



Republika e Kosovës  
Republika Kosova - Republic of Kosovo



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

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***UNIVERSITY OF PRISHTINA “HASAN PRISHTINA”  
FACULTY OF AGRICULTURE AND VETERINARY  
B.Sc. AGRICULTURE ECONOMICS***

***REACCREDITATION***

**REPORT OF THE EXPERT TEAM**

*9 April 2021, Stuttgart*



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## 1. INTRODUCTION

### 1.1. Context

#### Date of site visit:

24.03.2021 online meetings per video-conference

#### Expert Team (ET) members:

- Prof. Dr. Reiner Doluschitz – University of Hohenheim, DE
- Prof. Dr. Joachim Müller – University of Hohenheim, DE
- Ms. Jadranka Pelikan, M.Sc.Bioproc.Eng. – University of Zagreb, Faculty of Science, HR

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

- Naim Gashi, Executive Director of KAA
- Shkelzen Gerxhaliu, Senior Officer for Evaluation and Monitoring
- Arianit Krasniqi, Senior Officer for Evaluation and Accreditation
- Leona Kovaci, Senior Officer for Evaluation and Monitoring
- Ilirjane Ademaj, Senior Officer for Evaluation and Monitoring

#### Sources of information for the Report:

- *SER*
- *Syllabus*
- *Staff CVs*
- *Annex 1-8*

#### Criteria used for program evaluation:

CL	Compliance level	%
A	Fully compliant	> 90
B	Substantially compliant	70-90
C	Partially compliant	30-70 <sup>1</sup>
D	Non-compliant	< 30
n.a.	not applicable	



<sup>1</sup> 30-60% according KAA Accreditation Manual, corrected to close the gap

## Abbreviations

EHEA	European Higher Education Area
ET	Expert team
FAV	Faculty of Agriculture and Veterinary
HEI	Higher Education Institution
KAA	Kosovo Accreditation Agency
OFQA	Office for Quality Assurance
SER	Self-evaluation report
SWOT	Strength, Weaknesses, Opportunities, Threats
UP	University of Prishtina

## 1.2. Site visit schedule

<b>09.00 – 09.40</b>	Meeting with the management of the faculty where the programme is integrated
<b>09.45 – 10:45</b>	Meeting with the heads of the study programme 1. Agriculture Economics, B.Sc
<b>10:50 – 11:50</b>	Meeting with the heads of the study programme 2. Animal Production, B.Sc.
<b>11:50 – 12:30</b>	Lunch break
<b>12:30 – 13:10</b>	Meeting with quality assurance representatives and administrative staff
<b>13.15 – 13:55</b>	Meeting with teaching staff
<b>14:00 – 14:40</b>	Meeting with students
<b>14:45 – 15:25</b>	Meeting with graduates
<b>15.30 – 16:10</b>	Meeting with employers of graduates and external stakeholders
<b>16.10 – 16:20</b>	Internal meeting of KAA staff and experts
<b>16:20 – 16:30</b>	Closing meeting with the management of the faculty and program



No	Study programs	Experts	Responsible persons of study programs		
1	Agriculture Economics, BSc  (Reaccreditation)	Prof. Dr. Reiner Doluschitz  Prof. Dr. Joachim Müller  Ms. Jadranka Pelikan	Arben Musliu	Jehona Shkodra	Mustafe Pllana
2	Animal Production, BSc  (Reaccreditation)	Prof. Dr. Reiner Doluschitz  Prof. Dr. Joachim Müller  Ms. Jadranka Pelikan	Muhamet Kamberi	Alltane Kryeziu	Skedner Muji  Hajrip Mehmeti

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

The Faculty of Agriculture was founded on August 26, 1973. 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. In 2001, the Senate of the University of Prishtina approved curricula based on the Bologna Declaration for Bachelor Degree. In 2006 the Faculty Council and its academic staff pro-posed expanding the Faculty of Agriculture to the Faculty of Agriculture and Veterinary (FAV). 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. In the academic year 2018/19 in FAV, the lessons are taught by 38 professors and 7 full-time teaching assistants. In addition, there are engaged 16 professors and 2 assistants from UPs other academic units, as well as 32 associates outside UP. According to the report of the Student Services of FAV for the academic year 2018/2019, in all directions at the Bachelor and Master level there are 1760 and 231 active students, respectively.

The program under evaluation for reaccreditation is a 3-year B.Sc. study program with 180 ECTS.



## 2. PROGRAM EVALUATION

### 2.1. Mission, objectives and administration

<b>Mission, objectives and administration</b>	<b>CL</b>
<p><i>Standard 1.1. The study program mission is in compliance with the overall mission statement of the institution.</i></p> <p>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 agribusiness-enterprises. This is generally of high relevance in order to provide internships, topics for BSC-thesees and foster subsequent job opportunities of students. This is of extraordinary importance in Kosovo due to the difficult situation of its labor markets.</p> <p>As discussed and mentioned in the Online evaluation meeting with the Dean and Vice Deans of FAV at UP it can be confirmed that the Vision and Mission of the study program and the one at University level match to a large extend. The missions of the program and the Faculty is mentioned as part of the SER as well as the mission statement of the University.</p> <p>Referring to the statements in the Online evaluation meeting 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. A quite active stakeholder community is available and contributes to a sustainable development. Such opinions had been mentioned by the stakeholders repeatedly, particularly in the meetings with the graduates and employers. This holds also true for the co-operation with other Kosovar HEI in the field.</p>	A
<p><i>Standard 1.2. Relevant academic and professional advice is considered when defining the intended learning outcomes which are consistent with the National Qualifications Framework and the Framework for Qualifications of the European Higher Education Area.</i></p> <p>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.</p> <p>Particularly from the discussions with the teaching staff as well as with employers and graduates it could be confirmed during the Online evaluation meeting that there</p>	A



<p>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.</p>	
<p><i>Standard 1.3. The study program has a well-defined overarching didactic and research concept.</i></p> <p>The question cannot sufficiently be answered since such a concept is not particularly and de-tailed mentioned in the SER and also did not become completely clear in the discussions with the management of the institution and the academic staff. However, 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 could be based on a broad range of didactic methods. It frequently has been mentioned in the stakeholder-group online discussions that the development and the implementation of a university wide learning platform could significantly contribute to an overarching didactic concept. This also is in accordance with recommendations from the re-reports of previous accreditation procedures.</p> <p>In the current online meetings it frequently was supported by respective comments that particular under the pandemic with its restrictions in teaching in presence the University learning platform SEMS gained importance and was promoted to become an essential component of distance teaching. Particularly students and teaching staff confirmed in the respective online-discussions during the Site Visit.</p> <p>The increased importance of SEMS has to be observed independently from this particular study program and includes the office at FAV for quality assurance, under the leadership of the coordinator for quality assurance.</p>	B
<p><i>Standard 1.4. There are formal policies, guidelines and regulations dealing with recurring procedural or academic issues. These are made publicly available to all staff and students.</i></p> <p>Formal policies, guidelines and regulations are established and referenced in the SER.</p>	A
<p><i>Standard 1.5. All staff and students comply with the internal regulations relating to ethical conduct in research, teaching, assessment in all academic and administrative activities.</i></p> <p>University statutes and a Code of Ethics are in place, referenced in the SER. It can be assumed that staff and students are acting accordingly.</p>	A



<i>Standard 1.6. All policies, regulations, terms of reference and statements of responsibility relating to the management and delivery of the program are reviewed at least once every two years and amended as required in the light of changing circumstances.</i>	<b>B</b>
It is claimed in the SER that reviews of policies and regulations are conducted "...as appropriate in the circumstances of the change". That means that periodic reviews are not foreseen.	
<b>Overall</b>	<b>B</b>

**Compliance level:** Substantially compliant

**ET recommendations:**

- 1. The electronic learning-platform SEMS has been used intensively, supported by the restrictions due to the pandemic. Further intensification in a sustainable way are recommended to implement a comprehensive 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, particularly towards members of academic and teaching staff.*



## 2.2. Quality management

<b>Quality management</b>	<b>CL</b>
<p><i>Standard 2.1. All staff participate in self-evaluations and cooperate with reporting and improvement processes in their sphere of activity.</i></p> <p>The SER states that in each semester each of the academic staff members reports to the department on the progress of the implementation of the syllabus. No further information on the procedure is provided.</p>	<b>B</b>
<p><i>Standard 2.2. Evaluation processes and planning for improvement are integrated into normal planning processes.</i></p> <p>An evaluating process is established, based on electronic questionnaires that are filled by the students after the completion of each semester. No further information on the procedure is provided in the SER.</p> <p>The online meeting with the FAV management revealed that the quality assurance system at UP is regulated by a set of internal regulations and the Regulation on Quality Assurance in line with the legal framework in Kosovo, such as the Law on Higher Education, the Administrative Instruction on the Accreditation of Higher Education Institutions in Kosovo and the European Standards and Guidelines (ESG). The FAV has established an Office for Quality Assurance (OFQA) for structured improvement procedures.</p>	<b>B</b>
<p><i>Standard 2.3. Quality assurance processes deal with all aspects of program planning and delivery, including services and resources provided by other parts of the institution.</i></p> <p>The SER states that the department continuously supports quality development through program planning. No further information on the procedure is provided in the SER.</p> <p>The online meetings gave the impression that the internal quality assurance system is functional, with clear responsibilities divided at all institution's levels. The OFQA is involved in all steps of the design of study programs.</p>	<b>A</b>
<p><i>Standard 2.4. Quality evaluations provide an overview of quality issues for the overall program as well as of different components within it; the evaluations consider inputs, processes and outputs, with particular attention given to learning outcomes for students.</i></p> <p>The SER states flatly that the quality of the offered education is monitored and reviewed by the OFQA at the university level. No further information on the procedure is provided in the SER.</p>	<b>C</b>



Further quality parameters of the study program such as number of applications, enrolment, completion rate, duration of the study and grade overview should be more intensively included into the QA mechanism and also provided in the SER.	
<i>Standard 2.5. Quality assurance processes ensure both that required standards are met and that there is continuing improvement in performance.</i>	B
The SER is referring to the periodical KAA reaccreditation process. The ET trusts that the OFQA is adequate to ensure that standards are met and an improvement in performance is stimulated.	
<i>Standard 2.6. Survey data is being collected from students, graduates and employers; the results of these evaluations are made publicly available.</i>	C
Surveys are performed by the students. Further surveys by graduates or employers are not mentioned in the SER. Results are not made publicly available. The online meetings revealed that UP organizes informal consultations with different stakeholders as graduates or employers, but it is necessary to do this in a formal and regular way, applying periodical surveys. These remaining shortcomings have been confirmed in the stakeholder discussions, particularly by teaching staff, graduates and employers.	
<i>Standard 2.7. Results of the internal quality assurance system are taken into account for further development of the study program. This includes evaluation results, investigation of the student workload, academic success and employment of graduates.</i>	A
In the SER an annual internal self-evaluation report is mentioned, comprising quality in teaching and scientific activity of staff. No further information on the procedure is provided in the SER. The ET trusts that results of the internal quality assurance system are used by the OFQA to further develop the study program. This was confirmed in the stakeholder-discussions during the online meetings, particularly by teaching staff, graduates and employers.	
<i>Standard 2.8. The institution ensures that reports on the overall quality of the program are prepared periodically (eg. every three years) for consideration within the institution indicating its strengths and weaknesses.</i>	A
An annual internal self-evaluation report is prepared.	
<i>Standard 2.9. The quality assurance arrangements for the program are themselves regularly evaluated and improved.</i>	B



The information provided by the SER under Standard 2.9 is not meeting the point. There is no information how the Quality Assurance system at the university level is evaluated and improved. However, the QA processes are regularly evaluated by the KAA and updated according to KAA requirements. The ET trusts that the OFQA is monitored by the UP and FAV management.	
<b>Overall</b>	<b>B</b>

**Compliance level:** Substantially compliant

**ET recommendations:**

- 1. Reports of surveys and evaluations should be exemplarily provided as documents in Appendix of the SER. In case public reports are expected by KAA standards, a link to the respective institution website has to be provided.*
- 2. Further quality parameters of the study program such as number of applications, enrolment, completion rate, duration of the study and grade overview should be more intensively included into the QA mechanism and also provided in the SER.*
- 3. It has to be ensured that the QA system and the data collection instruments cover the whole range of program activities, including responses and suggestions by graduates and employers*



### 2.3. Academic staff

<b>Academic staff</b>	<b>CL</b>
<p><i>Standard 3.1. Candidates for employment are provided with full position descriptions and conditions of employment. To be presented in tabular form data about full time (FT) and part time (PT) academic/ artistic staff, such as: name, qualification, academic title, duration of official (valid) contract, workload for teaching, exams, consulting, administrative activities, research, etc. for the study program under evaluation.</i></p> <p>A complete list of staff, being involved in the study program, including individual CV has been provided to the ET. However, detailed position descriptions and conditions of employment are not included. However, the ET trusts that such documents of employment are/ will be provided to candidates by UP. It has been reported in the stakeholder-discussions during the On Site Visit, particularly by teaching staff, that regular competition procedures become applied, including provision of full position descriptions and conditions of employment.</p>	B
<p><i>Standard 3.2. The teaching staff must comply with the legal requirements concerning the occupation of teaching positions included in the Administrative instruction on Accreditation.</i></p> <p>The SER states that the staff members comply with the legal requirements concerning the occupation. The ET has no reason to doubt this statement.</p>	A
<p><i>Standard 3.3. Academic staff do not cover, within an academic year, more than two teaching positions (one full-time, one part-time), regardless of the educational institution where they carry out their activity.</i></p> <p>The SER states that staff members do not cover more than two teaching positions. During the online meeting the academic staff confirmed to fulfil this requirement. The ET has no way of verifying this statement, but has no reason to doubt its veracity.</p>	A
<p><i>Standard 3.4. At least 50% of the academic staff in the study program are full time employees, and account for at least 50% of the classes of the study program.</i></p> <p>The study program is even over-fulfilling Standard 3.4 with 85% full-time staff members accounting for 90% of the classes.</p>	A



<p><i>Standard 3.5. For each student group (defined by the statute of the institution) and for every 60 ECTS credits in the study program, the institution has employed at least one full time staff with PhD title or equivalent title in the case of artistic/applied science institutions.</i></p> <p>The SER states that the criteria of Standard 3.5 is met. A substantial number of permanent teaching staff is available at the Faculty and linked to the study program under accreditation. In addition, part-time teaching staff and teaching assistants are engaged temporarily.</p>	A
<p><i>Standard 3.6. Opportunities are provided for additional professional development of teaching staff, with special assistance given to any who are facing difficulties.</i></p> <p>The SER states that professional development opportunities for teaching staff member are provided. However, no further information on the procedure is provided in the SER.</p> <p>Several teaching staff members participated in various trainings as presented in their CVs in Appendix.</p> <p>During the online meeting the academic staff reported about respective courses, mostly done during visits abroad and in many cases quite some time ago. It has been reported that mobilities within an Erasmus project are used.</p>	B
<p><i>Standard 3.7. The responsibilities of all teaching staff, especially full-time, include the engagement in the academic community, availability for consultations with students and community service.</i></p> <p>The SER states that teaching staff is engaged in student consultations and community service. This was also confirmed during the online meeting.</p>	A
<p><i>Standard 3.8. Academic staff evaluation is conducted regularly at least through self-evaluation, students, peer and superiors' evaluations, and occur on a formal basis at least once each year. The results of the evaluation are made publicly available.</i></p> <p>A system of regular evaluation of teaching staff by students is established via the SEMS platform. No information is provided about peer and supervisors' evaluations. The results are visible for the management but are not made publicly available.</p> <p>During the online meetings it was also revealed that no feed-back of the survey is provided to the students.</p>	B



<p><i>Standard 3.9. Strategies for quality enhancement include improving the teaching strategies and quality of learning materials.</i></p> <p>Strategy and procedures for improving the quality of teaching and learning materials are not presented in the SER. Even though there is the Strategic Plan at the Faculty (2018 - 2022) level that contains seven goals among which is “Goal 4: Enhance academic quality and innovative teaching methods”.</p>	C
<p><i>Standard 3.10. Teachers retired at age limit or for other reasons lose the status of full-time teachers and are considered part-time teachers.</i></p> <p>The SER states “...teachers retire at the age of 65 but can engage in teaching with the status of engagement up to the age of 70”. It is not clear whether the employment is reduced to part-time beyond the age of 65. As it can be taken from the attached CV, there are teachers in retirement age included in the teaching staff force of the study program under accreditation.</p>	B
<b>Overall</b>	<b>B</b>

**Compliance level:** Substantially compliant

**ET recommendations:**

1. *It is not sufficient to only to claim in the SER that standards are met. There also should be a description of the procedures, how the standards are met.*
2. *Specific budget allocation to additional professional development of teaching staff is recommended*
3. *The ET recommends that the staff evaluation should become more transparent, particularly from the viewpoint of students. The results should always be provided to the respective teaching staff as well. Staff should reflect on the results of the questionnaire and give feedback to the students*
4. *The number of academic staff should be increased; it has been announced during the Online-discussion that this process already has been initiated and started.*
5. *The communication with job market representatives should be improved from the perspective of high shares of unemployed graduates.*
6. *Intensified exchange with comparable programs at neighboring institutions, also from abroad, is recommended.*



## 2.4. Educational process content

Educational process content	CL
<p><i>Standard 4.1. The study program is modelled on qualification objectives. These include subject-related and interdisciplinary aspects as well as the acquisition of disciplinary, methodological and generic skills and competencies. The aspects refer especially to academic or artistic competencies, to the capability of taking up adequate employment, contributing to the civil society and of developing the students' personality.</i></p> <p>The study program has clearly employment-oriented qualification objectives. The study pro-gram is designed to offer sufficient opportunity to acquire disciplinary, methodological and generic skills and competencies. This is confirmed by respective statements in the SER. How-ever, no sufficient particular information is provided about the labor market. In the Online Site Visit stakeholder-meeting March 24, 2021 it became visible, particularly in the discussions with graduates and students that there is a high unemployment rate among graduates. The potential for acquisition of disciplinary, methodological and generic skills and competencies is rather low in the study program under accreditation.</p>	B
<p><i>Standard 4.2. The study program complies with the National Qualifications Framework and the Framework for Qualifications of the European Higher Education Area. The individual components of the program are combined in a way to best achieve the specified qualification objectives and provide for adequate forms of teaching and learning.</i></p> <p>The SER confirms that the study program is in compliance with the European Qualifications Framework for Higher Education Area and the National Qualifications Framework, according to which this study program belongs to its 6th level, which includes the preparation of stu-dents for such levels of study. Also, this field of study is also in compliance with Erasmus Subject Area Codes (ESAC) points 01.2. This statement matches with the impressions and experiences of the ET. However, due to lack of information, the ET does not see itself in a position to confirm that the study program comprehensively complies with the Framework for Qualifications of the EHEA.</p>	B
<p><i>Standard 4.3. The disciplines within the curriculum are provided in a logical flow and meet the definition and precise determination of the general and specific competencies, as well as the compatibility with the study programs and curricula delivered in the</i></p>	A



<p><i>EHEA. To be listed at least 7 learning outcomes for the study program under evaluation.</i></p> <p>It is noted in the SER (pg. 29) that subjects within the curriculum provide a logical flow and meet the definition of general and specific competences as well as compliance with the study program. Compilation of Bachelor study program Agricultural Economics is based upon the program of the University of Hohenheim, a program with a long-lasting tradition and respective experiences made. The ET has no doubts in this respect.</p>	
<p><i>Standard 4.4. The disciplines within the curriculum have analytical syllabuses which comprise at least the following: the discipline's objectives, the basic thematic content, learning outcomes, the distribution of classes, seminars and applicative activities, students' assessment system, the minimal bibliography, etc. The full course description/ syllabuses of each subject/ module should be attached only in electronic form to the self-assessment report for the study program under evaluation.</i></p> <p>All required course information is provided in a well-arranged format in the syllabus found in Annex of the SER, comprising course objectives, learning outcomes, thematic content, teaching methods, students' assessment system and bibliography.</p>	A
<p><i>Standard 4.5. If the language of instruction is other than Albanian, actions are taken to ensure that language skills of both students and academic staff are adequate for instruction in that language when students begin their studies. This may be done through language training prior to the commencement of the program.</i></p> <p>Language of instruction is Albanian.</p>	n.a.
<p><i>Standard 4.6. The student-teacher relationship is a partnership in which each assumes the responsibility of reaching the learning outcomes. Learning outcomes are explained and discussed with students from the perspective of their relevance to the students' development.</i></p> <p>The SER states that student consultations are offered by the teaching staff. This was also confirmed by the online meetings.</p>	A
<p><i>Standard 4.7. Teaching strategies are fit for the different types of learning outcomes programs are intended to develop. Strategies of teaching and assessment set out in</i></p>	A



<p><i>program and course specifications are followed with flexibility to meet the needs of different groups of students.</i></p> <p>Teaching and assessment methods are well-defined on course level in the syllabus. The ET trusts that students under special circumstances (illnesses, disabilities, family situation) would be treated with appropriate flexibility.</p>	
<p><i>Standard 4.8. Student assessment mechanisms are conducted fairly and objectively, are appropriate for the different forms of learning sought and are clearly communicated to students at the beginning of courses.</i></p> <p>The exam is defined by the course syllabus. Mode of examinations based on the Bologna Charter is published on the FAV website. SEMS is applied as a communication channel.</p>	A
<p><i>Standard 4.9. Appropriate, valid and reliable mechanisms are used for verifying standards of student achievement. The standard of work required for different grades is consistent over time, comparable in courses offered within a program, and in comparison with other study programs at highly regarded institutions.</i></p> <p>According to the SER, the assessment system is defined in the Statute of the University and the work required for different grades is consistent over time.</p>	A
<p><i>Standard 4.10. Policies and procedures include actions to be taken in to dealing with situations where standards of student achievement are inadequate or inconsistently assessed.</i></p> <p>The SER describes the procedure of repeating failed exams. Standard 4.10 seems to ask for procedures when students are complaining about inadequate or inconsistent assessment. This point is not met by the SER.</p>	C
<p><i>Standard 4.11. If the study program includes practice stages, the intended student learning outcomes are clearly specified and effective processes are followed to ensure that those learning outcomes and the strategies to develop that learning are understood by students. The practice stages are allocated ETCS credits and the work of the students at the practical training organisations is monitored through activity reports; students during practice stages have assigned tutors among the academic staff in the study program.</i></p>	C



<p>The study program includes an internship as an elective component. ECTS credits are awarded for this practice/exercises part of the program. In addition, the part of practice in this study program is covered by practical exercises that are focused on the implementation of the theories taught during lectures. This component (exercises) comprise up to 50% of student activity during their assessment and are part of the ECTS credits earned by the courses.</p>	
<p><i>Standard 4.12. In order to facilitate the practice stages, the higher education institution signs cooperation agreements, contracts or other documents with institutions/organisations/practical training units.</i></p> <p>Cooperation agreements with stakeholders of the labor market are addressed in the SER as follows: To facilitate the phases of the practice, the Faculty of Agriculture and Forestry has signed a cooperation agreement with groups of interest which can be found in annex 2 of the SER. However, as an additional confirmation, stakeholders, employers and graduates mentioned during the online meetings that they would be willing to cooperate with students and teaching staff of the proposed study program.</p>	<b>B</b>
<b>Overall</b>	<b>B</b>

**Compliance level:** Substantially compliant

**ET recommendations:**

- 1. As a result from the online-discussions it is to be recommended to prepare and insert module(s) with Agr. Informatics / IT / Digitization – contents and integrate in the study program*



## 2.5. Students

Students	CL
<p><i>Standard 5.1. 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.</i></p> <p>“The admission of students for studying at the Faculty of Agriculture and Veterinary has been established without any exception-ban, except those foreseen by law and the Statute of the University of Pristina. The proposal for student registration is approved by the council of the Faculty of Agriculture and Veterinary and then is sent to the University Senate for ratification and for announcement of student additions contest” (SER, pg.6). “Students are ad-mitted under the rules set by the University of Pristina, with a public announcement of admission contest published through national media by the University itself” (SER, p.33).</p>	A
<p><i>Standard 5.2. All students enrolled in the study program posses a high school graduation diploma or other equivalent document of study, according to MEST requirements.</i></p> <p>“As precondition for entry into Bachelor studies in Agricultural sciences is completion of high school and passing the Graduation test. The number of students that would be admitted is determined by the Ministry of Education. The selection of students for further studies is based on the success in the admission test and the score earned in Graduation test” (SER, p.6). “Conditions for admission of young students are set by the University of Prishtina, which announces the competition for enrolment of young students” (SER, p.33). Even though the Statement 5.2. refers to young students, there is no age discrimination at the enrolment.</p>	A
<p><i>Standard 5.3. The study groups are dimensioned so as to ensure an effective and interactive teaching and learning process.</i></p> <p>After the previous assessment by the reaccreditation team regarding the number of the 1st year enrolment, the Faculty decreased it to max.120 students. The ET considers that the study program will ensure an effective and interactive teaching and learning process.</p>	A



<p><i>Standard 5.4. Feedback to students on their performance and results of assessments is given promptly and accompanied by mechanisms for assistance if needed.</i></p> <p>The ET assumes that students will get feedback on their results according to UP internal regulations in QA. The Stakeholder stated during the Online Site Visit that the Students can participate in the exams three times per academic year. The feedback is provided soon after the exams. The assistance is in a form of consultation meetings with the teachers available twice per week, yet there is no record about it.</p>	A
<p><i>Standard 5.5. The results obtained by the students throughout the study cycles are certified by the academic record.</i></p> <p>The results obtained by the UP's students throughout the study cycles are certified by the academic record. Yet, there is a high drop-out rate of the students, especially during the 1st year of the study programme. There is no support system to prevent dropouts.</p>	B
<p><i>Standard 5.6. Flexible treatment of students in special situations is ensured with respect to deadlines and formal requirements in the program and to all examinations.</i></p> <p>The only one support mentioned as flexible treatment of students in special situations is three examinations period (SER, p. 33-34). The ET considers that UP has to improve its strategy into support students in special situations. No records have been provided on how often students apply, for what reason and what is the percentage of the approval.</p>	B
<p><i>Standard 5.7. Records of student completion rates are kept for all courses and for the program as a whole and included among quality indicators.</i></p> <p>According to the information provided, there are processes in place to collect and analyse data referring to the student progression and drop-out rates. The institution collects also data on students' satisfaction with their programmes, the learning resources, and administration and support services. The SER (p.34) states that the collected data will contribute to the quality indicators of the teaching and learning quality. There is no reports or any other documents available supporting the SER. The ET considers that the FAV and the study program will continue the process and be able to provide evidence about its implementation.</p>	B



<p><i>Standard 5.8. Effective procedures are being used to ensure that work submitted by students is original.</i></p> <p>The UP established different regulations to deal with academic misconduct, including plagiarism and other forms of cheating. The UP/FAV have not access to anti-plagiarism software in Albanian language. In March 2021, the University adopted the Regulation on the procedure and disciplinary phases against students' misbehaviour that is, among other things, the ground for the plagiarism monitoring and prevention. During the site visits, several groups of interviewees stated that there is a new measure approved to support the originality of the thesis – publication on the University web page. In that way, at least the thesis will be under the public eye and therefore more likely original. Until it is set in a function, there are no procedures in place to guarantee the originality of the submitted work. The institution is relying that it will be the teachers themselves that can identify plagiarism in students' work, projects and thesis. As confirmed during the meeting with teaching staff, they did not implement a clear plagiarism prevention strategy in their teaching processes.</p>	B
<p><i>Standard 5.9. Students' rights and obligations are made publicly available, promoted to all those concerned and enforced equitably; these will include the right to academic appeals.</i></p> <p>The evaluation process has confirmed the presence of information, outside the documents supplied in advance of the visit, that demonstrate institution-wide arrangements for student admissions, rights of representation, student's transfer, student feedback via 'satisfaction surveys', what students can expect during the studies, what is expected of them and what support can be provided if something goes wrong. During the online meeting several interviewees reported that there is a student union at the UP level which provides several services to the students' rights meeting such as student election for the decision-making processes participation, appeal submission and similar.</p>	A
<p><i>Standard 5.10. The students' transfer between higher education institutions, faculties and study programs is clearly regulated in formal internal documents.</i></p> <p>According to the SER (p. 34), the students' transfer among the higher education institutions, faculties and study programs is regulated at University level, with Regulation 2/111 of 14.7.2017, which is public on the University web site. The ET considers this statement compliant to the Standard.</p>	A
<p><i>Standard 5.11. Academic staff is available at sufficient scheduled times for consultation and advice to students. Adequate tutorial assistance is provided to ensure understanding and ability to apply learning.</i></p>	B



The assistance is in a form of consultation meetings with the teachers available twice per week, yet there is no record about it – how often and how many students seek for the assistance. Student participants stated that they use this assistance very often, but there is no record of it.	
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<b>Overall</b>	<b>B</b>
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**Compliance level:** Substantially compliant

**ET recommendations:**

- 1. The recommendation regarding high drop-out of the study programmes' students is for the Faculty to develop the support system that will reduce the unwillingness of the enrolled students to finish their study.*
- 2. The University will launch the policy to make students' theses available to the public in order to discourage possible plagiarism. Additionally, the Faculty should organise workshops for the staff and students on the awareness raising about plagiarism and its consequences for the future of the students or an academic staff committing it.*
- 3. Consultation process (teacher – student or student - student) should be able to provide records on number of students seeking for the assistance per week, duration of the consultation and its outcome on the students' performance.*
- 4. Post-evaluation action plan design and implementation is compulsory, at least once per year, for the academic staff to improve the teaching process and the knowledge transfer for the teaching staff towards the students.*



## 2.6. Research

Research	CL
<p><i>Standard 6.1. The study program has defined scientific/applied research objectives (on its own or as part of a research centre or interdisciplinary program), which are also reflected in the research development plan of the institution; sufficient financial, logistic and human resources are allocated for achieving the proposed research objectives.</i></p> <p>Neither information about research objectives for the specific study program nor a research strategy of UP is provided. The FAV has adopted the Strategic plan for 2018 - 2022 period which contains 7 goals and 28 priority measures. The document presents indicators planned for all department units and study programmes as a cumulative value. Therefore, indicators on the study programme level are not available. In the SER (p. 36-37) it is indicated that financial and logistical support for research in this program is lacking.</p>	B
<p><i>Standard 6.2. Expectations for teaching staff involvement in research and scholarly activities are clearly specified, and performance in relation to these expectations is considered in staff evaluation and promotion criteria.</i></p> <p>According to the SER "Inclusion of teaching staff in research activities and their The SER indicates that clear policies for determining and defining what is known as Research are specified in regulation no. 465, dated 03.02.2018 of the University of Prishtina "Hasan Prishtina" and Administrative Instruction 1/2018 of the Ministry of Education, Science and Technology for the recognition of platforms and international journals with peer review. In the Online evaluation discussions, it became obvious that evaluation procedures for staff do 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.</p> <p>The teaching staff stated that the ratio teaching time compared to the research time is defined by the University regulation, but there are no reports available on the implementation of it. Despite the ratio, the teaching staff monthly salary depends on the number of study program they participate in. Therefore, the teaching staff are overloaded with the teaching at the expense of the research.</p>	B



<p><i>Standard 6.3. Clear policies are established for defining what is recognized as research, consistent with international standards and established norms in the field of study of the program.</i></p> <p>Clear policies for determining and defining what is known as Research are specified in regulation no. 465, dated 03.02.2018 of the University of Prishtina "Hasan Prishtina" and Administrative Instruction 1/2018 of the Ministry of Education, Science and Technology for the recognition of platforms and international journals with peer review. There are clear policies developed at the Faculty level, but on the individual one there is not an obligatory plan.</p>	A
<p><i>Standard 6.4. The academic staff has a proven track record of research results on the same topics as their teaching activity.</i></p> <p>is performed on locally relevant topics and outcomes 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. Publications on the specific field have not been found in the publication lists which is poor in its content. On the other side, the student theses usually are related to the local agriculture, therefore, they rely on the theoretical and research activities of their mentors.</p>	B
<p><i>Standard 6.5. The academic and research staff publish their work in speciality magazines or publishing houses, scientific/applied/artistic products are presented at conferences, sessions, symposiums, seminars etc. and contracts, expertise, consultancy, conventions, etc. are provided to partners inside the country and/or abroad.</i></p> <p>The academic staff publish their research results in co-authorship with researchers from the Republic of Kosovo and abroad. The list of the FAV projects consists of 3 research projects with international partners conducted or ongoing in the last three years and 3 other projects financed by international organizations or funds (Erasmus, DAAD).</p>	A
<p><i>Standard 6.6. Research is validated through: scientific and applied research publications, artistic products, technological transfer through consultancy centres, scientific parks and other structures for validation.</i></p>	B



<p>Infrastructure such as scientific parks or consultancy centers are neither described in the SER nor have been a topic during the discussions in the Online evaluation discussion. However, such procedures should become developed by the institution and not by specific study pro-grams and established by following a consistent research strategy which has to be set up and agreed on prior to this. Regarding the research validation, it is mentioned under Standard 6.4. and 6.7.</p>	
<p><i>Standard 6.7. Each academic staff member and researcher has produced at least an average of one scientific/applied research publication or artistic outcome/product per year for the past three years.</i></p> <p>This requirement is fulfilled by the members of the teaching staff. Unfortunately, Standard 6.7 is not addressing the expected or confirmed quality of publications. To the opinion of the ET, one publication per year in an international peer reviewed journal should be required. Following the recommendations from last year accreditation procedure and report a table has been prepared where the number of “refereed journal articles”, “other journal articles” and “conference proceedings” is listed for all members of the teaching staff in an improved but still not satisfactory way.</p> <p>The FAV Strategic Plan sets a cumulative indicator of at least 50 published papers by the Academic staff to be published by 2022. The Study programme teaching staff exceeded the numbers: 78 publications from 22 Academic members and an average of 1.15. Regarding the individual level publication results, there are 14 members who published more than one paper annually within last three years and fulfilled the criteria standards 6.7. The remaining part of the Academic staff has not met the standard criteria or has not provided the evidence about it. Regarding the ‘h – index’, it varies between 0 and 7 (according to SCOPUS), where the mode is 2. The highest number of published papers is 12 within 3 years per the academic staff member.</p>	B
<p><i>Standard 6.8. Academic and research staff publish under the name of the institution in Kosovo they are affiliated to as full time staff.</i></p> <p>Confirmed in SCOPUS.</p>	A
<p><i>Standard 6.9. Academic staff are encouraged to include in their teaching information about their research and scholarly activities that are relevant to courses they teach, together with other significant research developments in the field.</i></p> <p>The ET trusts that the teaching staff is integrating own research outcomes as much as available into teaching as this is the regular way of teaching at an University. However,</p>	B



there is quite substantial potential for increasing quantity and improving quality in this respect. There is no evidence on the encouragement of the teaching staff to include own research results into the teaching process.	
<p><i>Standard 6.10. Policies are established for ownership of intellectual property and clear procedures set out for commercialization of ideas developed by staff and students.</i></p> <p>According to SER (p. 38) in Kosovo, the intellectual property aspect is protected by the Law on Copyright and Related Rights adopted by the Assembly of Kosovo. The aspects of this law include the intellectual property of UP staff and students.</p>	A
<p><i>Standard 6.11. Students are engaged in research projects and other activities.</i></p> <p>According to the online meeting findings, students' theses are based on the research. The participants stated that there were opportunities for students to participate in research activities. Students said that there were not many opportunities for student-teacher mutual project or research activity implementation apart from the BSc. Thesis research development and implementation. The SER has not provided any evidence supporting this standard.</p>	B
<b>Overall</b>	<b>B</b>

**Compliance level:** Substantially compliant

**ET recommendations:**

1. *Each Academic staff member should have developed their own plan of research and teaching activities, implement it and monitor its implementation. The Plan should include no. of paper planned to publish, no. of workshops attendance with presentations and participation per year and the planned trainings for professional advancement. Cumulative plan for the academic staff should be available for the next reaccreditation.*
2. *Due to poorly prepared CVs by several teaching staff, we recommend a workshop for the teaching staff about scientific writing including proper citation of own and other people's work.*
3. *Teaching staff should involve students in the research activities. Publications should be listed.*



## 2.7. Infrastructure and resources

Site visits at the locations and in personal presence have been not possible due to Covid-19 restrictions. Evaluation of infrastructure and resources was made on the basis of the information received from the institution and those declared by the participants in the online meetings.

Infrastructure and resources	CL
<p><i>Standard 7.1. The adequate long-term implementation of the study program is ensured in quantitative terms as regards premises, human resources and equipment. At the same time, it is guaranteed that qualitative aspects are also taken into account.</i></p> <p>As confirmed in the online meetings, a new Faculty building and an UP experimental farm in direct neighbourhood will provide excellent conditions for the study program in the near future. Permanent teaching staff is available and accomplished by temporary staff. However, increasing the number of staff, particularly permanent staff would positively contribute to the programs quality and attractiveness.</p>	A
<p><i>Standard 7.2. There is a financial plan at the level of the study program that would demonstrate the sustainability of the study program for the next minimum three years.</i></p> <p>The SER does not contain a financial plan at the level of the study program. Investment and financial budgets and policies are regulated at higher levels of the management including the level of the academic unit and the University. However, it is indicated in the SER that budget allocated is sufficient for keeping the study program sustainable.</p>	B
<p><i>Standard 7.3. The higher education institution must demonstrate with adequate documents (property deeds, lease contracts, inventories, invoices etc.) that, for the study program submitted for evaluation it possesses the following, for the next at least three years:</i></p> <p><i>a) owned or rented spaces adequate for the educational process;</i></p> <p><i>b) owned or rented laboratories, with the adequate equipment for all the compulsory disciplines within the curriculum, wherever the analytical syllabus includes such activities;</i></p> <p>UP provides an adequate, clean, attractive and well-maintained physical environment for its building, particularly the new building which is short before moving in. The</p>	B



<p>college has laboratories, with the basic equipment which should be improved continuously.</p> <p><i>c) adequate software for the disciplines of study included in the curriculum, with utilisation licence;</i></p> <p>Adequate software is included in the curriculum. Additionally, online teaching equipment should be expanded and completed. It has to be mentioned that use of UP learning platform (SEMS) has significantly increased during recent years, partly as a consequence to pandemic restrictions.</p> <p><i>d) library equipped with reading rooms, group work rooms and its own book stock according to the disciplines included in the curricula.</i></p> <p>The library mentioned in the SER is rather limited in space (60 m<sup>2</sup>) and number of books (3000). Extension is recommended. Also, electronic access to scientific literature should be documented in the SER.</p> <p>Further adequate and easily accessible support services through Central University Library as well as Academic Unit Libraries with reading rooms and book stock seems to be available at UP.</p>	
<p><i>Standard 7.4. The number of seats in the lecture rooms, seminar rooms and laboratories must be related to the study groups' size (series, groups, subgroups); the applicative activities for the speciality disciplines included in the curricula are carried out in laboratories equipped with IT equipment.</i></p> <p>The ET trusts that the number of seats in the lecture rooms, seminar rooms and laboratories in the new university building will be sufficient.</p>	A
<p><i>Standard 7.5. The education institution's libraries must ensure, for each of the study programs:</i></p> <p><i>a) a number of seats in the reading rooms corresponding to at least 10% of the total number of students in the study program;</i></p> <p><i>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;</i></p> <p><i>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;</i></p>	



<p><i>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;</i> <i>e) a sufficient number of subscriptions to Albanian and foreign publications and periodicals, according to the stated mission.</i></p> <p>The library situation is only briefly addressed in the SER (s. Standard 7.3 d). Observations during previous site-visits by part of the ET in earlier years have shown, that there is fairly free access to the central unit of the library as well as in the academic units. Free access is provided to electronic books, bibliographic references, bibliometric information scientific databases. The libraries offer quiet learning environments, extensive print and electronic collections and helpful staff to support students and teachers. The situation even should improve after moving into the new building.</p>	
<p><i>Standard 7.6. The infrastructure and facilities dedicated to the implementation of the program is adapted to students with special needs.</i></p> <p>The buildings currently in use are not suitably adapted for students with physical disabilities and also, learning resources for special needs (as blindness, deafness etc.) are not available. At least partial improvements can be expected after moving into the new building.</p>	C
<p><b>Overall</b></p>	B

**Compliance level:** Sustainably compliant

**ET recommendations:**

1. *A detailed budget has to be presented for the study program;*
2. *Ensure appropriate provision for learning resources is made for students and staff with disabilities or difficulties*
3. *Investments in IT-resources is recommended .*



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

In conclusion, the Expert Team considers that the study program **Agriculture Economics, B.Sc.** offered by the University of Prishtina is **sustainably compliant** with the standards included in the KAA Accreditation manual and, therefore, recommends **to accredit** the study program for a duration of **3 years** with a number of **100** students to be enrolled in the program.

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

1. No Appendix

#### Expert Team

##### Member

	Prof. Dr. Reiner Doluschitz	09.04.2021
(Signature)	(Print Name)	(Date)

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##### Member

	Prof. Dr. Joachim Müller	09.04.2021
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##### Member

	Ms. Jadranka Pelikan, M.Sc.Bioproc.Eng.	09.04.2021
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