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UNIVERSITY OF MITROVICA “ISA BOLETINI”

FACULTY OF FOOD TECHNOLOGY BSc

PROGRAM ACCREDITATION

REPORT OF THE EXPERT TEAM

April, 2022, MITROVICA



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1. INTRODUCTION

1.1. Context

Date of site visit: 17.04.2022. The event was held online

Expert Team (ET) members:

- Dr. Kyriaki Zinoviadou
- Juraj Bogat, student expert

Coordinators from Kosovo Accreditation Agency (KAA):

- Flamur Abazaj, Senior Officer for Evaluation and Monitoring
- Leona Kovaci, Senior Officer for Evaluation and Monitoring

Sources of information for the Report:

- Self-evaluating report (SER) submitted by the Faculty and the Department – Food Engineering and Technology BSc
- Information obtained during meetings with management of the faculty of Food Tehnology, quality assurance representatives and administrative staff, heads of study program, teaching staff, students, graduates and employers
- Internal staff CV's
- Annexes and additional documentation provided by the Department and the Faculty
- 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
09:00 – 09:40	Meeting with the management of the faculty where the programme is integrated (Joint Meeting)
09:45 – 10:25	Meeting with quality assurance representatives and administrative staff (Joint Meeting)
10:30 – 11:20	Meeting with the heads of the study programme
11:20 – 12:00	Lunch break (provided at the evaluation site)
12:00 – 12:40	Meeting with teaching staff
12:40 – 13:20	Meeting with students
13:25 – 14:05	Meeting with graduates
14:10 – 14:50	Meeting with employers of graduates and external stakeholders
14:50 – 15:00	Internal meeting of KAA staff and experts (Joint Meeting)
15:00 – 15:10	Closing meeting with the management of the faculty and program (Joint Meeting)



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1.3. A brief overview of the institution under evaluation

History of the development of the Faculty of Food Technology

The development of the Faculty of Food Technology is related to the opening of the Technical Higher School in 1961 in Mitrovica. Mining, Metallurgy and Technology Engineers have been trained in this school. The studies lasted two years. In 1970, within the Technical Faculty of Prishtina, branches of Technology, Mining and Metallurgy were initially opened in Mitrovica during the academic year 1970/71 and then continued in Prishtina until the establishment of the Faculty of Mining and Metallurgy in Mitrovica. The Assembly of the Socialist Autonomous Province of Kosovo issued on 22 July 1974 a decision establishing the Faculty of Mining and Metallurgy in Mitrovica, within which is also the Department of Technology.

In addition to Bachelor studies, Master studies according to Bologna have also been organized since the academic year 2008/2009. In 2011, the Governing Council of the University of Prishtina issued a decision to change the name of the Faculty from the Faculty of Mining and Metallurgy to the Faculty of Geosciences and Technology.

With the establishment of the University of Mitrovica “Isa Boletini”, the Faculty of Technology continues with a new curriculum and with a new name, the Faculty of Food Technology.

Establishment (year, decision no., etc.)

The Public University of Mitrovica was established by the Government of the Republic of Kosovo Decision No. 01/118 dated 06.03.2013 and with the Ratification of the decision by the Assembly of the Republic of Kosovo on 31.05.2013. The Faculty of Food Technology was established based on that decision. The Faculty of Food Technology was established on 06.03.2013.

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

The Faculty of Food Technology is located in Mitrovica, on the premises of the new Campus of the University of Mitrovica “Isa Boletini”. The address is at Ukshin Kovaqica Street, 40000 Mitrovica.



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.

As clearly indicated in the SER the mission of the University of Mitrovica “Isa Boletini” is to provide contemporary teaching for the preparation of quality staff in unique areas for Kosovo, the region and beyond, dedicated to conducting research, professional projects, professional consulting, being in the service of sustainable development and increasing welfare and social advancement. In that respect the vision of the study program is clearly in line with the mission of the University as a whole. It is evident that the Faculty and staff of Food Technology are committed to providing educational and research programs for the benefit of students, science, and society at large and all efforts are towards this direction. Moreover the FFT has developed a well constructed three year plan for the years 2018-2021 and should follow this best practice in the future.

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.

As mentioned in the SER (page 23) the targeted learning outcomes are in line with the National Qualifications Framework and the Qualifications Framework for the European Higher Education Area. For the development of the program there is input from various sources such as the analysis of the local and the regional labour market through statistical



reports, contacts with industry stakeholders, etc, discussions in the Faculty Council, consultation with relevant experts in the area from other academic institutions, as well as comparison with other international programmes, but always adapting to the needs of the local and regional market. During the discussion with the representatives from the University this was highlighted and it was confirmed that academic and professional advice included in the definition of learning outcomes.

CL: 3

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

As stated in the SER The Food Engineering and Technology study programme has a clear concept in didactic aspect, given what is being attempted to achieve, where to start, how to develop the learning process and what are the expected learning outcomes. However it is not clear how all courses have been selected and what do they offer in the academic program. Despite the fact that the FFT faculty has done a thorough research and has studied several other relevant programs certain changes should be made in the curriculum in order to give it a more Food science direction and to clarify the whole concept.

CL 2

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 indicated in the SER the FFT applies with the following regulations:

- UMIB Statute, which is in full compliance with the Law on Higher Education and the MEST Guidelines,
- Regulation on basic studies at FFT,
- FFT Manual on Diploma Thesis.

It is also stated that all regulations and instructions relating to procedural or academic affairs at FFT are made public to all staff and students on UMIB or FFT website, respectively.

Indeed all these documents can be found online however in certain cases the ET could not evaluate their quality since they were not provided in English

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.

It is stated in the SER that the FFT follows all regulations set by the UMIB on ethical conduct in research, teaching and evaluation in all academic and administrative activities of staff and students. These include Publishing Regulation, Quality Assurance Regulation, Code of Ethics and Regulations for bachelor and master studies. These regulations seem to be well defined however the ET cannot check the compliance of the staff and students to those.

CL: 3

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.

According to the SER ‘Academic staff consistently has an internal discussion on policy improvement, harmonization of regulations and terms of reference based on the factual situation, and definition of responsibility regarding the program management and distribution. This includes consultations with students and stakeholders’. 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 program.

CL: 2

Compliance level: Substantially compliant

ET recommendations:

- 1. On the internet site (English version) the program is referred to as Engineering and Food Technology. This may cause misunderstanding since the official translation is Food Engineering and Technology. Please make sure to use the same term in all documents, sites etc.*



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- 2. It is recommended that all policies, regulations and procedures are translated in English as well since the University has showed interest in attracting more international students*
- 3. It is recommended that the university organizes info sessions to reassure that all faculty, staff and students are familiar with policies and regulations and that they are updated any time there are certain changes.*



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.

According to the SER (page 32) all FFT staff members participate in self-evaluations and are part of the reporting and quality improvement processes in teaching and learning. Twice a year, all academic and administrative staff are evaluated by students through questionnaires. The ET believes that this is a very good practice that should be continued and the results of these evaluations should be taken into consideration for decision making.

CL: 3

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

Evaluation and improvement processes are integral part of the quality management of the UMIB and they are applied at different levels. It is really crucial to use this constructive feedback for planning processes. Proof of the completion of such processes can be found in the supportive documents

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.

Based on the SER (pages 38-41) the quality assurance processes are relevant for all aspects of program planning and delivery and the establishment of a Quality Assurance Office that reports directly to the UMIB Rector can assist all these efforts.

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.

Despite the fact that certain tables are provided regarding student performance in the SER (page 43) these are not detailed enough in order to give a comprehensive overview. It would be beneficial to evaluate each course separately and make the appropriate adjustments in the assessments methods in case there is a high percentage of failure. Additionally the dropouts should be recorded per program and not as a whole. 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.

As stated in the SER UMIB has planned to organize basic training and advanced training for academic staff on contemporary teaching methodologies. This is a very good practice since all staff and personell should be informed about the new trends in teaching and the novel approaches they can follow. However it was not possible for the ET to evaluate the progress that might have been recorded thoughtout the past years. Some numerical data depicting this progress should be added in the SER

CL n.a.

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

Indeed a lot of data is collected by surveys that are conducted among students, graduates and employers and the outcomes of these surveys are made publicly. It is rather crucial to reassure that all these are conducted anonymously and in compliance with the GDPR requirements.

CL: 3



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.

In the SER (page 47) different examples are provided highlighting how the outcomes of the internal quality assurance system were taken into account for further development of the study program. It is stated that new methods of evaluation have been incorporated into the programs while the workload has been modified accordingly. All these practices highlight the progress that has been made and the fact that the FFT is open to continuous adjustments and development.

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.

According to the SER the overall quality evaluation of the program is developed through the evaluation of its constituent components that are evaluated once or twice a year. Additionally it is stated that reports on the overall programme quality are prepared annually and the recommendations made are incorporated in the SER as part of the re-accreditation process, which takes place every three years in the study programmes. The ET believes that this is a very good practice that enhances the improvement of the progress by taking into consideration input from various sources.

CL: 3

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

Based on the SER (page 49) the quality assurance system at the Faculty of Food Technology and UMIB is continuously evaluated and improved, through difference mechanisms

CL: 3



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Compliance level: Substantially compliant

ET recommendations:

- 1. More data regarding the grades, the retention rates, the graduation rates as well as the reason for dropouts should be kept and analysed in order to furtherly enhance the quality of the programs*
- 2. The 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.*



a. Academic Staff

(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 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.

The process of Faculty selection is described in detail in the SER (page 52) and is in compliance with MEST guidelines, Law on Labor, UMIB Statute and UMIB internal regulations. A list of the academic staff, including CV with all the information is included in the SER and in the additional material.

CL: 3

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 it is stated in the SER the FFT academic staff does not cover, within an academic year, more than two teaching positions (one full-time, one part-time), regardless of the educational institution where they carry out their activity. The 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.

As stated in the SER (page 60) the FFT academic staff, within the Engineering and Food Technology programme at the Bachelor level, consists of 13 doctors of science (3 Full Time Professors, 8 Associate Professors, 2 Assistant Professors), 3 PhD candidates (Assistants), i.e. over 70% of the total staff are full-time employees and constitute over 80% of the teaching hours of the study program. This is in accordance with the requirements set by the standard and can be verified by the contracts that are provided.

CL: 3

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.

As pointed out in the SER the professor-student ratio in the study programme is 1: 9, while the professor-ECTS ratio is 1:12. Moreover the in the study programme Engineering and Food Technology-Bachelor level, there are three teachers in the list of academic staff having the title of doctor of science, who have been appointed as holders of this programme.

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.

It is pretty apparent that there is a very solid mechanism for the support of staff that needs assistance and a great number of faculty members have already received training.

CL: 3



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.

According to the SER it is obligatory for full time staff to spend 2-6 hours per week on student consultations,. Despite the fact that the ET was not able to check this it trusts the management team that this process if followed. The fact that the students did not make any comments on this can be used as an evidence for the compliane of the faculty with this rule. Additionally, it is stated that various departments including FFT have organized with the Ministry of Trade and Industry a workshop for Market Inspectors from the Kosovo municipalities, members of the Kosovo Police and for our students on the topic: “Free Movement of Goods”, in order to advance the knowledge of our students on the topic discussed and support the community. This event can enhance the ties of the University with the community and such initiatives should be supported

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.

The evaluation of the academic staff is done in accordance with the work plan of the UMIB Quality Assurance Office. It is rather useful that the evaluation results are discussed with each faculty member individually and that an improvement plan is constructed when required. 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 takesn should be added in the SER.

CL: 3

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

As mentioned in the SER (page 65) over 80% of the FFT academic staff have been trained and certified in the basic training on new teaching methodologies, and over 30% of the FFT academic staff have also been trained and certified in advanced training on new teaching

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methodologies. All FFT staff has also been trained on the syllabus design module. This is an excellent practice that should be continued till all the staff has received this training. During the visit the ET saw that the faculty is given a number of development opportunities that enhance the quality of the academic offerings.

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 mentioned in the SER (page 67) teachers retire by law at the age of 65, or when they lose the status of full-time teachers for other reasons and are considered part-time professors (associates). More specifically at FFT, retired teachers are always an added value, given their prior contribution. In cases where there is a need and space, they are engaged as part-time academic staff. The ET believes that this is a good practice since the experience of the faculty can bring added value in decision making and planning.

CL: 3

Compliance level: Substantially compliant

ET recommendations:

- 1. Some 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.*
- 2. 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.*



b. 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.

The study program of Food Engineering and Technology offers apart from the theoretical and practical aspects the development of students personalities, preparing graduates for the labor market.

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 program has been designed based on similar study programs of European universities and complies with the framework of the EHEA. Additionally, The so-called Learning-by-doing sample is extended to almost all courses through the laboratory work component.

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 component should be highlighted in certain courses such as Organic Chemistry II or Colloidal Chemistry. The title of the program is Food Engineering and Technology and this should be depicted in the courses and the learning material. It is crucial to point out that the components and phenomena analysed are relevant for the Food Sector. The learning outcomes that are achieved upon completion of the program are clearly stated in the SER (page 73).

CL 2

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.

All the required information is provided in the course descriptors. However, it is essential to provide students with additional information and the marking criteria for the written assessments and the ET believes that this is done in class or via the online platform.

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.

Teaching is conducted only in Albanian. However, as stated in the SER if there are cases of student mobility within the Erasmus+ program then staff members that are fluent in English will take over. The ET cannot evaluate this since such examples have not been presented in the SER

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 75) in the beginning of the semester each professor/ lecturer spends the required time in order to inform the students on these topics.

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 the University 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.

As mentioned in the SER assessment methods are clearly described in the syllabus and are communicated at the beginning of the course. The course evaluation that is conducted upon completion of the course allows all students to express their concerns in case the assessment process was not conducted accordingly.

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 mentioned in the SER the final assessment is based on the assessment of students' learning achievements (discussions, interaction in lectures and exercises, presentations, assessments of intermediate tests, assessment of seminar paper, assessment of projects, etc.), and achievements from homework and the final exam. 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. 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.

The ET believes that there are standard procedures that are followed in such cases based on the statutes of UMIB. In the SER the involvement of the Faculty Council is mentioned. However, additional information and examples should be added in the SER

CL 2

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 organizations is monitored through activity reports; students during practice stages have assigned tutors among the academic staff in the study program.

Internship program is mentioned in the SER (page 81), but details regarding the workload and the allocated ECTS are not provided in the program descriptor. In case the intership is



mandatory a mechanism should be created (like a career office) that will reassure that all students can find a placement. The whole process should be further clarified .

CL 1

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.

Certain examples of contracts have been provided in the additional material

CL 3

Compliance level: Substantially compliant

ET recommendations:

- 1. Incorporate measures which will increase the knowledge of foreign language both for the staff and the students*
- 2. Verify that the content of certain courses is more Food Technology oriented by enriching the learning material with examples from the food sector*
- 3. 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.*
- 4. Increase the number of visits to food industries*



c. 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 enrollment procedure is generally open to both local and international students who all have to meet the same criteria in order to successfully enroll. However, some discrepancies exist between students who completed the *Matura* (standardized high school graduation exams) and those who did not in regards to the criteria for enrollment. It appears that the same exam is validated differently for two types of applicants, regardless of the 40% requirement. One of the purposes of the standardized high school graduation exams is to have a more transparent and standardized entrance procedure to the faculties. Since the *Matura* has been introduced in 2003., the entrance procedure should have been unified and standardized by now.

CL 2

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 students who enrol into the Department must subject a proof of graduation along with other required documents prescribed by MEST.

CL 3

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

A maximum of 100 students may enroll into studies but the study groups, depending on the type of lecture, are divided into optimal sized groups.



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.

Students are extremely satisfied with the feedback they get from the teachers, with their availability and willingness to help or to guide them.

CL 3

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

The records are kept in the SMU system. However it would be beneficial if certain examples of transcripts are provided in the SER.

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.

Flexible treatment of students is regularly conducted if required. The ET trusts that FFT treats all students equally under these circumstances

CL 3

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.

According to the SER, the completion rates are kept for all courses and are included among quality indicators.

CL 3

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



One of the things that deserve commendation is the acquirement of the plagiarism software which will not only help the students, but the professors as well with their scientific writing. Info session should be organized in order to inform students and staff about the use of this software and its applications.

CL 3

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.

Student rights are fully met and the ET got no feedback on possible conflicts or disputes which is a valid testimony to the fair relations between students and teachers. Not only that, but the students participate on almost all levels of faculty management, they seem to be aware of the processes that are happening in the faculty and the department and they are also aware of their representative in the Faculty Council whom they frequently address with ideas and motions.

CL 3

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

The students seem to have active mechanisms for transfers between institutions, but the ET had no chance to discuss it with the students.

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.

See standard 5.4.

The general impression that the ET got is that the students and graduates are truly content with their studies, their teachers, their rights and obligations and their student life in general. They also seem to be open and inclusive to their colleagues of different nationality, religion, race or any other criteria.



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CL 3

Compliance level: Substantially compliant

ET recommendations:

- 1. Resolve discrepancies with entrance procedure and adopt truly equal criteria for all applicants.*
- 2. Increase foreign language knowledge and use*



d. 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.

According to the SER (page 97) the research plan is related to the research strategy at the University level. While with few exceptions, organized scientific and research activities are conducted on an individual basis. The university supports financially publications in prestigious peer reviewed journals while faculty are satisfied with the resources they have for the completion of research projects.

CL3

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.

Based on the UMIB Statute and the Regulation the promotion of faculty to higher academic levels is dependent on their research work and these criteria are clearly defined.

CL3

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 99) that the University 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.

CL3

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. During the visit faculty expressed their gratitude to their department for all the support so the University 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.

Please see standard 6.4

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.

The ET feels that there is not sufficient information to support this at least on a departmental level

CL n.a.

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.



Please see standard 6.4

CL 3

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

The ET trusts that faculty and research staff using the appropriate affiliation when publishing. Random sampling has showed that this regulation is followed.

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.

According to the SER (page 102) academic staff are encouraged to include in their teaching information their research activities, which are relevant to the courses they teach, along with other important field research developments. This is a practice that should be enhanced since this process can inspire students to be more involved in research activities. The ET trusts that faculty applies this recommendation as much as possible.

CL3

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.

Based on the SER UMIB has adopted the Code of Ethics, which specifies clearly the ethical conditions for research and development work. The ET trusts that FFT faculty complies fully with this Institutional process.

CL3

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



It is pretty apparent from the Ser tthat the Faculty of FFT is puuting a lot of effort in engaging student in research projects and other activities. The fact that various mobilities under the Erasmus + have taken place highlight these efforts and more examples should follow. However, faculty should also try to involve students even more in their research projects utilizing them in the laboratory so that they gain more experience and become more acquainted with analytical methods.

CL 2

Compliance level: Substantially compliant

ET recommendations:

- 1. The University should continue to support fainancialy the research activities and the publications of the Faculty*
- 2. 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*
- 3. 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*
- 4. Students should be more involved in research and industry projects*



e. 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.

The infrastructure of the Department seems quite sufficient, which is expected from a newly built campus and the equipment is current and serves teaching and research needs. A single faculty building provides space for classrooms, professor offices, faculty management, administration, library, and students. All the classrooms and laboratories are equipped with modern IT equipment and laboratory inventory. Human resources also seem to be in order since there is a sufficient number of full-time teachers and administrative staff.

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.*

The financial plan is something that is not entirely in the hands of the Department and therefore the ET wishes not to comment on it directly.

CL n.a.

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:
a) owned or rented spaces adequate for the educational process;



- b) owned or rented laboratories, with the adequate equipment for all the compulsory disciplines within the curriculum, wherever the analytical syllabus includes such activities;*
- c) adequate software for the disciplines of study included in the curriculum, with utilization license;*
- d) library equipped with reading rooms, group work rooms and its own book stock according to the disciplines included in the curricula.*

Since the campus is owned by the UBIM, no such documents are required. The library capacities seem to correspond with the Standards in regards to physical space (very commendable is the existence of group work spaces), but the access to the online databases and resources should be improved, which will benefit both the students and the teachers.

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 number of seats in all related places seems in compliance with this standard, according to the SER.

CL 3

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

- a) a number of seats in the reading rooms corresponding to at least 10% of the total number of students in the study program;*
- b) a number of seats in the group work rooms corresponding to at least 10% of the total number of students in the study program;*
- c) their own book stock from Albanian and foreign specialty literature, enough to cover the disciplines within the curricula, out of which at least 50% should represent book titles or specialty courses of recognized publishers, from the last 10 years;*



d) a book stock within its own library with a sufficient number of books so as to cover the needs of all students in the cycle and year of study the respective discipline is provided for;
e) a sufficient number of subscriptions to Albanian and foreign publications and periodicals, according to the stated mission.

The number of seats in all related places seems in compliance with this standard, according to the SER. The access to the online publications should be improved, which will benefit both the students and the teachers.

CL 3

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

The needs of the students with special needs seem to be addressed from the physical arrival to the faculty to the guidance and help with study materials. However the ET cannot really tell if the campus is entirely accessible to students with special needs.

CL 3

Compliance level: Substantially compliant

ET recommendations:

- 1. Adoption of proactive literature acquisition procedures and access to foreign databases and periodicals*
- 2. Continuous enhancement of the laboratory equipment to assist research*



3. FINAL RECOMMENDATION OF THE ET

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

The Expert Team considers that the study program “Food Engineering and Technology (BSc)” offered by the University of Mitrovica is substantially compliant with the standards included in the KAA Accreditation manual and, therefore, recommends to accredit the study program for a period of 3 years with a number of 100 students per cohort to be enrolled in the program.

Student quota recommended/Three or Five Years

Expert Team

Member

Dr. Kyriaki Zinoviadou

5/06/2022

(Signature)

(Print Name)

(Date)

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Juraj Bogat

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