UNIVERSITY OF MITROVICA "ISA BOLETINI" FACULTY OF FOOD TECHNOLOGY

TECHNOLOGY, BSc

PROGRAM RE-ACCREDITATION

REPORT OF THE EXPERT TEAM

April 2022, Rijeka, Croatia/Tbilisi, Georgia

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1. INTRODUCTION

1.1. Context

Date of site visit:

March 25th, 2022

Expert Team (ET) members:

- *DSc Tea Marohnić, University of Rijeka, Faculty of Engineering, Rijeka, Croatia*
- *Giga Khositashvili, student expert, Ilia State University, Tbilisi, Georgia*

Coordinators from Kosovo Accreditation Agency (KAA):

- *Flamur Abazaj, Senior Officer for Evaluation and Monitoring*
- *Ilirjane Ademaj Ahmeti, Senior Officer for Evaluation and Monitoring*

Sources of information for the Report:

<u>Documents provided in advance:</u>

- *Faculty of Food Technology (FFT) Self-Evaluation Report (SER) on Technology, BSc, January 21st 2022.*
- *KAA Accreditation Manual, 2021*
- *KAA The Manual for External Evaluation of Higher Education Institutions, February 2021*
- *FFT Syllabi Technology, BSc*
- *CVs of academic staff*
- *FFT Faculty Council decision on drafting the SER*

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- *Strategic Plan of UMIB (revised) 2019 – 2021*
- *Strategic Plan of the FFT 2018 – 2021*
- *Statute of UMIB*
- *FFT Regulation for Basic Studies-Bachelor, February 2015*
- *FFT Manual for the Preparation of Thesis, July 2016*
- *UMIB Regulation on Publications, April 2015 (in Albanian)*
- *UMIB Code of Ethics, February 2020*
- *UMIB Regulation on procedures for selection, reselection and promotion of academic staff*
- *UMIB Package of Quality Measurement Instruments*
- *UMIB Guideline for Quality Assurance*
- *UMIB Regulation of the Quality Assurance and Evaluation*
- *UMIB Summary report on the questionnaires conducted by UMIB students, BSc level, 2020*
- *UMIB Key Performance Indicators*
- *Example of basic and advanced training certificates*
- *ECTS User's Guide*
- *List of employments of graduate students*
- *UMIB Quality Assurance Office Work Plan 2020*
- *Academic staff employment contracts (in Albanian)*
- *UMIB Human Resources Manual, December 2019*
- *Administrative Instruction (MEST) no. 15/2018 for Accreditation of Higher Education Institutions in the Republic of Kosovo*
- *UMIB Appointment decisions for FFT staff (in Albanian)*
- *UMIB Student workload calculation form / ECTS (in Albanian)*
- *FFT List of cooperation agreements with agencies, associations and companies (in Albanian)*
- *UMIB Regulation on personal income of academic staff, allowances for functions, honoraria and permanent commissions (in Albanian)*
- *UMIB Regulation on disciplinary measures and procedures against UMIB staff*
- *UMIB regulation on Transfer of Studies to UMIB*
- *UMIB decision on the support of academic staff for professional promotion (in Albanian)*
- *Law No. 04/L-065 on Copyright and Related Rights*

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- *FFT Data on spaces, classrooms, laboratories, cabinets, amphitheaters (number and area in m2) (in Albanian)*
- *FFT Data on laboratory equipment (in Albanian)*
- *FFT Physical and electronic record of relevant books for the institution and the program under evaluation*
- *FFT Data on IT infrastructure, PC number for academic staff, students and administration*
- *FFT video materials facilities*

- *Law No.04/L-037 on Higher Education in the Republic of Kosovo*
- *National Qualifications Framework, 2020*
- *UMIB Summary report for the questionnaires conducted with the students of the FFT (in Albanian)*
- *Report of the ET in prior Re-accreditation of FFT Technology, BSc Study program, 2019*

Documents additionally requested by the ET:

- *document with overall description of study program (learning outcomes on study program level etc) – the submitted documents do not substantiate the requested*
- *document that shows the last biannual revision of study program and document with changes to the program (according to standard 1.6) – the submitted documents do not substantiate the requested*
- *list of the trainings provided by the Center of Career Development – the submitted documents do not substantiate the requested*
- *an agreement with the Plagiarism detection software provider – provided*
- *example of antiplagiarism report for BSc thesis – provided*
- *an agreement with the provider of Academic Databases – the submitted documents do not substantiate the requested*
- *the usage report of the Academic Databases any from recent 3 years (if applicable) – the submitted documents do not substantiate the requested*
- *document that regulates grading of students (with percentages for each grade) – the submitted documents do not substantiate the requested*

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- *example of a leaflet or poster for job fair and/or study programs fair – provided*

- *example/overall results of student assessment of teaching, subject and resources at the UMIB bachelor* - provided
- *example/overall results of students' evaluation on support services of UMIB* - provided
- *example/overall results of assessment form for the academic staff of the UMIB* - provided
- *self-assessment form for the academic staff of UMIB* - provided
- *example/overall results for academic staff at UMIB* - provided
- *example/overall results for alumni UMIB* - provided
- *example of questionnaire for businesses* - provided
- *example/overall results questionnaire for administrative personnel UMIB* - provided

Criteria used for institutional and program evaluations

- *KAA Accreditation Manual, 2021*
- *KAA The Manual for External Evaluation of Higher Education Institutions, February 2021*

Abbreviations:

FFT – Faculty of Food and Technology
UMIB – University of Mitrovica "Isa Boletini"
KAA – Kosovo Accreditation Agency
SER – Self-Evaluation Report

1.2. Site visit schedule

Site visit schedule is given in Table 1. It should be noted that due to pandemic meetings are held online.

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Table 1 Site visit program

Time	Meeting
09:00 – 09:40	Meeting with the management of the faculty where the program is integrated
09.45 – 10.25	Meeting with quality assurance representatives and administrative staff
10:30 – 11:20	Meeting with the heads of the study program:
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
15:00 – 15:10	Closing meeting with the management of the faculty and program

1.3. A brief overview of the institution under evaluation

Due to its geolocation and natural resources, District of Mitrovica has a long history of need for experts in areas of mining, metallurgy and technology. Foundations for the higher education institutions and programs seen today in Mitrovica are set with the establishment of the Technical Higher School in 1961, only of its kind in Kosovo back then. Technical Higher School offered two year studies within departments of mining, metallurgy and technology. In academic year 1970/71 Technical Faculty of Prishtina opened its branches of Technology, Mining and Metallurgy in Mitrovica. On July 22nd 1974 the Assembly of the Socialist Autonomous Province of Kosovo came to decision to establish the Faculty of Mining and Metallurgy in Mitrovica. Department of Technology was a part of the aforementioned Faculty. In the academic year 1980/81 Department of Geology was added to the Faculty.

Implementation of Bologna Process started in 2001/2002 and 2008/09 for Bachelor and Master studies respectively, although Kosovo was never formally admitted as a member. 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.

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The Government of the Republic of Kosovo decided to establish the public University of Mitrovica on March 6th 2013 (Decision No 01/118), which was then ratified by the Assembly of Kosovo on May 31st 2013. There are six faculties under the University of Mitrovica "Isa Boletini", two of which are successors of the Faculty of Geosciences and Technology: Faculty of Geosciences and Faculty of Food Technology.

FFT is located on the premises of the new Campus of the UMIB, at the address Ukshin Kovacica street, 40000 Mitrovica.

Studies at FFT are organized in two levels, Bachelor (BSc) and Master (MSc) in accordance to previously mentioned Bologna Process. Study programs are accredited by the Kosovo Accreditation Agency since 2011.

Currently at FFT there are four study programs accredited until September 30th 2022:

- Technology, BSc, with specializations Environmental Engineering, Chemical Engineering
- Food Engineering and Technology, BSc
- Technology, MSc, with specializations Environmental Protection Engineering, Chemical Engineering
- Food Engineering and Technology, MSc.

By developing teaching and scientific research according to the highest standards, implementing good practice from other HEI in country and abroad, and in cooperation with public and private companies, FFT aims to educate experts who will become essential for the regional and country development in the areas of interest.

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2. PROGRAM EVALUATION

2.1. Mission, Objectives and Administration

Standard 1.1. *The study program mission is in compliance with the overall mission statement of the institution.*

Compliance of the FFT mission with the UMIB mission is emphasized in SER. When comparing these two documents there is a clear connection, with FFT mission being providing educational and research program for the benefit of students, science and society at large.

The mission of the study program stated in SER is "the development of effective education that contributes to the establishment of economic and social development at the national level, through the provision of a high-quality education and scientific research, applying modern practices and creating equal opportunities for all." vs. the UMIB mission "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".

However, the stated mission is the overall mission statement of the institution without program particularities, and there is no particular document that shows the mission of the study program. The study program mission should define goals and intended learning outcomes at the descriptive levels of the European Framework of Qualification.

Standard 1.2. *Relevant academic and professional advice is considered when defining the intended learning outcomes which are consistent with the National Qualifications Framework and the Framework for Qualifications of the European Higher Education Area.*

FFT mission states that teachers have academic freedom in designing and conducting classes in accordance with relevant scientific and methodological knowledge, in accordance with the accepted study program and quality standards at the University.

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When defining the learning outcomes, it is stated in SER that following considerations are taken into account:

- analysis of local and regional labor 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
- comparison with other international programs, but always adapting to the needs of the local and regional market.

Through the available documentation, dialogues with different stakeholders (heads of the study program, staff, employers of graduates and external stakeholders), comparison of the study program with other international program in region this is confirmed.

SER also states that learning outcomes are in line with the National Qualifications Framework (NQF) and the Framework for Qualifications of the European Higher Education Area (EHEA). This is discussed in more detail in Standard area 4 – Content of the educational process.

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

The SER states that Technology, BSc study program 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. Teaching is organized in groups. Teacher-student interactive communication is encouraged. Students are engaged in reviewing case studies. Student projects are discussed during lectures, but also individually via additional consultations, and are pleased with the speed and the quality of the feedback.

Research is mainly incorporated in writing seminars and bachelor thesis. The management, heads of study program and academic staff mentioned that laboratories were equipped well and with mainly new equipment, and emphasized the importance of this for theory-practice connection. New course, namely *Professional practice* is included in the study program from the last re-accreditation. When discussing with academic staff, students/graduates, employers and external stakeholders, the collaboration on Professional practice and BSc thesis is also successful. Field work is at times organized to companies where students can do practical excercises. Both graduates and employers emphasize good preparation for practical work.

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From the discussion with different stakeholders, especially teaching staff and students, e-learning via SMU-platform is implemented which was one of the recommendations of the ET in the last re-accreditation, and works well which was quite important during COVID-19 pandemic.

Standard 1.4. *There are formal policies, guidelines and regulations dealing with recurring procedural or academic issues. These are made publicly available to all staff and students.*

As for formal policies, guidelines and regulations dealing with recurring procedural or academic issues, SER deals only with the Statute of UMIB, FFT Regulation for Basic Studies-Bachelor and FFT Manual for the Preparation of Thesis. However, there are a number of other documents that cover these issues:

- *UMIB Regulation on Publications, April 2015 (in Albanian)*
- *UMIB Quality Assurance and Assessment Regulation*
- *UMIB Code of Ethics, February 2020*
- *UMIB Regulation on procedures for selection, reselection and promotion of academic staff*
- *UMIB Package of Quality Measurement Instruments*
- *UMIB Guideline for Quality Assurance*
- *UMIB Regulation of the Quality Assurance and Evaluation*
- *UMIB Human Resources Manual, December 2019*
- *UMIB Appointment decisions for FFT staff (in Albanian)*
- *UMIB Regulation on personal income of academic staff, allowances for functions, honoraria and permanent commissions (in Albanian)*
- *UMIB Regulation on disciplinary measures and procedures against UMIB staff*
- *UMIB regulation on Transfer of Studies to UMIB*
- *other.*

These documents are publicly available which is confirmed by staff and students.

A document not observed is the addressing of plagiarism. For example, checking of BSc thesis in anti-plagiarism software is up to mentor. If there is similarity level with existing publications above 30% this is not satisfactory. However, it is up to mentor to address and reject this, but ET hasn't learned are there specific procedures, consequences etc. that follow

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the high similarity level (for example, 80%). None of the interviewees ever heard of such case, and ET was not presented with a document that covers such case.

Standard 1.5. *All staff and students comply with the internal regulations relating to ethical conduct in research, teaching, assessment in all academic and administrative activities.*

There are several documents considering ethical conduct in research, teaching, assessment and others, to which, as stated by SER, all staff and students comply:

- *UMIB Regulation on Publications, April 2015 (in Albanian)*
- *UMIB Quality Assurance and Assessment Regulation*
- *UMIB Code of Ethics, February 2020*
- *FFT Regulation for Basic Studies-Bachelor*
- *UMIB Regulation on procedures for selection, reselection and promotion of academic staff.*

Also, there is *UMIB Regulation on disciplinary measures and procedures against UMIB staff*.

Plagiarism is not addressed here, however in other parts of SER, and from discussions with different groups (staff, students etc) the plagiarism is addressed, particularly by using an anti-plagiarism software for checking seminars and thesis. However, there are no specific documents addressing detection of plagiarism as was discussed in previous standard.

Standard 1.6. *All policies, regulations, terms of reference and statements of responsibility relating to the management and delivery of the program are reviewed at least once every two years and amended as required in the light of changing circumstances.*

SER provides compliance with this standard descriptively saying that 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. Discussion is passed to the Faculty Council or UMIB Senate if Faculty Council is not competent for such actions, where reasoned proposals are reviewed and implemented, at least once in two years. This was confirmed in discussions, however, only paper proof of such actions that ET obtained was a list of courses and their basic informations (*Program Overview, Technology with specialization*) with highlighted changes, but the motivation behind the changes is unknown.

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Compliance of the particular standards in standard area Mission, Objectives and Administration is presented in Table 2.

Table 2 Mission, Objectives and Administration - Overview of standard compliance

Standard	Compliant	
	Yes	**No**
Standard 1.1. The study program mission is in compliance with the overall mission statement of the institution.		X
Standard 1.2. Relevant academic and professional advice is considered when defining the intended learning outcomes which are consistent with the National Qualifications Framework and the Framework for Qualifications of the European Higher Education Area.	X	
Standard 1.3. The study program has a well-defined overarching didactic and research concept.	X	
Standard 1.4. There are formal policies, guidelines and regulations dealing with recurring procedural or academic issues. These are made publicly available to all staff and students.	X	
Standard 1.5. All staff and students comply with the internal regulations relating to ethical conduct in research, teaching, assessment in all academic and administrative activities.	X	
Standard 1.6. All policies, regulations, terms of reference and statements of responsibility relating to the management and delivery of the program are reviewed at least once every two years and amended as required in the light of changing circumstances.		X

Compliance level: Partially compliant

ET recommendations:

1. *ET recommends preparation and public availability of one document that covers everything related to a study program of interest – mission, goals and learning outcomes on the study (not course) level.*

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2. *ET recommends that strategic plan for the future period should be aligned with UMIB strategic plan not only in descriptive way but also in structure. Thus, in addition to determining the key area of interest, to determine the motivation for each area, objectives, key performance indicators for each objective following the current and target value. Also, a list of activities that support achieving the target values. In such a way the connections are much clearer as well is the measurements of the given indicators on faculty and study program level.*

3. *ET recommends to prepare a document (or include in some of the existing) that addresses the obligation of mentors to check BSc thesis in antiplagiarism software, generate a report signed by mentor and formally attach the document to the thesis or student file.*

4. *ET recommends a systematic review of the program at least once every two years and generation of a detailed report of the implementation/rejection of requested changes.*

2.2. Quality Management

Quality Assurance (QA) at the FFT heavily relies on UMIB Quality Assurance documents and QA Office, especially for analysis of questionnaires and providing feedback. There are no professors in QA Office. The main documents in consideration are:

- *UMIB Package of Quality Measurement Instruments*
- *UMIB Regulation of the Quality Assurance and Evaluation*
- *ECTS User Guide*
- *UMIB Guideline for Quality Assurance*
- *UMIB Key Performance Indicators.*

SER states that QA is based on:

- UMIB Quality Assurance Roadmap, approved by the UMIB Senate, in accordance with its Statute
- internal regulations of the FFT
- guide according to External Quality Assurance.

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Standard 2.1. *All staff participate in self-evaluations and cooperate with reporting and improvement processes in their sphere of activity.*

When stating compliance with this standard, SER mainly addresses evaluation of employees performed by students and procedures following the analysis and results. However, from SER it was not clear whether self-evaluations are performed so ET requested an example of such questionnaire, overall results etc. From the provided document and discussions with the staff, quality assurance representatives and students/graduates it can be concluded this is regularly performed.

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

The data generated by the questionnaires is processed by UMIB Quality Assurance Office, results are then provided to the Dean of FFT. The Dean and the Vice Dean for quality and international cooperation distribute and discuss results separately with individual staff members. Overall assessment report is discussed at the FFT Faculty Council and appropriate measures are taken in when results uncover aspects needing more attention. Since Faculty Council consists also of student representatives, closed loop is ensured in informing all stakeholders. Example was given by a member of the academic staff during discussions. Due to unsatisfactory results of the student evaluations a course syllabus was completely changed, and the benefits of the change were reflected in subsequent evaluations. Student representatives confirmed that they are familiar with such case from previous generations.

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.*

SER thoroughly describes responsibilities of various stakeholders at the UMIB and FFT level and lists activities and procedures to be done when considering including QA results to particular aspects of program planning and delivery. This is confirmed with interviewees from different groups of stakeholders.

Standard 2.4. *Quality evaluations provide an overview of quality issues for the overall program as well as of different components within it; the evaluations consider inputs, processes and outputs, with particular attention given to learning outcomes for students.*

The QA questionnaires do provide insights on inputs (goals, preparation of academic staff, didactic methods, equipment, classrooms, financial and material resources), processes

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(teaching methodology, participation, progress of transition from learning to work environment and organization) and outputs (the percentage of graduates, graduates on time (without delay), students who dropped out of school and those who repeat the year). Particular attention is given to learning outcomes, especially in alumni questionnaires.

When it comes to outputs, results are not presented well i.e. not detailed enough. The relationship of dropout students to enrolled students is not clear since it is presented for all BSc studies at FFT, but nevertheless it is considerably high. In interview with student representatives the ET found out that the number of students in 3rd year is rather small (13).

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

QA processes ensure fulfilling of the required standards and continuous improvement in performance. UMIB ensures basic and advanced trainings for academic staff on contemporary teaching methodologies (cooperation with Center for Teaching Excellence of the University of Prishtina "Hasan Prishtina"). All teachers are encouraged to attend, especially those whose student evaluation results indicate the need for improvement. Efforts are shown in various aspects: regulation of ECTS, harmonization of syllabi, completion of laboratories, implementation of student data management system and online learning platform, antiplagiarism platforms etc.

Standard 2.6. *Survey data is being collected from students, graduates and employers; the results of these evaluations are made publicly available.*

From the SER, interviews with different stakeholders (students, alumni, employers) and documents provided or collected by ET (examples of such questionnaires, overall analysis and results of such questionnaires) it can be concluded that survey data of such kind are being collected, and are publicly available.

Standard 2.7. *Results of the internal quality assurance system are taken into account for further development of the study program. This includes evaluation results, investigation of the student workload, academic success and employment of graduates.*

Results of the internal QA system are taken into account for further development of the study program. One such example is described in Standard 2.2 and confirmed by different interviewees. Also, SER states that adjustments have been made in evaluation methods, regulations of student workload etc. Students/alumni confirm that they are aware of examples

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of such adjustments and developments, and are regularly informed by student representatives in Faculty Council. It is a fact that graduated students find jobs relatively easy and fast, however, the impression is that the small number of graduates contributes to that (no exact numbers are provided).

Standard 2.8. *The institution ensures that reports on the overall quality of the program are prepared periodically (eg. every three years) for consideration within the institution indicating its strengths and weaknesses.*

The SER states that reports on different aspects of QA are prepared periodically and that overall program quality reports are prepared annually, however no such document, that indicates detailed report on particular program quality is provided.

Standard 2.9. *The quality assurance arrangements for the program are themselves regularly evaluated and improved.*

QA arrangements for the program rely on UMIB QA system which are updated periodically.

Compliance of the particular standards in standard area Quality Management is presented in Table 3.

Table 3 Quality Management - Overview of standard compliance

Standard	Compliant	
	Yes	No
Standard 2.1. All staff participate in self-evaluations and cooperate with reporting and improvement processes in their sphere of activity.	X	
Standard 2.2. Evaluation processes and planning for improvement are integrated into normal planning processes.	X	
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.	X	

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Standard 2.4. Quality evaluations provide an overview of quality issues for the overall program as well as of different components within it; the evaluations consider inputs, processes and outputs, with particular attention given to learning outcomes for students.	X		
Standard 2.5. Quality assurance processes ensure both that required standards are met and that there is continuing improvement in performance.	X		
Standard 2.6. Survey data is being collected from students, graduates and employers; the results of these evaluations are made publicly available.	X		
Standard 2.7. Results of the internal quality assurance system are taken into account for further development of the study program. This includes evaluation results, investigation of the student workload, academic success and employment of graduates.	X		
Standard 2.8. The institution ensures that reports on the overall quality of the program are prepared periodically (eg. every three years) for consideration within the institution indicating its strengths and weaknesses.		X	
Standard 2.9. The quality assurance arrangements for the program are themselves regularly evaluated and improved.	X		

Compliance level: Substantially compliant

ET recommendations:

1. *Overall recommendation is to analyze the student questionnaires in more detail and on a study program level since the provided overall documents usually address BSc level of the Faculty which can generate averaging of the results – questionnaires should be study program specific.*

2. *ET recommends providing detailed results with quantitative performance parameters - number of students enrolled, completion rate, dropout rates on study program level, analyze the reasons of the dropout and only then the issues can be addressed and the dropout rate, which seems unreasonably high (from the tables provided in SER) can be addressed and reduced.*

3. *ET recommends annual or biannual preparation of one self-assessment report on overall quality of the program for consideration with SWOT analysis.*

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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.

All UIBM staff, thus also FFT academic staff, is recruited through competition procedures, where by announcement of the competition all requests for the announced position and job descriptions are submitted. The competition is in accordance with applicable laws and acts (MEST guidelines, Labor Law, UIBM Statute and UIBM Internal Regulations such as UMIB Regulation on procedures for selection, reselection and promotion of academic staff). After the completion of the competition procedures and the selection of the staff, the decision is taken with the description of the works to be performed by the employee and the contract is signed, where is also the description of the works. A job contract contains full job descriptions that they have applied for or that have been employed is provided to the selected candidates.

The documents submitted along with SER confirmed the existence of such procedures.

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 teaching staff complies with the legal requirements concerning the occupation of teaching positions included in the Administrative Instruction on Accreditation No. 15/2018. There are 15 fully employed academic staff members who are relevant for the study program Technology, BSc: 1 full professor, 8 associate professors, 3 assistant professors and 3 assistants. All professors have PhD, while assistants have master degrees. There are 8 part-time academic staff involved in study program - 1 full professor, 1 associate professor, 2 assistant professors and 4 assistants. All employment contracts and CV's are presented to ET.

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.

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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. There are 15 full-time academic staff members involved in study program.

This is strictly monitored by the UMIB Human Resources Office and the FFT management, so that the staff engagement is in accordance with the Administrative Instruction on Accreditation 15/2018, MEST Guidelines, Law on Labor, UMIB Statute and UMIB internal regulations.

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.*

There are 15 fully employed academic staff members out of 23 involved in the study program Technology, BSc: 1 full professor, 8 associate professors, 3 assistant professors and 3 assistants and they account over 70% teaching hours of the study program. All employment contracts, workload tables and lecturer per course tables are presented to ET.

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.*

SER states that for each group of students defined according to the HEI and for every 60 ECTS credits in the study program, FFT has employed at least one Full-Time Professor under a regular employment relationship with PhD title (Dr), from the area of the study program, according to Article 26, point 5.3.4 and point 5.3.5 of the Administrative Instruction No. 15/2018 on Accreditation of Higher Education Institutions in the Republic of Kosovo. In the study program Technology, BSc, there are four teachers in the list of academic staff having the title of doctor of science, who have been appointed as holders of this program.

However, it is unclear how the group is defined (no definition is found in UMIB Statute), but saying Technology, BSc is treated as one group for the first 2 years, and two groups in the third year of study, there are four PhD teachers needed, so ET concludes this is satisfied.

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

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Equal opportunities are provided for academic staff member for additional professional development. This is stated in SER but also confirmed in interview with teaching staff.

Based on agreement that UMIB has with Center for Teaching Excellence of the University of Prishtina "Hasan Prishtina", 16 professors are trained and certified in basic training on new teaching methodologies, while 7 members are trained and certified in advanced training on new teaching methodologies. All staff have been trained on the syllabus design module which is reflected in syllabi to great extent.

Two members of the staff attend their PhD studies abroad. Mobility of the teaching staff are encouraged – in academic year 2020/2021 two teachers achieved mobility in Finland, for this year two are planned to go to Germany and one to Finland. FFT staff collaborates with German, Finnish and Albanian colleagues on the project of changing curricula in the program of food and engineering technology etc.

Professional development is fulfilled also in exchange of knowledge with incoming professors.

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.*

Workload of teaching staff shows that all academic staff are engaged in teaching (6h/week professors, 10h/week assistants), exams, consultations, administrative activities in FFT and UMIB bodies, and research. Each professor is obliged to hold 2-6 hours of consultations per week. They engage in community via organization of workshops and expertise. This is confirmed in interviews.

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 academic staff is conducted regularly, twice each academic year (after each semester) and results are publicly available. Self-evaluation is also performed, as is the dean evaluation of the academic staff. The results of individual evaluations are available for each professor through electronic platform, and summary is available at UMIB website. Results are discussed at Faculty Council. ET was provided with documentation which supports the process.

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

Strategies for quality enhancement include improving teaching strategies which is shown in training and certifying of academic staff in new teaching methodologies (basic and advanced) an syllabi design module, as is discussed in Standard 3.6. Various questionnaires also contain questions which give the insight about satisfaction of the teaching process, resources, learning materials and other, weaknesses are determined and properly addressed.

From the last re-accreditation, SMU platform is implemented in all courses and learning materials are readily available to students. The quality cannot be assessed, but interviewed students had no objections.

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.*

Teachers retire at the age of 65 as required by law and lose status of the full-time teachers.

Compliance of the particular standards in standard area Academic Staff is presented in Table 4.

Table 4 Academic Staff - Overview of standard compliance

Standard	Compliant	
	Yes	No
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.	X	
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.	X	

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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.	X	
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.	X	
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.	X	
Standard 3.6. Opportunities are provided for additional professional development of teaching staff, with special assistance given to any who are facing difficulties.	X	
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.	X	
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.	X	
Standard 3.9. Strategies for quality enhancement include improving the teaching strategies and quality of learning materials.	X	
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.	X	

Compliance level: Fully compliant

ET recommendations:

1. *ET recommends introducing peer-evaluation in order to enhance teaching and learning processes.*

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2.4. Educational Process Content

***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 is modelled on qualification objectives and oriented towards education of experts who will acquire disciplinary, methodological and generic skills and competencies, within their area of interest, and be able to obtain adequate employment. Individual preferences of the student's interest are met through two specializations (Chemical Engineering, Environmental Engineering) and elective courses. Interdisciplinarity is not particularly pronounced, only through elective course Economy in Engineering.

Curriculum is comparable to similar studies in region, namely at universities in Zagreb, Belgrade, Banja Luka, Tuzla and Tirana.

***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 study program complies with the National Qualifications Framework and the European Qualifications Framework for Higher Education. Three qualification cycles are defined in the framework of qualifications and the European Credit Transfer and Accumulation System (ECTS). An academic year corresponds to 60 points of ECTS credits. The awarding of ECTS and the appropriate hours of study are documented in SER and supplements. This aligns with the Bologna declaration standards.

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, with focus on student participation in projects and laboratory work.

***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*

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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 disciplines within the curriculum are provided in a logical flow and meet the definition and precise determination of the general and specific competencies. Framework for Qualifications of the EHEA depicts that qualifications that signify completion of the first cycle (BSc degree) are awarded to students who:

- have demonstrated knowledge and understanding in a field of study that builds upon their general secondary education, and is typically at a level that, whilst supported by advanced textbooks, includes some aspects that will be informed by knowledge of the forefront of their field of study
- can apply their knowledge and understanding in a manner that indicates a professional approach to their work or vocation, and have competences typically demonstrated through devising and sustaining arguments and solving problems within their field of study
- have the ability to gather and interpret relevant data (usually within their field of study) to inform judgements that include reflection on relevant social, scientific or ethical issues
- can communicate information, ideas, problems and solutions to both specialist and nonspecialist audiences
- have developed those learning skills that are necessary for them to continue to undertake further study with a high degree of autonomy.

SER states that after completing the studies in the Technology, BSc graduates will be prepared for:

- the work of the engineer, respectively of the technologist in the chemical industry
- manage the technological process
- to conduct laboratory tests
- identify the factors that affect the quality of production
- application of software programs in the field of chemical engineering
- application of software programs in the field of environmental protection engineering
- treatment and management of industrial and urban waste
- treatment of industrial wastewater and other surface and underground waters contaminated with different pollutants.

This is in compliance with abovementioned qualifications for a BSc graduate.

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.*

Syllabi of the study program are uniform and are comprised of the general information on the course, contents, objectives, learning outcomes (LO), weekly agenda, basic and additional literature, teaching methodologies, distribution of student workload in connection to ECTS, assessment system and, if applicable, academic policies.

LO are mainly written well i.e. they show what will the student demonstrate in order to prove the achievement of the LO. However, there are still certain courses which need improvement in that sense. For example, the course *Differential equations* only one LO is listed: "To acquire basic knowledge of the subject of differential equations." Also, a number of courses still use verbs as *know, understand, appreciate* etc. which are not suitable for writing LO instead of more precise verbs as *analyze, describe, to make, compare* etc.

A matrix of LO on the course level and study program level does not exist, however it would be useful to see how course LO contribute to accomplishment of the study program LO and identify potential gaps.

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 takes place only in the Albanian language, while FFT has opportunities and academic staff to conduct teaching in other official languages of the Republic of Kosovo. For incoming students via Erasmus+ mobility, the staff who is fluent in English are ready to contribute in this aspect. SER states low proficiency in English for some students, although interviewed students showed very good English language skills. English and German are included in curriculum which is good considering some of the recommended literature is in foreign languages.

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.*

Thy syllabi, along with LO are provided to students up front at the beginning of each semester, and also publicly available. LO are explained on the course and class level. Students and teachers collaborate in reaching the LO – not only in direct teaching and performing tasks, but also in providing timely feedback and discussions.

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.*

According to the SER the academic staff is using different teaching methods in order to guarantee the teaching and learning is being conducted effectively. The panel team double checked this during the interviews with both students and faculty members. As it was identified the classes are being conducted in small groups and teachers are applying the variety of teaching methods, depended on the aim of the course, in some cases the classes are being conducted at the labs.

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.*

The faculty members state that assessment methods are designed well in advance before the course starts and are given in detailed in the course syllabus, the methods vary from course to course, in some cases there are quizzes, while others use oral exams. All the assessment activities are being conducted at the university, even during the pandemic all the exams were on site. The expert panel double checked this information with students and found out that the syllabuses are accessible into the information system that the university using and students can check the assessment methods as well as the course content into the system. Students state that there is a rule of compliant with regard of grading, and if they don't agree on the grade, they can address to Dean within the two working days. One student described his example of using the mechanism, although his grade was not changed but he gave a try.

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*

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time, comparable in courses offered within a program, and in comparison, with other study programs at highly regarded institutions.

Based on the assessing the learning outcomes of students, they are given the ECTS credits in accordance to the courses they were enrolled with. According to academic staff the course assessment consists of mid-term and final exams, assignments, projects and oral presentations are used as a part of the overall assessment.

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.*

According to the SER and the interview outcomes there is a rule of making complaint regarding the grades students are getting. Students and alumni confirmed they can address to Dean within the two days after being informed the grades. In some cases, faculty member states that they have practice of designing individual study plans as well as additional consultation with students require more support. In some cases, they commented on changing few elements into the syllabus for the following semester, as students have found some difficulties, the example academic staff recalled was related to the mandatory literature and its accessibility, due to this it was changed in the next semester.

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.*

The expert panel asked how the internships were organized and found out that after completing the internship or practical activities in the organization, the hours they spent there are being calculated into the ECTS credits. Students pointed out that they are informed regarding this before they go to the internships.

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.*

There are several agreements with the private organizations who are guarantee the internships for the students will be hosted by them. In addition to this, due to the field specific

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requirements the program head is negotiating with the governmental entities to further create the opportunities for students.

Compliance of the particular standards in standard area Educational Process Content is presented in Table 5.

Table 5 Educational Process Content - Overview of standard compliance

Standard	Compliant	
	Yes	No
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.	X	
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.	X	
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.	X	
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.	X	

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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.	**X**	
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.	**X**	
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.	**X**	
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.	**X**	
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.	**X**	
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.	**X**	
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.	**X**	
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.	**X**	

Compliance level: Fully compliant

ET recommendations:

1. *ET recommends the analysis of the LO on the course level and rewrite if necessary using more precise and measurable verbs*
2. *ET recommends creating a matrix how do course learning outcomes contribute to accomplishment of the study program learning outcomes*
3. *It is recommended the professional development training is delivered for faculty members to enhance their skills in designing assessment methods considering the principles of the Academic Integrity are met.*

2.5. Students

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.*

According to the regulations for Bachelors Studies at the Institution when applying the study program applicants must have a school diploma together with the grading of the school even they have not passed the Matura Exam. This rule is in accordance with the requirements designed by the Ministry of Education and Science and each applicant is assessed based on their school grade or Matura grades and entry exam success.

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.*

Applicants who passes at least 40% in the selection call are invited to sign the agreement and start studying. When submitting the applications together with birth certificate and high school grades the applicants need to submit the high school diploma and two photos. Expert panel had a chance to double check those details with students and they state to have gone through this procedure.

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

Students state that the number of the students during the classes are divided in a way it doesn't affect the quality of teaching and learning. According to the university regulation, the

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maximum number of the students in each group can be up to 80 on theoretical mandatory courses, while in selective courses the min. number is ten. Expert panel was interested in how big the groups were in case of Lab works, as stated by the faculty members and also noted in the regulation the maximum number of the students during the Lab works is fifteen. The expert panels declare that these numbers will not have any negative influence on the teaching process.

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

During the interviews with faculty members it was identified that the outcomes of the assessment activities are communicated with students through the information system institution is using, the panel tried to find out how long does it take for instructor to grade the students work, according to the responses it varies from subject to subject and can be from two to three or four days. The same was confirmed during the interviews with students.

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

The expert panel found out that all the grades are recorded in the study management system, that creates individual records for each student. In addition to this, after defensing the BA thesis together with it all the grading on printed materials are kept in the faculty administration.

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 administrative staff representative together with the academic staff confirmed that there is a practice of creating individual study plans for students who need it. One example recalled during the interview was the students participating into the exchange programs, for them the exams might take place a bit earlier or a bit late.

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.*

As stated into the SER the student's completion rates are being monitored and kept into the study management system. The administrative staff during the interviews declare that this

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data is being analyzed and used in planning further activities to enhance the quality of teaching and learning.

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

According to the SER and interviews with academic staff the institution is using the similarity detection software to guarantee the principles of academic integrity are met. However, this practice is not implemented in the courses under the program and is more oriented on the final theses. Neither students, nor alumni and academic staff can recall any example of plagiarism they detected during their studies. The expert panel believes there is a necessity to conduct trainings for academic staff in plagiarism related issues, as well as the usage of the systems should be mandatory in each and every subject where students have a writing assignment. In addition to this, students could not remember any training/service regarding the principles of academic integrity they got during their studies. It is extremely important that those activities are being enhanced during the implementation of study program.

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.*

During the interviews with students it was stated that they are familiar with the student's self-government/students' body who represent them in different councils at the university level. In addition to this student are familiar with their right and state that every single regulation is freely available for them.

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

As it turned out, students are familiar with the rules related to mobility either in the institution or outside of the university. There is a chance for students to change their profession and prolong their studies in different field. Those regulations are in accordance with the rules adopted by the Ministry of Education and Science.

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.*

During the interviews with students the panel noted that there is a Career Development Center at the institution, with the responsibility to provide information regarding different possibilities of employment or internships. In addition to this, all lecturers have a mandatory consultation with minimum two hours weekly. As it was noted those consultations are being used to support students in different task related to home assignments and exams. Students declare that lecturers often share the possibilities for the internship to be conducted.

The expert panel also noted that the students wish to participate in the international exchange programs, but the variety of the options is not that big at this time. Although all of the students spoke Albanian by the end of the session they spoke up unto English and noted that prefer not to use English as they do not have practice of speaking that much. Expert panel believe that exchange programs on both students and staff level will positively influence this.

Compliance of the particular standards in standard area Students is presented in Table 6.

Table 6 Students - Overview of standard compliance

Standard	Compliant	
	Yes	No
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.	X	
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.	X	
Standard 5.3. The study groups are dimensioned so as to ensure an effective and interactive teaching and learning process.	X	
Standard 5.4. Feedback to students on their performance and results of assessments is given promptly and accompanied by mechanisms for assistance if needed.	X	

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Standard 5.5. The results obtained by the students throughout the study cycles are certified by the academic record.	X	
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.	X	
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.	X	
Standard 5.8. Effective procedures are being used to ensure that work submitted by students is original.		X
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.	X	
Standard 5.10. The students' transfer between higher education institutions, faculties and study programs are clearly regulated in formal internal documents.	X	
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.	X	

Compliance level: Fully compliant

ET recommendations:

1. *It is recommended to fully implement the similarity detection software in each and every subject where there are writing assignments.*
2. *It is recommended student support academic services are designed for supporting them preventing plagiarism and in general, raise awareness about cheating.*
3. *It is recommended the number of the international collaboration projects are increased and more possibilities are created for students to make mobilities in EU.*

2.6. Research

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

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the research development plan of the institution; sufficient financial, logistic and human resources are allocated for achieving the proposed research objectives.

SER states that research strategy of FFT is related to research strategy at UMIB level. The study program itself does not have scientific/applied research objectives defined. SER states that UMIB and FFT as young institutions are still in the process of establishing collaborations, within the institutions but also with other HEI, which are expected to enforce research.

To some extent, planned activities of the staff for the period of the following three years include research activities but mainly written in general – *publication of a scientific paper, participation in two scientific conferences, participation in international projects.*

UMIB financially supports publication of scientific papers and participation in scientific conferences. During interviews staff expressed its satisfaction with the available laboratory equipment.

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.*

Expectations for teaching staff in terms of research are clearly specified and communicated in the *UMIB Regulation on procedures for selection, re-selection and promotion of academic staff.* The document is in Albanian so ET could not compare the situation with requirements.

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.*

SER states that FFT follows European recommendation and staff members have clear description of research profile consistent with international standards and established norms in the field of study of the program: First Stage Researcher (R1) (Up to the point of PhD); Recognized Researcher (R2)(Ph.D holders or equivalent who are not yet fully independent); Established Researcher (R3) (Researchers who have developed a level of independence); Leading Researcher (R4) (Researchers leading their research area or field). These are not supported with evidence nor included in CVs of the teachers.

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

Academic staff has, to some extent, a proven track record of research results on the same topics as their teaching activity. They mostly co-author with foreign researchers. As for the list of publication for each individual teaching staff, majority shows active research with recent publications. All teachers have Google Scholar profiles; most are listed in Web of Science. However, CVs are very hard to follow, and it is rather difficult to check whether publications are made in renowned journals. Several papers published in publications ranked Q2/Q3/Q4 according to JCR were identified. It would be much more useful to present 5 most important publications in 5 years, and 10 overall or some other criteria. Also, the evaluation would be easier if publications were clearly categorized: 1. Indexed in the Web of Science with Impact Factor (International Publisher or National Publisher); 2. Indexed in the Web of Science without Impact Factor (International Publisher or National Publisher); 3. Articles in conference proceedings; 4. Other conference abstracts and non-peer reviewed conference papers.

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.*

The academic and research staff publish their work in special journals, conferences, workshops etc., and provide expertise and consultancy to industrial partners. This was proven in interviews with teachers and external stakeholders such as representative of companies.

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.*

SER states that: The research work of the FFT academic staff is mainly validated through scientific and applied research publications, always through the conditions presented in the preliminary standards, then consulting participation for companies in the Mitrovica region and other parts of Kosovo. ET agrees on the basis of the provided documentation and interviews with external stakeholders.

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.

Academic staff members mainly produced one publication per year for the past three years, but ET notices that this is again hard to follow due to no uniform CVs and discrepancies between CV list of publications and Google Scholar profiles for a number of academics.

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

ET performed random sampling and has seen that academic and research staff publishes under UMIB and FFT name. However, in WoS this is not uniform so it is difficult to perform search or filter the results, and subsequently, to connect authors to the institution.

Standard 6.9. Academic staff are encouraged to include in their teaching information about their research and scholarly activities that are relevant to courses they teach, together with other significant research developments in the field.

Based on the information gathered from the interviews, the ET trusts that the teaching staff is integrating own research outcomes into teaching, especially when it comes to experimental research, new technologies and contemporary approaches.

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.

UMIB Statute, UMIB Code of Ethics and Law No. 04/L-065 on Copyright and Related Rights cover the intellectual properties, however procedures for commercialization of ideas developed by staff and students are not found. The UMIB Senate is responsible for

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

Students are engaged in various activities. Besides mandatory *Professional practice*, students have possibilities to use student exchange program, have paid internships in local companies and attend training and certification for performed activities, and to perform experimental work in local companies to write BSc thesis.

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Compliance of the particular standards in standard area Research is presented in Table 7.

Table 7 Research - Overview of standard compliance

Standard	Compliant	
	Yes	**No**
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.		X
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.	X	
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.	X	
Standard 6.4. The academic staff has a proven track record of research results on the same topics as their teaching activity.	X	
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.	X	
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.	X	
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.	X	
Standard 6.8. Academic and research staff publish under the name of the institution in Kosovo they are affiliated to as full-time staff.	X	

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Standard 6.9. Academic staff are encouraged to include in their teaching information about their research and scholarly activities that are relevant to courses they teach, together with other significant research developments in the field.	**X**	
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.	**X**	
Standard 6.11. Students are engaged in research projects and other activities.	**X**	

Compliance level: Fully compliant

ET recommendations:

1. *ET recommends that most significant publications in the last 5 years for each staff member should be clearly presented and summarized in one document. To categorize publications as: 1. Indexed in the Web of Science with Impact Factor (International Publisher or National Publisher) and designated quartiles; 2. Indexed in the Web of Science without Impact Factor (International Publisher or National Publisher); 3. Articles in conference proceedings; 4. Other conference abstracts and non-peer reviewed conference papers.*
2. *ET recommends that a list of scientific/applied projects should be clearly presented in one document and/or published on the FFT website.*
3. *Affiliation should be unambiguously defined and used.*

2.7. Infrastructure and Resources

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.*

After carefully went through the SER and the documentation the institution submitted, the expert panel conducted the interviews and believes that there is an adequate resource to

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guarantee the existence of the study program in long term perspective. Firstly, this is related to infrastructure and technical equipment that the institution presented but it also referred to the human resource that is allocated in the faculty to successfully implement the program.

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.*

According to the SER and the interviews with the management of the faculty it was stated that the major income in the program budget is the amount given by the Ministry of Education and Science in accordance with the number of the students, in addition to this there might be some donations. The expenditures on another hand shows several fields such as salaries, municipal expenses, goods and services. As it is shown the biggest amount is dedicated to the salaries, while only small amount is planned for goods and services. It is advices to make the budget document as detailed as it is possible to show how much would be addressed to scientific activities, what would be the expenses related to library resources and etc. In addition to this, there is no anything mentioned about the risk and how the decision makers are going to guarantee the financial stability. It is recommended there is a financial risk mitigation strategy for the program.

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.*

Although the review visit was conducted online the institution submitted the video recording of the building, that was additional evidence for the expert panel to make the decision regarding the infrastructure. Namely, there are several classrooms for theoretical classes, recreation space for the students, also offices for administrative and academic staff. In addition to this due to the field specification there are several labs with all the required

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resources that can be needed for practical tasks. In addition to this, there are almost 50 personal computers for both students and staff of this program. The library presented the list of the books and journals that are accessible in their repository.

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 expert panel had a chance to have a look into the classrooms and labs with watching the video institution submitted, and as it turned out there is enough physical space for groups under this study program, as well as enough space in the labs. As stated into the additional documents the institution submitted there are almost 50 computers for people affiliated to this study program.

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

   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.*

According to the SER, the institution presented the calculation of physical space required for students. Students state that they use library often, borrowing some text books. However, when asking whether they had used any academic database that might be accessible in the library, no one could name any, in addition to this student cannot remember any academic service library is offering them. It is recommended that library design a training session for students (in information seeking, referencing, etc.) and also promote the usage of academic

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databases widely. In addition to this, during the interviews it was identified that the budget spent on the renewing of library resources is not that high, even students during the interview mentioned they would like the library offer a big variety of textbooks.

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

According to the SER the infrastructure is currently fully adapted to students with special need, having the parking slots, and all the infrastructure in the building.

Compliance of the particular standards in standard area Infrastructure and Resources is presented in Table 8.

Table 8 Infrastructure and Resources - Overview of standard compliance

Standard	Compliant	
	Yes	No
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.	X	
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.		X

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

Compliance level: Partially compliant

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ET recommendations:

1. It is recommended the financial planning also include the risk management strategy with regards of incomes and expenditures, that will guarantee the finical sustainability is achieved

2. It is recommended that the financial incomes of the LLM program is diversified, getting some funds under different international research/capacity building project.

3. It is recommended students support services are designed in the library (Information seeking; working with sources; referencing) and the training are delivered for students.

3. FINAL RECOMMENDATION OF THE ET

ET recommends that each Standard provided in SER should have a rather analytical than descriptive character, data should be presented clearly and many can be supported in tabular form. SER should be direct analysis of the current situation and be fully supported with evidence (documented facts).

Table 9 provides an overview of compliance on standard areas and overall compliance.

Table 9 Overview of compliance on standard areas and overall compliance

Standard Area	Compliance level
1. Mission, Objectives and Administration	*Partially compliant*
2. Quality Management	*Substantially compliant*
3. Academic Staff	*Fully compliant*
4. Educational Process Content	*Fully compliant*
5. Students	*Fully compliant*
6. Research	*Fully compliant*
7. Infrastructure and Resources	*Partially compliant*
Overall compliance	***Fully compliant***

In conclusion, the Expert Team considers that the study program **Technology, BSc** offered by Faculty of Food Technology, University of Mitrovica "Isa Boletini" is **Fully compliant** with the standards included in the KAA Accreditation manual. The Expert Team recommends **to accredit** the study program for a duration of **3** years with a number of **100** students to be enrolled in the program.

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Expert Team

Member

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