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***UBT COLLEGE***

***MSc PROGRAMME IN FOOD SCIENCE AND TECHNOLOGY***

**PROGRAM ACCREDITATION**

**REPORT OF THE EXPERT TEAM**

*July, 2022, Prishtinë*



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## 1. INTRODUCTION

### 1.1. Context

**Date of site visit: 16.06.2022. The event was held online**

**Expert Team (ET) members:**

- Prof. Dr. Kyriaki Zinoviadou
- Jadranka Pelikan, student expert

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

- Shkelzen Gerxhaliu, SO for Evaluation and Monitoring
- Flamur Abazaj, Senior Officer for Evaluation and Monitoring

**Sources of information for the Report:**

- Self-evaluating report (SER) submitted by the MSc Programme in Food Science and Technology
- Information obtained during meetings with a) the management of the faculty where the programme is integrated, b) quality assurance representatives and administrative staff, c) the heads of the study programme, d) teaching staff, e) students, f) graduates and g) employers of graduates and external stakeholders
- Internal staff CV's
- Annexes and additional documentation provided by the faculty of Food Science and Technology
- The KAA (re)accreditation manual



## Criteria used for institutional and program evaluations

- Standards & performance indicators for external evaluation according to the Accreditation Manual of KAA, February 2021.

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

### 1.2. Site visit schedule

Time	Meeting	Participants
09:00 – 10:00	Meeting with the management of the faculty where the programme is integrated	1. Edmond Hajrizi 2. Fidan Feka 3. Violeta Lajqi Makolli 4. Ismet Babaj 5. Veton Haziri 6. Lorike Salihu
10:05 – 10:50	Meeting with quality assurance representatives and administrative staff	1. Artan Tahiri 2. Fisnik Laha 3. Emine Daci 4. Ibush Luzha 5. Veton Haziri 6. Enta Beselica
10:55 – 11:55	Meeting with the heads of the study programme (Food Science and Technology, MSc)	1. Valon Durguti 2. Violeta Lajqi Makolli 3. Kastriot Pehlivani 4. Ibrahim Mehmeti
12:00 – 13:00	Meeting with the heads of the study programme (Agriculture and Environmental Engineering, BSc)	1. Lumta Dida 2. Smajl Rizani 3. Besa Veseli 4. Shkëlzim Ukaj 5. Vezir Januzi



<b>13:00 – 13:30</b>	Lunch break (provided at the evaluation site)	
<b>13:30 – 14:15</b>	Meeting with teaching staff	<ol style="list-style-type: none"> <li>1. Mergim Mestani</li> <li>2. Xhavit Bytyci</li> <li>3. Eglantina Kraja</li> <li>4. Suzana Aliu</li> <li>5. Hyzer Rizani</li> <li>6. Maxhun Shehaj</li> </ol>
<b>14:20 – 15:05</b>	Meeting with students	<ol style="list-style-type: none"> <li>1. Aurora Beqa</li> <li>2. Shpëtim Salihu</li> <li>3. Sihana Bokshi</li> <li>4. Rinor Krasniqi</li> <li>5. Sajmir Dinaj</li> <li>6. Vesa Zeqiri</li> </ol>
<b>15:10 – 15:55</b>	Meeting with graduates	<ol style="list-style-type: none"> <li>1. Era Bruqi</li> <li>2. Valon Sadiku</li> <li>3. Fjolla Vllasaliu</li> <li>4. Anduena Gusinja</li> </ol>
<b>16:00 – 16:45</b>	Meeting with employers of graduates and external stakeholders	<ol style="list-style-type: none"> <li>1. Birra PEJA</li> <li>2. FLOIL</li> <li>3. ABI</li> <li>4. NP Me Agro</li> <li>5. Agroprodukti</li> <li>6. Grasper</li> </ol>
<b>16:45 – 16:55</b>	Internal meeting of KAA staff and experts	
<b>16:55 – 17:05</b>	Closing meeting with the management of the faculty and program	

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

(info provided on the internet site)

#### UBT History

UBT was established in Prishtina, Kosovo in 2001 as IEME – Institute for Enterprise Management and Engineering and in October 2004 has become the name UBT – University for Business and Technology. UBT holds the license of the Ministry of Education, Science and Technology (MEST) No.808/02-1 dated 18.10.2004 in Kosovo and it is Accredited by Kosovo Accreditation Agency – the National Body for Accreditation.



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UBT is based in Prishtina, Lagjja Kalabria PN. It operates in six different campuses: UBT Prishtina, UBT Innovation Campus (Science and Technology Park) – Lipjan, UBT Prizren, UBT Ferizaj, UBT Gjilan and UBT Peja. It is also active with its centers in Vienna, Budapest and Tirana.

UBT is certified according to ISO 9001, since 2007 and UBT is certified with Recognized for Excellence, 5\*, according to EFQM Business Excellence, 2018.

UBT Focus: System Design and Management, Technology, Business, Life Sciences, Law and Social Sciences, Medicine and Health Sciences

### **History of the development of the Faculty of Food Science and technology**

Not provided

### **Establishment (year, decision no., etc.)**

The Food Science and Technology (MSc) Program is accredited and operationalized in the 2018/19 academic year

### **Description of the location of all campuses (address, contact, etc.)**

The Faculty of Food Science and Biotechnology is located in Prishtine, on the Campus of the UBT College. The address is: Lagjja Kalabria, 10000 Prishtine, Kosovo.

## **2. PROGRAM EVALUATION**

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

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

*(Insert all comments or observations, commendations and suggestions relating to this general area and its allocated standards and performance indicators, as specified in the KAA Accreditation manual. Consideration should be given to the adequacy of processes and results achieved in each of the standards.)*

**Standard 1.1.** *The mission of the study program is in line with the general mission statement of the institution.*



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Based on the information provided in the SER, the mission of the study program in Food Science and Technology is very clear and straight forward and in full compliance with the general statement of the mission of UBT. As stated the purpose of this program is to contribute in society, through comprehensive programs of high university education, designed according to comprehensive curricula, compared to developed countries and the level of Kosovo development, in the field of Food science and Technology, supported from a strong didactic base, scientific and practical experience and human resources included.

**CL:3**

**Standard 1.2. Relevant academic and professional advice is taken into account when determining the intended learning outcomes which are in line with the National Qualifications Framework and the Qualifications Framework for the European Higher Education Area.**

According to the SER, the design of the program has been mostly based on the National Qualifications Framework and the Qualifications Framework of the European Higher Education Area so that the learning outcomes are satisfactorily met. Moreover for the development of the curriculum, they have also consulted businesses, agricultural sector, professors and students in order to provide a rich study program that meets the market requirements and expectations of the target group. The study program is comparable to the curricula of renowned universities in EU and USA.

Curricula of this program adheres to the Directive of the European Commission and fulfill the minimal theoretical and practical report defined for it. The program is structured in 4 semesters. Studies last 2 years. Students workload during the integrated studies including theoretical directions, practice, preparation and exams is equal to 120 ECTS. All this is in accordance with the Bologna Declaration on vocational education and training in the field of agricultural science.

**CL: 3**

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

As stated, the program intends to answer the advanced needs of private and public sector to promote the further development of Kosovo. The program in general assures that students have the possibility to implement practical knowledge gained during studies, analyses



research, evaluation and creating effective strategy and models. The EU Directive EC 2005/36 and EU Directive EP 2013 provide the basic and minimum standards of the profession in the EU.

### CL 3

***Standard 1.4. There are formal policies, guidelines and regulations dealing with recurring procedural or academic affairs. These have been made public to all staff and students.***

As presented in the SER UBT has developed official politics, instructions and rules that help in governing academic administrative aspects of the program. All rules, politics and instructions are available to students, profesors and other interested in physical way or in internet page of institution. Moodle platform is available for all students and academic staff. Finally, the institution has the space for storage of archive where are stored documents such as records, politics, procedures, and rules. Academic calendar describes the studying program and shows rhe specific datas, including the information for the beginning and finishing studies, exam time, deadlines of exams. Academic calendar is approved in the beginning of each year. Academic year lasts 15 weeks (lectures, exercises, evaluation) and is divided in winter and summer semester and three exam periods (January, June, and September) for each academic year.

The student workload is 30 ECTS per semester. The basic document for organizing studies is the schedule designed for one semester. With the help of such a semester program, it is possible to guarantee an even distribution of student workload throughout the study period.

It is important to reasure that any changes/ modifications are made public on time and that the students and all staff involved are informed accordingly.

### CL: 3

***Standard 1.5. All staff and students comply with internal regulations on ethical conduct in research, teaching and evaluation in all academic and administrative activities.***

According to SER teachers, associates, staff and students agree to abide by the provisions of the UBT Code of Professional Ethics and Conduct. Members of the academic community are obliged to perform their duties to students, colleagues and staff in a professional manner and in accordance with the principles of objectivity, impartiality and mutual respect. In cases of violation of the Code of Ethics and Conduct, the Dean may initiate proceedings before the





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Ethics Subcommittee of the respective Faculty. Staff and students can appeal the decisions of the Faculty Ethics

The link provided (<https://www.ubtuni.net/sq/hulumtime-dhe-inovacione/politika-dhe-rregullore/>) leads to a long list of regulations and policies (provided both in both languages) However in most of the cases there are not hyperlinks to the relevant documents and this should be updated.

## CL: 2

***Standard 1.6. All policies, regulations, terms of reference and statements of responsibility regarding the programme management and distribution are reviewed at least once every two years and are amended as appropriate under changing circumstances.***

Based on the SER it is shown that it is an internal policy of the institution (UBT) to constantly review and change all the necessary documentation that regulates or affects the success of the program. Periodic reviews of policies and regulations are conducted in collaboration with the Office of Quality. The results of such reviews and the changes made as required are included in this study program. The Program of Food Sciences and Technology is represented by the Dean and vice dean who is elected by the Academic Council. The Dean as a representative and responsible for the study program should have abundant academic and general experience. The council is responsible for implementing institutional policies and overseeing academic performance, reviewing student achievement, and whether program objectives have been met.

Despite the fact that minutes from meetings with stakeholders and student evaluations were provided, it is difficult for the ET to evaluate to which extent this process is followed. The fact though that the program has to be re-accredited by the KAA on a regular basis is crucial and the input of the international experts could only be of benefit for the enhancement of the department and the

Although, in general the process is clear and seems to be updated when required however the provided tables are not sufficient in order to indicate the effectiveness of these processes. For example based on the 1<sup>st</sup> table of page 17 it seems that the graduation rate is very low. It would be beneficial for the Department to identify the reasons behind this low percentage and try to improve them in the coming years.



**CL: 2**

**Compliance level: Substantially compliant**

**ET recommendations:**

1. The provided Link for the list of UBT regulations should be updated and hyperlinks to all regulations should be added.
2. It is essential that all students are informed about their rights prior to the beginning of the year. This could be done via the Student Council.
3. The provided tables (page 17) should be more analytical and include retention rates as well and not only graduation rates
4. According to the data provided (SER, page 17-22), there is a good system of policies, regulations and procedures. However, it is recommended that all these information must be better presented in the official website of University, in local language and also in English
5. The defined KPIs should also include employability rates for the graduates

**2.2. Quality Management**

*(Insert all comments or observations, commendations and suggestions relating to this general area and its allocated standards and performance indicators, as specified in the KAA Accreditation manual. Consideration should be given to the adequacy of processes and results achieved in each of the standards.)*

**Standard 2.1. All staff participates in self-evaluation and cooperate in reporting and improvement processes within their area of responsibility.**

As stated in the SER even though the quality system at UBT is formally managed by the responsible offices in each operating unit, all the staff members within their respective departments are fully engaged in providing services and opportunities of high quality.

The Food Science and Technology Quality Assurance Manual is based on UBT Quality Manual. The Faculty has a designated Quality Assurance Officer and Quality Assurance Sub-Committee that work in conjunction with UBT Quality Assurance Committee and Quality Manager.

However, it could be useful to have the link of this manual in the SER.



**CL: 3**

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

The evaluation and planning processes for improvement seems integrated into normal planning processes. The Programs identifies its stakeholders (students, staff, internal and external stakeholders), the key processes involved in the implementation of programs and services to students. A detailed strategic plan is also provided however it would be useful to define in more detail the monitoring process that will lead to the successful completion of the plan.

**CL: 3**

**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.**

As stated in the SER in order to assure the quality of learning and teaching, the quality assurance framework has in place a wide range of policies and procedures that focus not only on program planning and delivery but also on administration and support services. Quality assurance policy and procedure are based on a recently updated UBT Quality Manual. There is sufficient data from the past that are utilized for Food Science and Technology. Of course this is an excellent practice that should be applied continuously and modifications and adjustments should be made when required.

However, it is also crucial to provide training to all Faculty members in topics related to innovative educational methods, assessment design, evaluation etc.

**CL: 3**

**Standard 2.4. Quality assessments provide an overview of quality issues for the overall programme as well as the various components therein; assessments consider inputs, processes and outcomes, with particular attention given to learning outcomes for students.**

As mentioned in the SER various procedures are followed in order to ensure that a proposed programme or modification is compliant with the mission, policies and strategic plan,



fulfilling an identifiable need for industry, business or local community, compliance with policies and procedures of Kosovo Accreditation Agency, European Standard Guidelines and other best practices in European Higher Education Area.

Moreover it is stated that, the different components within the program are assessed both individually and jointly in order to provide a clearer view of the quality state of each component as well as their contribution to the overall program quality.

However, it would be beneficial to evaluate each course separately regarding the student success rate and make the appropriate adjustments in the assessment methods in case there is a high percentage of failure. Other metrics of student performance such as grades and retention rates should also be calculated.

## CL:2

**Standard 2.5. Quality assurance processes ensure that the required standards are met and that there is continuous performance improvement.**

The quality assurance processes are set up to ensure that the quality of activities and operations are present in all units and the aim is to continuously improve these and make development an inherent part of all activities and units. QA procedures are implemented during the program life cycle to ensure the delivery of a superior and consistent product. These can be summarized under several interrelated steps:

- (1) Stakeholder engagement,
- (2) Faculty Strategy and Plans,
- (3) Faculty Management,
- (4) Teaching, Learning and Research,
- (5) Faculty Human Resource Practice and Staff Development,
- (6) Public Information. (<https://www.ubt-uni.net/sq/ubt/>).

Findings in the Annual Quality Assurance Report are summarized into an Improvement Plan for subsequent years in the Faculty Annual Plan. (Attached is the Annex2. Faculty Annual Plan).

## CL 3

**Standard 2.6. Survey data are being collected from students, graduates and employers; the outcomes of these assessments are made public.**



Based on the information provided, data are being collected from students, graduates, employers and stakeholder surveys. However, there is not information about how the outcomes of these assessments are made public and how they are utilized for the improvement of the program. It is essential to provide additional training to staff in case there are complains by the students.

**CL: 2**

**Standard 2.7. The outcomes of the internal quality assurance system have been taken into account for the further development of the study programme. This includes assessment outcomes, student workload, academic success, and graduate employment.**

According to SER The Food Science and Technology Faculty undertakes a regular periodic evaluation of programmes. This procedure is implemented as part of the accreditation process and is essential to ensure that the offer is catered to student needs and labour market. The evaluation process serves to review the programme learning outcomes, programme teaching and learning methodology, assessment and its courses. The evaluation process also reviews the programme outcomes, graduates and impact in the industry and community. The process is composed of: programme self-evaluation, programme strategy and proposed revisions document. The composition of the programme self-evaluation is regulated by Standard Operating Procedures and includes: The Dean, Chairs of Departments, two academic staff members, student representative, alumni representative, programme administrator, student services officer and industry representatives. The self-evaluation process may also include external experts.

**CL: 3**

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

Despite the fact that a lot of information is provided regarding the quality management. As stated 'The evaluation process serves to review the programme learning outcomes, programme teaching and learning methodology, assessment and its courses. The evaluation process also reviews the programme outcomes, graduates and impact in the industry and



community'. However, it is not clarified how often is conducted. An annual review is considered essential.

**CL: 2**

***Standard 2.9. The quality assurance programme arrangements are regularly self-evaluated and improved.***

There are 5 indicators ensure that the quality assurance programme arrangements are regularly self-evaluated and improved. It is important to make sure that there is strong student participation in these evaluation processes and that the students feel comfortable to express their sincere opinion.

**CL: 3**

**Compliance level: Substantially compliant**

**ET recommendations:**

1. It is not clear how often the internal evaluation procedure is conducted. It is recommended this is conducted once every year.
2. The student evaluation forms should be more student oriented and less teaching oriented in order to be able in the end to evaluate whether students have met all the learning outcomes.
3. The results, reports etc of assessments must be available and easily accessible in the open page of the official webpage of University

### **2.3 Academic Staff**

***Standard 3.1. Candidates for employment are provided with full position descriptions and conditions of employment. To be presented in tabular form data about full time (FT) and part time (PT) academic/ artistic staff, such as: name, qualification, academic title, duration of official (valid) contract, workload for teaching, exams, consulting, administrative activities, research, etc. for the study program under evaluation.***



A list of the academic staff, including CV with all the information is included in the SER (page 31-32) and in the additional material. However, info on the selection process is missing from the SER and should be included.

**CL: 2**

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

The ET feels that it is not in the position to check this standard but trusts that the academic staff complies with all legal requirements

**CL: n.a.**

**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.**

As stated in the SER staff workload allocation is in full conformity with the provisions. The ET trusts the management team in this however it is not in position of evaluating this standard especially due to the fact that the visit was held online.

**CL: n.a.**

**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.**

In the SER it is stated that 'All academic staff in the Agricultural Engineering and Environment study program are full-time at UBT College, and they cover all types of study curricula. For this specific program we have 48 full-time academic staff covering 95% of the required staff and they cover 100% of the courses. Since no specific reference is made to the Food Science and Technology MSc program the ET is not in position of evaluating this standard especially due to the fact that the visit was held online

**CL: n.a.**



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***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.***

The Faculty has met the minimum requirements specified in the Administrative Instruction on Accreditation. The list of staff, their employment status and their qualifications have been approved by the National Quality Council.

**CL: 3**

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

According to the SER the Staff development plan at the Program of Food Science and Technology several key objectives: (a) to provide a framework for allowing appropriate development opportunities that are de-signed to improve the knowledge, skills and behaviours of staff which will enhance personal growth and effectiveness if individuals, teams and the organisation in the pursuit of excellence in all of its activities and strategies. (b) to facilitate the process of change; (c) To promote a developmental ethos; (d) to outline various staff development support plans for each institutional strategy; (e) to embed all staff development activity into the institutions' academic calendar. Staff development is an integral part of the Program strategic planning process. The institution recognizes that institutional excellence can only be achieved and maintained by appropriately skilled, experienced and motivated staff. Therefore, the Program is committed to: (a) resource staff development and require Programs to provide developmental plans as part of financial planning process, (b) establish performance indicators against staff performance be measured, (c) identify and provide selected and targeted development activities supporting each institutional strategy and the overall Program development.

It is crucial to reassure that equal opportunities are provided to all staff members and that sufficient budget is allocated in order to support the research activities of the Faculty members.

**CL: 2**





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**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.**

As stated on the SER The Dean ensures that mechanisms for the allocation of workloads are approved and implemented in Faculty and are made available to the staff in accordance with Faculty Council Workload Policy. The overall individual workload allocation adheres to the following principles: (1) The mechanism is comprehensive, transparent, takes account of work requirements and contributes to the efficient and effective application of resources, (2) The requirement to undertake research is a career expectation and over time will be balanced as appropriate with the other obligations of academic staff including significant administrative responsibilities, (3) Deans allocate teaching and other responsibilities in the light of the research record of academic staff, (4) the workload is equitable, reasonable and safe.

The allocation of work must be made in consultation with the staff members and by taking into consideration that staff members skills and experience. The allocation of the work must recognize the position of the employee within research – teaching nexus. Information about the workload allocation for each member of staff is used as a source of information for promotion applications.

### **CL: 3**

**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.**

As mentioned in the SER The formal staff appraisal process within the Faculty supports the review of performance of roles, the achievement of goals and objectives, and the implementation of staff development plans by line managers. It also focuses on future goals, objectives and development plans in the context of evolving operational responsibilities and career development. The purpose of the quality review process is to ensure that staff appraisal is performed in accordance with UBT Staff Employment, Performance and Progression Policy. The review procedure also aims to ensure that all staff have relevant staff development policies developed both individually and at the level of business units.



However, it is essential to build an even more solid control mechanism in order to evaluate the progress of each individual. Examples of cases where measures had to be taken should be added in the SER. Moreover, evidence of the publicity of the results should be provided.

**CL: 2**

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

HEI has developed a programmed Teaching and Learning Strategy which is based on the specifics of the program, outcomes of the quality assurance procedure and feedback from staff and students. The organization implements a number of quality assurance procedures in order to elicit information on teaching quality. The outcome of the quality assessment procedure is discussed with staff members. All staff is required to produce Individual Professional Development plans outlining teaching and learning methods, research and technical skills. The procedure below is carried out by the Quality Assurance Subcommittee:

- Procedures for ongoing monitoring of programmers
- Program Councils
- Procedures for program evaluation
- Procedures for selection, appointment, appraisal and development of staff

**CL: 3**

**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.**

As stated in the SER staff meets the legal requirements in the Administrative Instruction. Applicable Laws and Administrative Instructions determine when academic staff retires and other procedures.

**CL: 2**

**Compliance level: Substantially compliant**

**ET recommendations:**



1. Concerning the Professors, it is recommended that the percentage of working time for admin must be reduced for the benefit of teaching and research
2. There is no information about the duration of the contracts. It is recommended that the duration of the contracts is at least five years so that hired staff can initiate and complete research projects
3. A large number of the faculty members have a low level regarding the use of English. It is advised to offer them additional English courses. This will assist the University in attracting more International students and the faculty in publishing, conference participation and proposal submission.
4. The University should continue supporting the training of Faculty and organize more seminars on novel teaching methods, assessment design, grading as well as distance learning.
5. There is not information if there no information regarding the contact hours of the Faculty with the students. An open door policy is suggested.
6. It is recommended that the results from the Academic staff evaluation etc must be also published in the official website

## 2.4 Educational Process Content

*(Insert all comments or observations, commendations and suggestions relating to this general area and its allocated standards and performance indicators, as specified in the KAA Accreditation manual. Consideration should be given to the adequacy of processes and results achieved in each of the standards.)*

**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.**

Based on the SER, Study programs at UBT integrate theoretical skills with professional practice and students are well prepared for employment. Ongoing efforts to open interdisciplinary study programs reflect UBT's intention to provide the job market to graduates with enhanced knowledge and skills.



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The purpose of the Food Science and Technology program is to prepare students in the fields of food science and technology in three specializations according to the highest professional standards, to meet the needs of the labor market in the food industry.

What can students do with a qualification in Food Science and Technology? They can work in “main groups of Directive 86/366/EEC set in DIRECTIVE 2005/36/EC ANNEX IV. Jobs directly related to their qualification level

**CL: 3**

***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.*

The Food Science and Technology study program is organized under the EU Directives 2005/36. The offered study programs are organized in modules and weighted by credits, according to the European Credit Transfer and System (ECTS) and in accordance with the criteria set by the Rectorate.

**CL: 3**

***Standard 4.3.*** *The disciplines within the curriculum are provided in a logical flow and meet the definition and precise determination of the general and specific competencies, as well as the compatibility with the study programs and curricula delivered in the EHEA. To be listed at least 7 learning outcomes for the study program under evaluation.*

The program has been designed similarly to other EU programs under the frame of the local labor market and needs. The courses are offered in a logical flow however, the food is suggested to add an elective course on Innovation and Entrepreneurship for the Food Technology Specialisation. The learning outcomes that are achieved upon completion of the program are clearly stated in the SER (pages 51-52).

**CL: 3**

***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.

According to SER, the minimum guidelines for syllabus content are determined by the Program Council. The minimum requirements that subject leaders have to abide by include a short description of the course aims and objectives, learning outcomes, course lecture and practice plan, course teaching and learning methods, course ECTS workload and its distribution, course assessment methods, course resource requirements and literature

**CL: 3**

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.

Not applicable

**CL n.a.**

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.

As stated in the SER (page 53) in the beginning of the academic year all students receive the required information.

**CL: 3**

Standard 4.7. Teaching strategies are fit for the different types of learning outcomes programs are intended to develop. Strategies of teaching and assessment set out in program and course specifications are followed with flexibility to meet the needs of different groups of students.



Despite the fact that the various teaching strategies are described in the SER there is no additional details regarding the way Students in special circumstances (illness, disability, family situation) are treated. The ET trusts UBT College that such cases are treated with flexibility however does not have knowledge regarding the accessibility of people with special needs to the campus or about the additional services that may be offered.

**CL: n.a.**

**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.**

There is a clear student assessment system which is in accordance with to EU requirements.

**CL: 3**

**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.**

As stated in the SER exam documents include the exam register, application, list of students taking the exam in the given exam period, exam report, student book, student files containing information on student review activities and final grades obtained during these activities. The exam register and applications are administered using the Student Management Information System (SMIS). Documents related to the student exam and exam results are kept indefinitely while documents from colloquia are stored for three years.

The student has the right to accept the passing grade announced by the teacher, the decision is final and can't be changed. In cases where the student does not accept the passing grade there is no objection to the exam procedure, the student can submit a request to cancel the exam through a written request, within 48 hours to the head of the subject (the exam is automatically canceled in the SMIS system). The student can cancel through written requests the passing grade from the same subject a maximum of three times. Teachers and students are required to comply with the academic principles and the UBT Code of Ethics during the



examination process. Teachers are obliged to respect the personal integrity of students. Violation of academic norms of conduct will be a starting point for initiating proceedings before the Ethics subcommittee. During the examination process, the student is required to behave in accordance with established rules of conduct. Misconduct of the student according to the Regulation is considered any action of unauthorized assistance by the student during the examination process, possession of cell phones and other electronic communication, violation of the integrity of the teacher and monitor and entering the examination process under false identity.

The student may object to the grade given if he / she consider that the exam was not conducted in accordance with the UBT Regulation and Statute. The objection is submitted to the vice dean for teaching within 36 hours from the award. The Dean evaluates the students' objection and makes a decision within 24 hours of receiving the objection. If the objection is accepted, the student gains the right to retake the examination before the Examination Board consisting of three members, within three days of the decision. The student may request to take the examination before the Examination Board consisting of at least three members if he / she has failed the examination for more than three times. The board is appointed by the dean. The decision of the Board can be appealed by the student or the head of the subject of the UBT Complaints Subcommittee in case they register any further complaints. The decision of the Subcommittee on Appeals is final and cannot be changed.

The ET finds that it is rather fair and beneficial that students are evaluated by different means and not only by a final exam in the end of the semester as indicated in the syllabus. Despite the fact that examples of assessments and grading are not provided the ET trusts that the Faculty of FFT follows all these procedures. However it may be beneficial to introduce the use of a second marker in certain courses that will evaluate a sample of student work blindly.

**CL: 3**

***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.***

There is a clear system which permit candidate feel that the evaluation was inappropriate and inaccurate, accomplish through the opportunity to make a claim regarding their claims to the program coordinator.

**CL: 3**



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

As mentioned in the SER ECTS are a set value for course units to describe the workload of students required to complete them. They reflect the amount of work required by each subject in relation to the total amount of work required to complete a full year of academic study at the institution that includes, lectures, internships, seminars, self-study assignments - in the library or home - and exams or other assessment activities. Teaching at UBT is highly interactive with industry, with all subjects including practical sections. Candidates at this level, in many of the courses, are committed to creating research on specific topics, as a practical reflection of the knowledge gained.

**CL: 3**

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

A long list of companies that are collaborating with UBT is provided in the ER (pages 58-60). Certain examples of contracts have been provided.

**CL: 3**

**Compliance level: Fully Compliant**

**ET recommendations:**





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1. Incorporate measures which will increase the knowledge of foreign language both for the staff and the students
2. Increase the number of invited speakers from the industry, the relevant authorities or other Academic Institutions so as to inform students about current trends and keep them up to date with novel technologies and regulations.
3. Apply an open door policy for all Faculty that will enhance their relationship with the students
4. Increase the number of visits to food industries



## 2.5 Students

*(Insert all comments or observations, commendations and suggestions relating to this general area and its allocated standards and performance indicators, as specified in the KAA Accreditation manual. Consideration should be given to the adequacy of processes and results achieved in each of the standards.)*

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

The Statute of UBT College (Article 54) defines admissions of students according to the national legislation, the Statute and the Academic Council's decisions. The SER (pg.66) states that the study program publishes an open call inviting all candidates who meet the legal requirements in Kosovo for enrollment in the first academic year at the Master level which is also confirmed at the Study programme's web site (<https://www.ubt-uni.net/en/study/master-programs/food-science-and-biotechnology/admission/>).

**CL:3**

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

The Study programme lists on the web page all the compulsory documents that should be submitted during the enrolment. The Diploma or the Certificate which proves that a candidate finished undergraduate study according to the MEST requirements or its equivalent is one of them. The SER (pg. 66) states that „a candidate seeking admission to the Food Science and Technology program must: have completed a Bachelor's degree in natural science fields, such as Food Technology, Plant Production, Agribusiness, Engineering and Food Technology.

**CL:3**

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

The Study programme has been reaccredited in 2019 for enrolment of 50 students per academic year. The Annex to SER (pg.24) presents the table containing KPIs regarding



students. The number of the enrolled students is 50 to first and the same number to second year of this study programme. The interviewees confirmed that the student groups are small enough to allow good interaction between teachers and students and effective learning process.

**CL:3**

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

The SER states that students usually receive the feedback on their work almost promptly. Additionally, there is a support system for the first-year enrolled students (pg. 67) “during the first week of a semester the student receives an inventory of learning styles. The results of this activity are collected and give educators an overview of their students’ learning preference, to enable the approximation of teaching and learning styles. This activity also helps students understand their learning styles. The program has also created a mentoring program. Each student is assigned a mentor who can provide the student group with effective guidance and support. The mentoring program provides ongoing support to students during their studies. Supervision and assistance are provided when needed by students“.

**CL:3**

**Standard 5.5. The results obtained by the students throughout the study cycles are certified by the academic record.**

The SER (pg.67) states that the students are examined throughout the academic year in various ways. The Syllabi lists the assessment methods such as seminars, pre-exams, practical exams, laboratory work, colloquiums, project papers, tests, quiz, teamwork, mid-term exams, case studies, group or individual presentations and final exams. The records are kept within the SMIS system and at the student office in individual files of each student as a hardcopy. The SER (pg.19) quote „The SMIS system enables the review of student achievement and their progress. This system enables all student data to be reviewed for specific courses to collect information on their performance“.

**CL:3**



**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.**

The SER does not provide sufficient information about this standard. However, the Statute of UBT College provides the legal framework for its implementation. The ET believes that the Study programme management applies this standard when needed.

**CL:2**

**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.**

The HEI provided the table with performance indicators including the graduations (page 17). The web site of UBT College defines that the UBT Administration office is in charge of all documentation keeping and managing according to the legislation and UBT decisions (<https://www.ubt-uni.net/en/ubt-en/offices/administration-management/>).

**CL:2**

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

The HEI provided evidence on Turnitin software usage of the thesis check against plagiarism. However despite the possibility of linking theit to the moodle platform this has not been applied. Consequently it is suggested to do so and apply its uage for all assignemtn and nto only the thesis.

**CL:2**

**Standard 5.9. Students' rights and obligations are made publicly available, promoted to all those concerned and enforced equitably; these will include the right to academic appeals.**

The Statute of UBT (Articles 21 and 55) define clearly student rights and obligations. The document is publicly available.

**CL:3**



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

The HEI provided the list of the students participated in the mobility programmes, while Table 3 (pg.23) presents that there are 32 mobility programmes, partnerships, and project with the industry. The SER (pg.71) describes the students' transfer procedures.

**CL:3**

***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.***

The SER clearly describes the procedures of a variety of consultations and tutoring available to the UBT students. The students are satisfied with the availability of their professors. The consultation hours are at least 6 h/week.

**CL: 3**



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**Compliance level: Substantially compliant**

**ET recommendations:**

1. It is suggested to link the plagiarism checking software (turnitin) with moodle and to use it for all assignments and not only the thesis
2. Regarding the drop-outs from the study programme the Faculty should develop the support system that will reduce the unwillingness of the enrolled students to finish their study and to decrease the average duration of studying per student. There is evidently low level of graduations and high level of dropouts, therefore the HEI should improve these KPIs before asking for the enrolment quota enlarge.
3. Student rights and obligations are dispersed among various documents and thus difficult for students to inform themselves. The Faculty should compile all rights and obligations in one document and publish it on the UBT's web site.
4. The Faculty should provide more opportunities for student exchange and mobility.



## 2.6 Research

*(Insert all comments or observations, commendations and suggestions relating to this general area and its allocated standards and performance indicators, as specified in the KAA Accreditation manual. Consideration should be given to the adequacy of processes and results achieved in each of the standards.)*

**Standard 6.1.** *The study program has defined scientific/applied research objectives (on its own or as part of a research center 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.*

Research activity within the UBT is organized and managed in accordance to international regulation for research and improvement, with overall competence and responsibility.

To achieve this, the UBT ensures that:

- Staff are adequately supported to carry out their own research
- Staff are made aware of best emerging practice in research supervision in their discipline areas
- Staff are encouraged to develop themselves professionally to the highest level
- Synergies between groups are established to consolidate areas of expertise
- A research culture is encouraged among both staff and students
- Individual excellence is encouraged and supported
- No barriers are placed on the generation of ideas, and diversity and innovation are encouraged

However, there is no a clear strategic plan to attracts more Private, National and International funds

**CL:2**

**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.*

The research development plan includes the necessary implementation mechanisms as well as the control related to the research part of the academic staff within the Department of Food



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Sciences. Academic staff is required to carry out their research in compliance with all statutory, ethical and contractual obligations. Research is to be published in a publicly available form, exceptions only with the approval of Deans. Such considerations include the need to observe any contractual, confidentiality or privacy obligations entered into in respect to the research or the need to ensure the protection of any intellectual property arising out of the research. Staff is obliged to act accordingly to Institute's Intellectual Property Policy. UBT conducts a plagiarism check for Bachelor and Master Thesis as well as the submitted articles to International UBT conference.

The Dean ensures that mechanisms for the allocation of workloads are approved and implemented at the Faculty and are made available to the staff in accordance with Faculty Council Workload Policy.

According to their contracts, UBT academic and research staff members are required to make 2 publications every year. Moreover, as stated in the institutional report, the staff is not given more than 10 hours of workload on average. This is considered as 20 hours of total work load. Given the fact that academic staff members work 40 hours per week, they have 20 hours of working time for research and other duties during academic term. The Department of Human Resources along with Research Support Office has been working on a research performance evaluation system that UBT will use as a performance measurement tool in the upcoming years.

Within the research development plan, we are committed to create the clusters of teachers who are responsible for managing the research part in relation to the specializations that are within the Department of Food Sciences (BSc/MSc). The clusters of teachers based on their academic and professional background have been made, among others, to make it easier for students to select the mentor, research field, topic, and anything else related to the research aspect within the program.

## **CL2**

**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.**





It is stated in the SER (page 94-95) that the College follows European standards and recommendations and that each staff member has a solid description of their research profile. Despite the fact that additional evidence was not provided the ET trusts that the FFT faculty complies with these regulations.

**CL:3**

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

The CVs of the faculty were provided and indeed it is shown that they hold a large publication record and that they actively participate in scientific conferences and other research activities. However, it is not evident that their publications are always related with the research activity and they are not always published in prestigious scientific journals. During the visit faculty expressed their gratitude to their department for all the support so the College should further support financially these efforts.

**CL: 2**

***Standard 6.5. The academic and research staff publish their work in specialty 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.***

UBT Research Publications are as follows:

- International Journal of Business and Technology, ISSN: Bib ID (66488)
- Proceedings of UBT Annual International Conferences
- Academic Books, Professional Review and Reports

UBT Scientific and Professional Conferences are below:

- Annual Scientific International Conferences of each UBT School: conferences.ubt-uni.net
- Host / Organizer of International Conferences: 9.5 – ISTC – SWIIS.
- Annual Professional Days: Quality, Project, Media, Security, etc.
- UBT Summer University (annually) / Summer Academies - Schools: sa.ubt-uni.net
- UBT PhD Preparation School



UBT knowledge Center is the platform that UBT tracks the publications and research outcomes of its academic staff. UBT Knowledge Center is established in 2017, as one of the main pillars of UBT. The aim of the Knowledge Center is capturing data to produce information and create knowledge. Knowledge Center consists of three essential parts: A digital environment to advance local knowledge visibility, an organizational environment to enhance boundary crossing collaboration, a digital academic library environment to enable discovery of and access to published academic scholarship. Moreover an analytical list with the number of publications and citations per faculty member is provided in the SER (pages 97).

**CL: 3**

**Standard 6.6. Research is validated through: scientific and applied research publications, artistic products, technological transfer through consultancy centers, scientific parks and other structures for validation.**

UBT establishes a specific center for intellectual property and procedures set out for commercialization of ideas developed by staff and students. The name of the center is UBT Technology transfer Office (TTC). The UBT Technology Transfer Centre (TTC) supports staff and students of UBT with protecting homegrown intellectual property, industry engagement and the commercialization of in UBT generated research. Within the department, the establishment of the so-called "Professional Consulting Center" is soon foreseen, which is expected to be well structured in organizational terms. The center as its mission will have the provision of professional services in the form of consulting for various food processing industries in Kosovo and beyond, and the basis of all this is intended to be the research component.

**CL: 3**

**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.**



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As stated in the SER based on the contract with the college, each person engaged in regular employment as an academic staff is required by the contract to publish at least one research paper within the academic year. Although most of the department's academic staff publications are made at the annual UBT conference, there is a positive trend in terms of increasing the number of publications in well-indexed scientific journals and credible scientific conferences.

Exceptions are made for the program holders at the master level, who need to be subject to the criteria set for scientific research and academic titles according to the basic principles (point no. 5) of the Accreditation Manual set by the K.SH.C. (State Council of Quality - SCQ). As an illustration, in the table below we can see the advancements of the program holders (MSc) within these years after the first accreditation, in terms of increasing the number of scientific publications in international peer-reviewed journals and indexed on credible platforms, eg Scopus, as well as increasing the number of citations. These data in fact reflect the general flow of all staff engaged in the program Food Science and Technology (MSc-UBT).

#### **CL:2**

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

Academic staff of the MSc program Food Science and Technology is constantly encouraged to include as part of the curriculum the research component related to the topics covered by the respective professor.

#### **CL: 3**

**Standard 6.9. Academic staff is 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.**

As stated in the SER, based on the great dynamics in relation to the research component and the numerous innovations in the field of food sciences, the academic staff of the program Food Science and Technology (MSc) is constantly encouraged to include as part of the curriculum the research component related to the topics covered by the respective teachers. Research-based teaching is a very important focus for UBT as academic staff is allowed to



modify 30% of their curriculum each year based on the latest advances in their fields and the results of their research activities. In this context, the academic staff is constantly updating the syllabi of the courses they cover, always having as a reference the new scientific data from the field of food sciences which derive from the numerous scientific researches which are being done all over the world.

**CL:3**

**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.**

The UBT Technology Transfer Center (TTC) supports staff and students of UBT with protecting homegrown intellectual property, industry engagement and the commercialization of the UBT generated research. Academic staff is required to carry out their research in compliance with all statutory, ethical and contractual obligations. In this context, the Department of Food Sciences has established a Code of Ethics, which clearly sets out all the principles and ethical norms, and which should be maximally respected and kept by each person engaged as an academic staff or administrative support staff within the College respectively the Department.

**CL:3**

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

The involvement of students in the processes related to the research remains a priority and very important issue within the department policies. Every year, our students together with their teachers are actively engaged in scientific research. Usually, the results of scientific works our students together with their teachers publish at the UBT Annual Conferences, but there is the will and willingness that in addition to the UBT Annual Conference, student publications increase in number and begin with their presentation also in other international conferences and credible scientific journals.

However, this should be even further enhanced since it is MSc level.

**CL:2**



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**Compliance level:** Substantially compliant

**ET recommendations:**

1. Including of the course Research Methods in the programme of study could be improved its connection with research
2. A strategic plan must be developed for how the University attracts more Private, National and International funds.
3. The University should continue to support financially the research activities and the publications of the Faculty
4. Faculty members should be more involved in the submission of National and International grand proposals in order to attract funding to support their research activities
5. Faculty should be given the opportunity to visit other Universities and Research Institutes so as to be acquainted with the current trends as well as new analytical techniques
6. The number of projects in which Professor participates as coordinator or member of research group should be one of the most important criterium for evaluation the staff
7. Students should be more involved in research and industry projects



## 2.7 Infrastructure and Resources

*(Insert all comments or observations, commendations and suggestions relating to this general area and its allocated standards and performance indicators, as specified in the KAA Accreditation manual. Consideration should be given to the adequacy of processes and results achieved in each of the standards.)*

**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.*

UBT facilities are spread to different locations as: Campus in Pristine, UBT Science and Innovation Campus - Park in Lipjan, UBT Prizren Campus, UBT Ferizaj Campus, UBT Peja Campus, UBT Gjilan Campus with total of 45775.19 m<sup>2</sup>. This study programme is conducted in Prishtina.

The Study programme Master in Food Science and Technology is one of many study programmes conducted at UBT Prishtina. The SER (pg.110) states that “The Food Science and Technology program is located at the UBT Lipjan Innovation Campus. Institution in a modern structure created in 2017. Premises as well as Testing Laboratories and set up in a large portfolio. The premises have been adapted and adapted for the purpose of higher education by sight. UBT has work and laboratory work for teaching student internships, as well as research activities in the fields of Food Science and Agriculture”.

Also, the SER quotation: “The premises of the Food Science and Technology Program include 4 (four) auditoriums and 9 smaller seminar rooms and 21 laboratories. All spaces are equipped with modern teaching equipment and are easily adaptable to different ways of teaching. The program also has printing and photocopying equipment for students. It will be possible for students to color print, scan and copy materials. The institution does not pay rent, leaving more potential resources for future capital investments”.

Table 5 mentions that there is 80 – 100 pieces of equipment available to first- and second year-students, while the SER lists them all, including laboratories with photographs (biology, food analysis, microbiology, biotechnology, chemistry, analytical chemistry, processing line, greenhouse, orchard, mechatronics laboratory, conditioner laboratory, filling miniature, reagent depot, informatics laboratory, engineering process, library and lecture halls.



The facility is new, well equipped, with a large library and accessible to disabled persons.

UBT acts as a 5G Technology Center - Testbed that was inaugurated recently. UBT on their web page states that they are licensed as an internet service provider and has launched its own internet, thus being independent from getting internet from other providers.

Additionally, UBT introduced EON Reality since 2021 when it opened the Center for Virtual and Augmented Reality.

UBT provided a youtube link presenting new facilities as the largest and most modern Center of Science, Technology and Innovation in Kosovo. UBT Smart City Center, has been inaugurated in the building with 28 thousand square meters space, with a special architecture based on high construction standards, laboratories, dormitory, library, kitchen, incubators, small industries, space for new businesses, creative centers, as well as sports spaces, will be the place of future generations, where their knowledge will increase even more within this unique center.

As for the human resources there is a very good ratio teacher : student as presented in the table 4 of the additional documentation. Table 5 lists KPIs - Number of academic staff (according to qualification) - first year: (38 full time (F) 12 part-time (PT) - Dr.sc. 28 (F) / 4 (PT) - Phd.Cand. 3(F) / 4(PT) - MSc. 7(F) / 4(PT) 50 (38 full time (F) dhe 12 part-time (PT) - Dr.sc. 28 (F) / 4 (PT) - Phd.Cand. 3(F) / 4(PT) - MSc. 7(F) / 4(PT); second year: (38 full time (F) dhe 12 part-time (PT) - Dr.sc. 28 (F) / 4 (PT) - Phd.Cand. 3(F) / 4(PT) - MSc. 7(F) / 4(PT).

Due to impossibilities to visit the site physically, the ET trusts that the claims and the statements regarding infrastructure, library and the budget are true, especially the ones supported by evidence.

### **CL: 3**

***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.***

Table 5 presents that there is 60,000 euro revenue from the students enrolled to the first year and 120,000 euro of the student enrolled to the second year. As for the scientific research, the revenue is 30,000 euro for the first year and 50,000 euro for the second year of this study programme. It is not quite clear how is it possible to differentiate the scientific activities revenue based on the year of the study programme.



The SER (pg. 115-116) presents income and expenditures for the next 3 years. According to it, the financial sustainability is stable, yet there is a narrow gap for making a profit. Therefore, the institution should pay more attention to attract more students or other sources of income.

**CL:2**

***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:***

The SER and the Annex document present the space and the equipment owned by UBT College.

The ET trusts that all requirements from this standard are fully met.

**CL:3**

***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 specialty disciplines included in the curricula are carried out in laboratories equipped with IT equipment.***

The SER (pg. 117) states that “in terms of information technology, the Program has a computer laboratory equipped with 55 computer PCs”. The ET trusts that given the provided evidence the HEI meets this standard fully.

**CL:3**

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

The number of seats in all related places seems in compliance with this standard, according to the SER. The access to the online publications is improved. The SER states that UBT offers full access to libraries and electronic academic platforms such as BIONE, EBSCO HOST, IMF, Cambridge Journals and JSTOR, UBT Koha, Sage Journals to the students and the academic staff.





Table 5 from the additional documentation states there are 507 books available to the students of this study programme. The ET requested the list of recently purchased books related to the field of this study programme. The HEI delivered the list containing 60 books in 2019 without proper referencing, no author name, publisher nor year of publishing. Majority of these books are in the biomedical field, while several of them could be considered relevant for this study programme. The HEI did not put enough effort to provide the requested information entirely.

**CL: 2**

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

No information is provided

As for the access to persons with difficulties in movement, UBT claims at their web site that they pay a special attention to vulnerable groups, including disabled ones. The SER states that the learning facilities are available to students with special needs.

**CL:3**

**Compliance level:** Substantially compliant

**ET recommendations:**

1. The financial plan includes very low income from projects. It is recommended to plan increasing the incomes from research projects
2. Continuous enhancement of the laboratory equipment to assist research and to serve the increasing number of students
3. The HEI should sign agreements with public and private companies to send their employees to get enrolled in this Master study programme.
4. HEI could develop a job-related exchange or experience for their graduates/Allumni, such as a career office. In that way they will be more attractive on the job market.
5. Apart from the mentioned above, UBT should find more sustainable ways of financing.



### 3 FINAL RECOMMENDATION OF THE ET

**Compliance level:** Fully compliant/**Substantially compliant**/Partially compliant/Non-compliant.

The Expert Team considers that the study program “MSc in Food Science and Technology” offered by the UBT COLLEGE is substantially compliant with the standards included in the KAA.

The basic areas that should be improved are:

1. Internationalization
2. Publications in scientific journals with Impact factor
3. Use of English
4. Revenues from research projects and other sources
5. Facilities and scientific equipment
6. Transparency and public disclosure

**In conclusion, the Expert Team considers that the study program Food Science and Technology MSc by UBT College, Prishtinë, is substantially 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 every year**

#### Expert Team Member

**Dr. Kyriaki Zinoviadou**

**13/07/2022**

(Signature)

(Print Name)

(Date)

#### Member

**Jadranka Pelikan**

**13/07/2022**

(Signature)

(Print Name)

(Date)