastructure, insufficient adequate staff, and insufficient utilization of IT.

It also came out of the discussion in the meeting with the Vice Rector of UP and the management of FAV that the institution is aiming on offering at least one - even better two – MSc-programs in English language.

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.

Particularly from the discussions with the academic staff and with graduates and employers it could be learned during the site visit that there is academic and professional advice included in the definition of learning outcomes. The SER also indicates that development of the University and its study programs are consistent with the National Qualifications Network and the Framework for Qualifications of the EHEA.

Standard 1.3. (CL 1) The study program has a well-defined overarching didactic and research concept.

The question cannot sufficiently be answered since such a concept is not particularly and detailed mentioned 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. The structure of the study program "Urban Agriculture" in its current stage is immature. Contents of the 3rd and 4th semester is even missing. However, elements of such an overarching concept are visible in general and independently from this particular study program and include the office at FAV



for quality assurance, led by the coordinator for quality assurance. The aim of this office is to assure that the standards are maintained and the quality of education given to FAV's students is aligned with the set of standards and enhanced further. The quality of provided education is monitored and reviewed under the responsibility of the rectorate. In the last quality assessment OFQA approved that the FAV meets quality standards including the enhancement of learning opportunities.

In addition, it had been mentioned by students and by academic staff that there is a University wide Learning Platform 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 far not used yet.

The establishment of overarching concepts are going very well along with the Strategic Document of the UP, particularly to the aims towards interdisciplinary approaches and internationalization/globalization.

***Standard 1.4. (CL 0)** 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 UP, but the SER is only referring superficially to it, without providing explicit links.

***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.*

Neither the documents provided to the ET nor the discussions with different status groups of the University provide indications for sufficiently answering this question. The ET does not see itself in a position to assess the ethical conduct of all staff and students. However, 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.*

The SER does not include information about those 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: Partially compliant (CL 1.8)



ET recommendations:

- 1. The obviously available electronic learning-platform should be used to a larger extent and more frequently to implement 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 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 very limited part 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 will follow the reporting and improvement processes of the UP. However, the study program is not implemented and operational yet

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 University. The FAV has established the OFQA for structured procedure for improvement. The ET trusts that these procedures shall be applied to new study programs as well.

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.*

The OFQA is involved in all steps of the design of study programs.

Standard 2.4. (CL n.a.) *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*



Learning outcomes will be evaluated on course level by assessment, which includes attendance, homework, interactive exercises, seminar work, tests and final exam - written and oral. Further quality parameters of the study program such as enrolment number, completion rate, and grade overview are not yet available.

At the moment it remains unclear what the learning outcomes of the 3rd semester are and how they will be evaluated in the framework of the MSc-program Urban Agriculture.

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

The ET trusts that the OFQA is adequate to ensure that standards are met and an improvement in performance is stimulated. However, “continuing improvement in performance” cannot be judged by the ET team, because time series of quantitative quality parameters are not 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.*

Standardized surveys of students, graduates and employers are not mentioned in the SER and interviews. According to the opinion of the ET, such 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 ET trusts that results of the internal quality assurance system are used by the OFQA to further develop the study program. Work load is documented in the SER and appears to be adequate. Results of course evaluation, academic success and employment of graduates are not yet available.

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.*



The system of reaccreditation will ask for such a report, once the program will be established. Examples of SWOT analyses were provided in the SER.

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

The ET trusts that the OFQA is supervising, evaluating and improving the internal quality assurance system.

Compliance level: Substantially compliant (2.9)

ET recommendations:

- 1. Quantitative performance parameters such as number of applicants, number of students enrolled, completion rate, grade overview should be provided once when the program would be operational*

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

Position descriptions and conditions of employment have not been made available to the ET. However, the ET trusts that such documents of employment are provided to candidates by UP. A list of the academic staff, including CV with all the information mentioned above has been provided to the ET.

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. 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 Vice Rector of UP and the management of FAV during the site visit, this requirement is fulfilled.

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. 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.

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.*

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 QFQA reports the results 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 n.a.) *Teachers retired at age limit or for other reasons lose the status of full-time teachers and are considered part-time teachers.*

The SER does not contain information about rules concerning retired teachers. This issue has also not been discussed during the site visit in detail. Such rules might be implemented at UP, but the SER is not referring to it.

Compliance level: Substantially compliant (CI 2.3)

ET recommendations:

- 1. 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



Republika e Kosovës
Republika Kosova - Republic of Kosovo



Agjencia e Kosovës për Akreditim
Agencija Kosova za Akreditaciju
Kosovo Accreditation Agency

Standard 4.1. (CL 0) *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 SER does not include information about the qualification objectives of the study program in terms of disciplinary, methodological and generic skills and competencies. Also no information about the labor market is provided. Although “Urban Agriculture” is frequently mentioned in the SER and in the course titles, no definition of the term is provided. From the discussions during the site visit with academic staff, (potential) students, alumni and employers it has been received that there is no clear idea of “Urban Agriculture” but a wide range of elements which could be seen under the field of Urban Agriculture. One of those opinions – also mentioned in the SER - was, that the small-scale agriculture of Kosovo is per se “urban” as it is close to cities. The ET does not share this opinion that the prevailing agricultural system in Kosovo needs a new study program, as enough study programs on common agricultural aspects are already operational. The ET also explicitly called for scientific publications in which clear definitions of "Urban Agriculture" in the sense of the proposed study program are given, but which the responsible professors have not made available during the site visit. In response to the draft version of this report a comprehensive documentation of an Erasmus program was provided containing various definitions and interesting information about Urban Agriculture, which makes it all the more surprising that the colleagues in charge were unable to provide satisfactory explanations during the site visit. In the response, the definition of Urban Agriculture is reduced to geographical and organizational proximity, which is not justifying a new study program beside the already existing ones. The introduction of such a new program requires leaders who are already experts in the field. However, publications on Urban Agriculture have not been found in the track records of the teaching staff.

Standard 4.2. (CL 0) *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 SER does only provide information about the first year of the study program. Information about the second year is completely missing. During the site visit, the ET asked for additional information and was informed that project work for the 3rd semester and a MSc-thesis for the 4th semester would be foreseen. However, no clear ideas about structure and organization of the project work were expressed. The information provided about the course “Problem base

13



(sic!) learning” is too faulty and superficial to convince the ET of the usefulness and quality of this 18 ECTS course. Due to lack of information, the ET does not see itself in a position to confirm that the study program complies with the Framework for Qualifications of the EHEA.

The fact that such an elementary part as the curriculum was only incompletely and incorrectly presented in the SER is seen by the ET as a sign that the considerations about the program are not yet sufficiently mature.

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 of the first year are provided in a logical flow. Learning outcomes are listed for each of the courses in the syllabus. However, a list of 7 general learning outcomes for the entire study program is not provided.

Standard 4.4. (CL 1) *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 were attached and comprise: course objectives, learning outcomes, thematic content, teaching methods, students’ assessment system and bibliography. The quality of course descriptions differs among the various courses. Literature lists are short in many cases and frequently in Albanian language, which is less appropriate for an English-speaking program.

Standard 4.5. (CL 1) *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 will be English. English proficiency of the students during the discussion has been excellent. 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 n.a.) *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.*

Since the study program is not yet operational, Standard 4.6 cannot be commented to a full extent. Learning outcomes are described in the syllabus. The ET trusts that the degree of achievement of the learning outcomes would be verified in students' assessments and discussed in individual consultations, when the program would be implemented.

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) would be treated with appropriate flexibility, when the program would be implemented.

Standard 4.8. (CL n.a.) *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.*

Since the study program is not yet operational, Standard 4.8 cannot be commented to a full extent. Based on the experiences made with other study programs at FAV/UP the ET trusts that the assessments would be communicated at the beginning of the course and would be 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.*

Since the study program is not yet operational, Standard 4.9 cannot be commented to a full extent. Based on the experiences made with other study programs at FAV/UP the ET trusts that verification of students would 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 n.a.) *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 FAV/UP. As Standard 4.10 is addressing exceptional situations, the ET does not see itself in a position to check this standard and does not regard this as its task either.

***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.*

An internship with 12 ECTS is implemented in the 2nd semester. However, neither contents and learning outcomes, nor appropriate partner institutions and companies are defined yet. In response to the draft version of this report the information in the SER was corrected. The internship is now placed in the 3rd semester.

***Standard 4.12. (CL 1)** 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 not addressed in the SER. Employers mentioned during the site visit discussions that they would be willing to cooperate with students and teaching staff of the proposed study program. However, the labor market became not clear in the discussion.

Compliance level: Non-compliant (CL 0.7)

ET recommendations:

- 1. A clear definition and common understanding of what 'Urban Agriculture' means in the context of Kosovo must be developed and internalized by the program leaders.*
- 2. The program leaders should present a mature, well thought-out overall concept for the study program for the next possible evaluation deadline.*

2.5. Students



Standard 5.1. (CL 0) *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.*

The SER does not contain information about the admission procedure.

Standard 5.2. (CL 0) *All students enrolled in the study program possess a high school graduation diploma or other equivalent document of study, according to MEST requirements.*

The SER does not contain information about admission requirements.

Standard 5.3. (CL 0) *The study groups are dimensioned so as to ensure an effective and interactive teaching and learning process.*

The SER does not contain information about the envisaged student number and upper limit.

Standard 5.4. (CL 0) *Feedback to students on their performance and results of assessments is given promptly and accompanied by mechanisms for assistance if needed.*

The ET assumes that students will get feedback on their results according to UP statutes, but the SER is not explicitly referring to it.

Standard 5.5. (CL 0) *The results obtained by the students throughout the study cycles are certified by the academic record. KAA Accreditation Manual – July 2018*

The ET assumes that academic records of the students are kept at UP, but the SER is not explicitly referring to it.

Standard 5.6. (CL 0) *Flexible treatment of students in special situations is ensured with respect to deadlines and formal requirements in the program and to all examinations.*

The ET assumes that there are regulations on the treatment of students in special situations established at UP, but the SER is not explicitly referring to it.

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.*

The ET assumes that records on students' completion rate are systematically kept at UP, but the SER is not explicitly referring to it.



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

The ET assumes that procedures for plagiarism check are established at UP, but the SER is not explicitly referring to it.

Standard 5.9. (CL 0) *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 UP, but the SER is not explicitly referring to it.

Standard 5.10. (CL 0) *The students' transfer between higher education institutions, faculties and study programs is clearly regulated in formal internal documents.*

The ET assumes that regulations about students' transfer are laid down in the regulations of UP, but the SER is not explicitly referring to it.

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.*

The members of the teaching staff and the students confirmed in the interviews that time is available for individual counselling.

In response to the draft version of this report, Standards 5.1-11 are addressed more or less satisfactory.

Compliance level: Partially compliant

ET recommendations:

- 1. The SER for next evaluation has to be prepared in way that all information for Standards 5.1-11 are provided.*

2.6. Research

Standard 6.1. (CL 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 SER presents a table of mainly terminated research projects but neither information about research objectives for the study program nor a research strategy of UP. In General, there is only limited budget available for research. However, representatives from Agribusiness industry and other relevant fields for the MSc-program Urban Agriculture indicated during the site visit to have significant research needs in numerous fields and subjects.

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. Currently there are not sufficient financial, logistic and human resources allocated for achieving the proposed research objectives. The ET strongly recommends to put research more in the center of strategic considerations and to establish incentives and procedures to allow and foster high-level research activities.

Standard 6.2. (CL 0) *Expectations for teaching staff involvement in research and scholarly activities are clearly specified, and performance in relation to these expectations is considered in staff evaluation and promotion criteria.*

The SER does not contain information about scientific performance criteria and during the site visit it was not mentioned that those criteria are considered in staff evaluation and promotion criteria.

Standard 6.3. (CL 0) *Clear policies are established for defining what is recognized as research, consistent with international standards and established norms in the field of study of the program.*

The SER does not contain information about policies established for defining what is recognized as research, consistent with international standards and established norms in the field of study of the program.

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 track records of 11 members of the teaching staff are listed in their CVs. Research is performed on locally relevant topics and are published as conference proceedings and in predominantly regional journals. A number of articles of the teaching staff can be found in international data bases like SCOPUS. Scopus h-index of staff members is reaching up to 5 in random sampling. The ET does not consider it as its task, to look up all such information in data-bases, but expects a well prepared publication list. Also number of publications and h-



index of a scientific database like SCOPUS have to be presented for each member of the teaching staff.

Publications on Urban Agriculture have not been found in the publication lists.

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. (CLO 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.*

Infrastructure such as scientific parks or consultancy centers are neither described in the SER nor have been visible during the site visit. To the opinion of the ET, this standard does apply to the institution but not to the study program. It is recommended by the ET that such procedures should become developed by the institution and established by following a consistent research strategy which has to be set up and agreed on prior to this.

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.*

This requirement is fulfilled by the members of the teaching staff. Unfortunately, Standard 6.7 is not addressing the expected quality of publications. To the opinion of the ET, one publication per year in an international peer reviewed journal should be required. 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”.

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 PU. Random sampling has been positive.



Standard 6.9. (CL n.a.) *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.*

The ET trusts that the teaching staff is integrating own research outcomes into teaching as this is regular way of teaching at an University. However, there is quite substantial potential for increasing quantity and improving quality in this respect.

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

The ET assumes that regulations about intellectual property are laid down in the regulations of UP, but the SER is not referring to it.

Standard 6.11. (CL 0) *Students are engaged in research projects and other activities. KAA Accreditation Manual – July 2018*

The SER contains only information on the 1st and 2nd semester. An internship of 12 ECTS credits is placed in the 2nd semester and could be probably used for research. During the site visit it was mentioned that the 4th semester is reserved for the M.Sc. thesis, where research should be performed. The ET recommends that the study plan is carefully revisited and a complete version comprising all 4 semesters will be presented, showing the research involvement of the students.

Compliance level: Partially compliant (CL 1.3)

ET recommendations:

- 1. The ET recommends to present the research objectives for the study program and the research strategy of UP 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 high-level research activities in the field of Urban Agriculture.*
- 3. The ET recommends that validation procedures for scientific outputs should become developed and established following a consistent research strategy which has to be set up and agreed on prior to this.*
- 4. The ET recommends that the publications in the CVs should be grouped in categories “refereed journal articles”, “other journal articles” and “conference proceedings”*



using a standard format of the reference list as customary in international scientific journals.

- 5. 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”.*
- 6. The ET recommends the study plan is carefully revisited and a complete version comprising four semesters will be presented, showing the research involvement of the students.*

2.7. Infrastructure and resources

Standard 7.1. (CL 3) *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.*

A new building and an university farm in direct neighborhood provide excellent conditions for the study program. Permanent teaching staff is available and accomplished by temporary staff.

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. A budget of FAV of 100,000 EUR for services and material has been mentioned during the site visit discussions. Allocations to study programs are not indicated.

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 of the FAV is basic and should be improved for experimental work.

c) adequate software for the disciplines of study included in the curriculum, with utilisation 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.*

The ET trusts that the 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. (n.a.) 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 Urban Agriculture (MSc.) offered by the University of Prishtina, Faculty of Agriculture and Veterinary is presented in an immature state and is non-compliant with the standards included in the *KAA Accreditation manual* in essential parts (educational process) and, therefore, recommends **not to accredit** the study program in its present form. As the proposed study program will be part of a Tempus project, the ET recommends to further work on the program and to apply again with a thoroughly revised SER at the next possible dead line.

4. APPENDICES (if available)



Republika e Kosovës
Republika Kosova - Republic of Kosovo



Agjencia e Kosovës për Akreditim
Agencija Kosova za Akreditaciju
Kosovo Accreditation Agency

Expert Team

Member

on journey	Prof. Dr. Reiner Doluschitz	07.06.2019
(Signature)	(Print Name)	(Date)

Member

	Prof. Dr. Joachim Müller	07.06.2019
(Signature)	(Print Name)	(Date)
