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

UNIVERSITY OF MITROVICA "ISA BOLETINI"
FACULTY OF FOOD TECHNOLOGY

TECHNOLOGY, MSc

PROGRAM RE-ACCREDITATION

REPORT OF THE EXPERT TEAM

May 2022, Rijeka, Croatia/Bucharest, Romania



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1. INTRODUCTION

1.1. Context

Date of site visit:

April 27th, 2022

Expert Team (ET) members:

- *DSc Tea Marohnić, University of Rijeka, Faculty of Engineering, Rijeka, Croatia*
- *Cristina Fit, student expert, Romania*

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:

Documents provided in advance:

- *Faculty of Food Technology (FFT) Self-Evaluation Report (SER) on Technology, MSc, January 21st 2022*
- *KAA Accreditation Manual, 2021*
- *KAA The Manual for External Evaluation of Higher Education Institutions, February 2021*
- *FFT Syllabi Technology, Specialization Environmental Protection Engineering, MSc*
- *FFT Syllabi Technology, Specialization Chemical Engineering, MSc*
- *CVs of academic staff*



- *FFT Faculty Council decision on drafting the SER*
- *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 Regulation for Master Studies, 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*
- *FFT Data on spaces, classrooms, laboratories, cabinets, amphitheatres (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, MSc Study program, 2019*

Documents available to ET from the re-accreditation of Technology, BSc

- *an agreement with the Plagiarism detection software provider*
- *example of antiplagiarism report for BSc thesis*
- *example of a leaflet or poster for job fair and/or study programs fair*

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



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Documents additionally requested by the ET:

- *list of subscriptions to Albanian and foreign publications and periodicals – the submitted documents somewhat substantiate the requested*
- *document about students' rights and obligations and link to that document – provided*
- *descriptions of training programs in teaching skills and links to those descriptions – provided*
- *recent examples of follow-up procedures and examples of improvement of curricula based on outcomes of previous evaluations – the submitted documents do not substantiate the requested*
- *list of the scientific projects ongoing or finished from the last reaccreditation in which teaching staff are principal investigators or collaborators – the submitted documents somewhat substantiate the requested*

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.

Table 1 Site visit program

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)

1.3. A brief overview of the institution under evaluation

The District of Mitrovica has a long history of needing experts in mining, metallurgy, and technology due to its geographic location and natural resources. The Technical Higher School, the only one of its kind in Kosovo at the time, set the foundations for the higher education institutions and programs that exist today in Mitrovica. Mining, metallurgy, and technology departments of Technical Higher School offered two-year programs. In the academic year 1970/71, the Technical Faculty of Prishtina established branches in Mitrovica for Technology, Mining, and Metallurgy. The Assembly of the Socialist Autonomous Province of Kosovo decided on the establishment of the Faculty of Mining and Metallurgy in Mitrovica on July 22,



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1974. The Faculty of Technology included the Department of Technology. Department of Geology was added to the Faculty in the academic year 1980/81.

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.

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 and in accordance to Bologna Process, although Kosovo was never formally admitted as a member. Bachelor (BSc) studies started in 2001/2002, and Master (MSc) in 2008/2009. Study programs are accredited by the Kosovo Accreditation Agency since 2011.

At the moment there are four study programs at FFT, all 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.

FFT aims to educate experts who will become essential for the regional and country development in the areas of interest. This is enabled through developing teaching and scientific research, implementation of good practice from other HEI in country and abroad, and in cooperation with public and private companies.



2. PROGRAM EVALUATION

One of the members of the expert team also participated in the re-accreditation of Technology, BSc at the same institution, earlier this year. The assessment of certain standards in this report rely also on the findings from that re-accreditation process, since the procedures, policies, documents etc. are common on the Faculty level and presented in the same way in SERs for BSc and MSc studies.

2.1. Mission, Objectives and Administration

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

SER emphasizes the FFT mission's alignment with the UMIB mission. There is a strong connection between these two documents. FFT's objective is to provide educational and research programs for the benefit of students, science, and society as a whole.

The study program's mission, as 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 institution's overall mission statement, not specific to the study program, and there is no document that reveals the study program's mission. The mission of the study program should define goals and intended learning outcomes at the descriptive levels of the European Framework of Qualification.

Expert team is familiar with the previous practice that it was not required to have a mission for each study program but only for the faculty as whole, but consider that Faculty should be informed on the changing policies and practices and act accordingly.



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.

According to the FFT mission, teachers have academic independence in designing and conducting courses and classes based on relevant scientific and methodological information, as well as the accredited study program and University quality requirements.

The following aspects are taken into account while defining learning outcomes, according to SER:

- 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.

This is established by provided documentation, discussions with various stakeholders (heads of study programs, personnel, graduates' employers, and external stakeholders), and a comparison of the study program to other foreign programs in the region.

SER also claims that learning outcomes are consistent with the National Qualifications Framework (NQF) and the European Higher Education Area's Framework for Qualifications (EHEA). This is covered in further depth in Standard area 4 – Educational Process Content.

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

According to the SER, the Technology, MSc study program has a defined didactic concept, given what is being attempted to achieve, where to begin, how to develop the learning process, and what learning outcomes are expected to be achieved. The teaching is done in groups. Interaction between teachers and students is encouraged. Case studies are being reviewed by students. Students' work are reviewed at lectures and in individual consultations, and they are satisfied with the quickness and quality of the feedback.



Research is mainly incorporated in writing seminars and master thesis and is performed on individual basis. Master study preceded by separate course considering research work related to master thesis.

The management, heads of study programs, and academic staff all mentioned how well-equipped the laboratories were, with most of it being new, and how important this was for the theory-practice connection. Collaboration on practical work and master thesis is confirmed when discussing with academic staff, students/graduates, employers, and external stakeholders. Field work is sometimes arranged at companies where students can participate in practical exercises. All stakeholders recognize the importance of thorough preparation for practical work.

From the last re-accreditation, e-learning via the SMU platform was implemented, and it functions effectively, which was crucial during the 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.*

When it comes to official policies, guidelines, and regulations dealing with recurring procedural or academic concerns., SER deals only with the UMIB Statute, FFT Regulation for Master studies and FFT Manual for Thesis Preparation. There are, however, a number of other documents that address 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.*

Staff and students have confirmed that these documents are publicly available.

The addressing of plagiarism is a paper that has gone unnoticed. It is up to the mentor, for example, to examine the MSc thesis for plagiarism using anti-plagiarism software. It is not acceptable if the level of similarity with existing publications exceeds 30%. However, it is up to the mentor to confront and reject this, but ET hasn't learnt if there are any specific procedures, repercussions, or other consequences that follow the high level of similarity (for example, 80%). ET was not presented with a document that covered such a case, and none of the interviewees had heard of it.

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 many documents addressing ethical conduct in research, teaching, and evaluation, to which all employees and students must adhere, according to SER:

- *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, but it is addressed elsewhere in SER and confirmed in interviews with various groups (staff, students, etc.). Anti-plagiarism software is mostly used to verify seminars and theses. However, besides few articles in UMIB Code of Ethics, there are no dedicated documents addressing plagiarism detection and measures to be taken if detected.

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.*



According to SER, academic staff conducts a continual internal conversation on policy improvement, harmonization of regulations and terms of reference based on the facts, and clarification of responsibility for program administration and distribution. Consultations with students and stakeholders are part of this process. Suggested changes are passed to Faculty Council. If Faculty Council is not able to take such actions, the discussion is moved to the UMIB Senate, which reviews and implements reasoned proposals at least once every two years. This procedure was confirmed during conversations, but only written trace of such activities received by ET was in the form of a list of courses and their basic content (*Program Overview, Technology with specialization*) with highlighted changes, but the explanation behind the changes and more detailed documentation on such processes remains unknown.

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
<i>Standard 1.1.</i> The study program mission is in compliance with the overall mission statement of the institution.		X
<i>Standard 1.2.</i> 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	
<i>Standard 1.3.</i> The study program has a well-defined overarching didactic and research concept.	X	
<i>Standard 1.4.</i> 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	
<i>Standard 1.5.</i> 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 suggests creating and making available one document that addresses everything about a study program of interest, including mission, goals, and learning outcomes at the study (not course) level.*
2. *ET advises that the future strategic plan be linked with the UMIB strategic plan not only in terms of content but also in terms of organization. Following the present and target values, define the motivation for each area, objectives, and key performance indicators for each objective. A list of activities that support the achievement of the objective values should be included. The relationships, as well as the measures of the specified indicators at the faculty and study program levels, are considerably clearer in this manner.*
3. *ET recommends that the obligation of mentors to check MSc thesis in antiplagiarism software is included in some of the existing documents or in a separate decision, along with specificities of generation of a report signed by mentor and formally attach the document to the thesis or student file.*
4. *ET recommends a systematic review of policies, regulations, terms of reference and statements of responsibility relating to the management and delivery of the program every two years and that a detailed report of the implementation/rejection of requested changes is documented.*



2.2. Quality Management

FFT's Quality Assurance (QA) heavily relies on UMIB Quality Assurance documents and QA Office, especially for analysis of questionnaires and providing feedback. This can make identification of program specific issues difficult.

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.*

QA is based on, as stated in SER:

- 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.

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

When addressing compliance with this criteria, SER focuses on student evaluations of personnel and procedures that follow the analysis and results. It is unclear from SER whether self-evaluations are conducted, but ET is familiar that staff is participating in self-evaluation from the re-accreditation of corresponding BSc study (many of the academic staff members participate both in BSc and MSc study program). This was confirmed also in interviews with management, QA and staff. It was explained in interviews also that staff participates in discussions on improvements (Faculty Council), and that if the required/wanted change exceeds the faculty level, representatives in the UMIB Senate can raise discussions on University level.



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

The data collected by questionnaires is processed by the UMIB Quality Assurance Office, and the results are then given to the Dean of FFT. Individual staff members receive their individual results and discuss those with the Dean and Vice Dean for Quality and International Cooperation. The FFT Faculty Council discusses the overall assessment report, and necessary measures are implemented when the results reveal areas that require additional attention. Because the Faculty Council includes also student representatives, all stakeholders are kept in the loop. ET is familiar with the example from BSc re-accreditation process when a course syllabus was totally revised in response to negative student ratings. Students participating in interviews confirmed they are included in the whole process through their Faculty Council representatives but also directly on the course level where they can suggest changes to syllabi.

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.

When addressing including QA results to particular aspects of program planning and delivery, SER thoroughly specifies the duties of various stakeholders at the UMIB and FFT levels, as well as the actions and procedures to be followed. This has been validated by interviewers from various stakeholder groups.

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 provide information on inputs (goals, academic staff preparation, didactic methods, equipment, classrooms, financial and material resources), processes (teaching methodology, participation, progress of transition from learning to working environment and organization), and outputs (proportion of graduates, graduates on time (without delay), students who dropped out of school, and students who repeat the year). Learning outcomes are given significant emphasis, notably in alumni questionnaires.

The outputs, however, are not well presented, i.e. they are not detailed enough. The relationship between dropout students and enrolled students is not evident in SER because it is shown for all MSc studies at FFT, however it seems quite high. No specific reasons behind dropouts is provided besides finding jobs or simply exceeding the number of years they are allowed to study. The duration of the study is 1 regular plus 1 passive year for each year of the study



program with the possibility of extension in special cases or if only master thesis is left. Heads of the study program provided number of graduates (3, 6, 9) and dropouts (2, 2, 2) in 2018/19, 2019/20 and 2020/21 respectively. It must be noted that these numbers refer only to Environmental Protection Engineering specialization since Chemical Engineering specialization, although accredited, enrolled first students in 2021/22. There are 19 students currently studying Environmental Protection Engineering, and 9 studying 1st year of Chemical Engineering. Quota for enrolment is 15 per specialization. There was no clear data provided in regards to the number of students at the Master program.

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

QA protocols ensure that the required standards are met and that performance is continually improved. Academic personnel at UMIB receive basic and advanced training in modern teaching approaches (cooperation with Center for Teaching Excellence of the University of Prishtina "Hasan Prishtina"). Apparently, there were no cases where teacher had unsatisfactory results of student questionnaires, but there are also processes addressing that - teachers those whose student evaluation scores show a need for improvement, are urged to participate in previously mentioned trainings.

Efforts are seen in a variety of ways, including ECTS regulation, syllabi harmonization, laboratory completion, deployment of a student data management system and online learning platform, antiplagiarism platforms, and so on, and is reflected in student/graduates satisfaction.

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

SER, interviews with various stakeholders (students, alumni, employers), and materials provided or gathered by ET (examples of such surveys, overall analysis, and outcomes of such questionnaires) that survey data of this type is collected and 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.

The internal QA system's findings are included into the study program's future development. According to SER, changes have been made to evaluation techniques, student workload regulations, and other areas. Students/alumni acknowledge that they are very pleased with



assessment methods, quality of the program, employability, availability of information so it can be concluded that the development of the program is done in satisfying way.

Although it is true that graduates have an easier time finding jobs, the assumption is that the limited number of graduates adds to this.

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 various areas of QA are made on a regular basis, and that overall program quality reports are prepared annually, however there is no document that reveals a thorough report on program quality that proofs the statement.

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

QA arrangements for all programs on FFT 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
<i>Standard 2.1.</i> All staff participate in self-evaluations and cooperate with reporting and improvement processes in their sphere of activity.	X	
<i>Standard 2.2.</i> Evaluation processes and planning for improvement are integrated into normal planning processes.	X	
<i>Standard 2.3.</i> Quality assurance processes deal with all aspects of program planning and delivery, including services and resources provided by other parts of the institution.	X	



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 that detailed analysis of the student questionnaires is necessary and it has to be study program specific so to avoid averaging of the results on MSc or Faculty level. As well, student representatives should be consulted in order to provide feedback and improve the questionnaires.*
- 2. ET advises providing detailed results with quantitative performance parameters such as the number of students enrolled, graduation rate, and dropout rates at the study program level, analyzing the reasons for the dropout, and only then addressing and reducing the dropout rate, which appears unreasonably high (based on the tables provided in SER).*
- 3. ET recommends at least biannual preparation of a self-assessment report on overall quality of the program for consideration with SWOT analysis.*



4. *ET recommends that English language trainings that were interrupted by COVID-19 pandemic should be continued.*

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 UMIB staff, including FFT academic staff, is hired through competition procedures, in which all requests for the announced position and job descriptions are submitted after the competition is published. The competition procedure follows all applicable laws and regulations (MEST guidelines, Labor Law, UMIB Statute and UMIB Internal Regulations such as UMIB Regulation on procedures for selection, reselection and promotion of academic staff). Candidates are provided all information in advance. Following the completion of the competition procedures and the selection of the staff, a decision is made, and a contract is signed. A job contract comprises complete work descriptions for which they have applied or for which they have been hired.

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 conforms with the legal standards for teaching positions as outlined in Administrative Instruction on Accreditation No. 15/2018. 1 full professor, 6 associate professors, 3 assistant professors, and 2 assistants are among the 12 full-time academic staff members who are relevant to the Technology, MSc study programs with specializations. Professors all hold doctorates, while assistants hold master's degrees. In the study program, there is only 1 part-time academic staff member holding assistant position. ET received all job contracts and resumes.



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.*

Every FFT academic staff member relevant for the Technology, MSc study program is engaged only in one teaching job, full time in a given academic year. The study program employs 12 full-time academic staff members.

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.*

Over 90% of the teaching hours of the study program are held by 12 fully employed academic staff members in the study program (1 full professor, 6 associate professors, 3 assistant professors, and 2 assistants). ET is presented with employment contracts, workload tables and lecturer per course tables.

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.*

There are two groups of students for the Technology, MSc study program, according to specializations – Environmental Protection Engineering and Chemical Engineering. According to that and for every 60 ECTS credits in the study program HEI needs to employ at least one Full-Time Professor under a regular employment relationship with PhD title (Dr), from the area of the study program. This is regulated by 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 total, 4 Full-Time Professor under a regular employment relationship with PhD title (Dr) are needed. SER erroneously explains the standard for BSc studies.

From table 14. in SER it is seen that this standard is met.



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

Academic staff members have equal access to additional professional development opportunities. This is stated in the SER, but it was also validated in an interview with teaching personnel.

According to an agreement between UMIB and the University of Prishtina's "Hasan Prishtina" Center for Teaching Excellence, 16 professors are trained and certified in basic new teaching techniques, while 7 members are trained and qualified in advanced new teaching methodologies. The syllabus design module has been taught to all employees, and this is reflected in the syllabi to a large extent.

Two members of the staff are enrolled in PhDs in another country. Teaching staff mobility is encouraged, during interviews it was said that 2 professors went to Van Hall Larenstein University of Applied Sciences in Netherlands.

Professional improvement is also achieved through knowledge exchange with incoming teachers.

English language course was organized but unfortunately interrupted due to COVID-19 pandemics.

Academic staff members mentioned that recently they participated in national-wide 3 day training on how to draft the scientific work.

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.

All academic personnel are involved in teaching (6 hours per week for professors, 10 hours per week for assistants), tests, consultations, administrative operations in FFT and UMIB bodies, and research. Every week, each professor is required to hold 2-6 hours of consultations which is regularly held, as confirmed in interviews, with students and graduates. Teaching staff participates in the community by organizing workshops and sharing their knowledge. Interview with external stakeholders confirmed the engagement.



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.*

Academic staff evaluations are undertaken on a regular basis, twice a year (after each semester), and the results are made public. Self-assessment and the dean's evaluation of the academic staff are also done. Individual evaluation results are available for each professor via an electronic platform, with a summary available on the UMIB website. Faculty Council discusses the results. ET confirmed that during interviews with various stakeholders and obtained documentation.

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

Improved teaching techniques are demonstrated in the training and certification of academic staff in new teaching methodologies (basic and advanced) and a syllabi design module, as stated in Standard 3.6. Various questionnaires also include questions about satisfaction with the teaching process, resources, learning materials, and other issues. Weaknesses are identified and handled appropriately.

Since the last re-accreditation, the SMU platform has been deployed in all courses, and students have easy access to learning resources. Although the quality cannot be judged, the pupils who were interviewed had no reservations.

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
<i>Standard 3.1.</i> 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	
<i>Standard 3.2.</i> The teaching staff must comply with the legal requirements concerning the occupation of teaching positions included in the Administrative Instruction on Accreditation.	X	
<i>Standard 3.3.</i> 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	
<i>Standard 3.4.</i> 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	
<i>Standard 3.5.</i> 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	
<i>Standard 3.6.</i> Opportunities are provided for additional professional development of teaching staff, with special assistance given to any who are facing difficulties.	X	
<i>Standard 3.7.</i> 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	
<i>Standard 3.8.</i> 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	
<i>Standard 3.9.</i> 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. Peer-evaluation could be introduced in order to enhance teaching and learning processes.*
- 2. English language training should be continued.*
- 3. A plan for online publication of lecture materials should be made.*

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 toward the development of specialists with disciplinary, methodological, and generic skills and abilities in their field of interest, as well as the ability to find suitable work.

Two specializations (Environmental Protection Engineering and Chemical Engineering) and elective courses ensure that individual student preferences are met. Interdisciplinary is somewhat pronounced, especially in Chemical Engineering where Material Science courses are recognized.

The curriculum is comparable to similar programs at institutions in the region, including 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 as well as the European Qualifications Framework for Higher Education. In the scope of qualifications and the European Credit Transfer and Accumulation System, three qualification cycles are defined (ECTS). An academic year is equivalent to 60 ECTS credits. In SER and supplements, the awarding of ECTS and the appropriate hours of study are noted. This conforms to the Bologna declaration guidelines.

Individual program components are blended in a way that best achieves the specified qualification objectives and provides suitable teaching and learning forms, with a focus on student engagement 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 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 curriculum's disciplines are organized in a logical order and fulfill the definition and precise determination of general and specialized competencies. According to the EHEA's Framework for Qualifications, students are awarded qualifications that indicate completion of the second cycle (MSc degree) if they:

- have demonstrated knowledge and understanding that is founded upon and extends and/or enhances that typically associated with the first cycle, and that provides a basis or opportunity for originality in developing and/or applying ideas, often within a research context
- can apply their knowledge and understanding, and problem solving abilities in new or unfamiliar environments within broader (or multidisciplinary) contexts related to their field of study
- have the ability to integrate knowledge and handle complexity, and formulate judgments with incomplete or limited information, but that include reflecting on social and ethical responsibilities linked to the application of their knowledge and judgments



- can communicate their conclusions, and the knowledge and rationale underpinning these, to specialist and non-specialist audiences clearly and unambiguously
- have the learning skills to allow them to continue to study in a manner that may be largely self-directed or autonomous.

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

- management of technological processes in the chemical process industry
- designing in the chemical industry
- teaching
- manipulate the parameters in search of the optimal ones
- analyzing and managing environmental pollutants at source
- management and application of new techniques for sewage treatment
- use of statistical methods and computer modeling
- monitoring and treatment of water, air and soil pollution.

This is in compliance with abovementioned qualifications for a MSc 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 for study programs are uniform and include general course information, content, objectives, learning outcomes (LO), weekly agenda, basic and additional literature, teaching methodologies, student workload distribution in relation to ECTS, assessment system, and, if applicable, academic policies.

The majority of LOs are well-written, indicating what the student will do in order to demonstrate the LO's achievement. However, there are still several courses that might use some work in this area. Also, many classes still employ verbs like *know*, *understand*, *appreciate* etc. which are not suitable for writing LO instead of more precise verbs as *analyze*, *describe*, *to make*, *compare* etc. Teachers confirmed that additional efforts should be invested in improvement of the syllabi.



It should be noted that syllabi of two courses in Chemical engineering specialization are not provided, while one is provided twice.

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 only done in Albanian, although FFT has the resources and academic staff to provide instruction in other official languages of the Republic of Kosovo. Staff members who are fluent in English are available to assist incoming Erasmus+ students in this regard.

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, as well as LOs, are presented to students at the start of each semester and are also made publicly available. The course and class level LOs are explained. Students and teachers work together to achieve the LO, not only via direct teaching and task completion, but also through timely feedback and debates.

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 HEI there is a partnership between UBIM and University of Prishtina to train academic staff about teaching strategies. The student-centered learning it is not obvious from the SER, but it is mentioned that teachers use small group teaching, practical demonstration, giving materials at home, problem-based learning, practical work-based learning in industry, and learning with combined methods. The syllabi contain information on the LO, learning objectives of the course, together with different types of examinations and assessments in the courses. According to both professors and students, the student-teacher relationship is good. Students appreciated the availability of teachers for consultation. The communication of learning outcomes at the beginning of the courses was confirmed by students, too. According to SER it was mentioned that students in special circumstances (illness, disability, family situation) are treated with flexibility by the academic staff. It seems that the program lacks a teaching strategy with objectives regarding flexibility, student-centered learning mechanisms and different approaches depending on the needs of different student groups. Still, the strategic



plan of the Faculty of Food Technology stipulates the need to focus on staff training and improving teaching methods.

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.

Student assessment mechanisms were confirmed to be conducted fairly and objectively and are clearly communicated to students at the beginning of courses while explaining the syllabus (which are distributed electronically). According to the Regulation of Master Studies “The exam can be an oral or a written exam, or it can consist of a written and oral part. In cases when the exam consists of a written and oral test, the student can only enter the oral exam when he/she has received a positive grade in the written test. Combined exams, written and oral, are completed within seven days. To determine the academic success of a student the following methods can be applied: a colloquium, a seminar work, a test and a practical test during the lab hours. The method of evaluating knowledge and passing of the exam is determined by the course program. For objections of students against inadequate or inconsistent assessment, regulations are given in the Regulation of Master Studies or Regulation on Student Responsibility and Disciplinary and no objections to how those regulations are being followed were raised by the students. Moreover, according to SER the evaluation outcomes are announced publicly, and consultations are scheduled for each of them, where students have the opportunity to see their tests or work.

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.

The ET learned that there are valid and reliable mechanisms used for verifying standards of student achievements and during the meeting with students, they confirmed and no feedback was given. According to SER, measurements of student achievement include midterm assessment, seminar paper, class assignments and homework, presentations in lectures or exercises, final exam, group work and various projects. Each activity is done with the course specifics that include its ECTS and teaching method. As well, there is a plagiarism program (plagiarism check) used in order to verify the final thesis. During the meetings the ET understood that students are aware of the ECTS system and its meaning and the workload is seen feasible comparable in courses offered within the program.



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.

If student achievements are inadequate or inconsistent, the matter is discussed in the Faculty Council where different measures are taken: “handling the case jointly with the teacher to see where the problem lies, organizing additional classes in certain subjects, changing teaching methods, analyzing the concretizing material such as literature and laboratory equipment” (SER, p78). As stipulated in the SER there is a plagiarism regulation in place together with defined standards in order to prevent or stop plagiarism.

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.

There is a practice stage that usually is part of the practical part of the final thesis. There is no mandatory practical stage that is assessed with a defined type of report or ECTS. Still, the practical work called seminars are mandatory and students have laboratories where they do practical work based on what they have learned during courses. Master dissertation is consisted of 5/10 ECTS practical part of the seminar or at a company and 25/20 ECTS for the master thesis. Compared to previous evaluation research study work related to the master thesis (seminar) and Master Thesis have ECTS assigned. Students have the right to do their practical work for their thesis at companies with whom the HEI has partnerships. They can do practical part in food processing. As well, according to SER practical training is organized in public and private institutions. Moreover, at the beginning of the semester while presenting the syllabus students are introduced to the expected results such as internship reports which are made jointly with the course teacher and the company supervisor. During the meetings, it was presented that students have regular visits at local companies where there are different options for internships or practical stages.



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.*

According to SER the HEI has signed cooperation agreements with institutions/organizations private or public but there is also informal cooperation that happens and students can do an internship or practical part of the thesis in different institutions/companies. As stated before, students have regular visits at local companies in order to better understand theory and practice. Employers, companies commented that students/graduates are skilled and capable of fulfilling work requirements, hard-working, and open to trying new approaches. Students admitted to have visited a few companies and factories during their studies. As well, companies admitted that they have employees that graduated from the BSc and MSc Program and that are now working at the company in or other companies in Kosovo and that most of graduates are in management.

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
<i>Standard 4.1.</i> 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

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 suggests analyzing the LOs at the course level and, if necessary, rewriting them with more exact and quantifiable verbs.*
2. *ET suggests constructing a matrix that shows how course learning outcomes contribute to the study program's learning outcomes.*
3. *ET suggests to develop a teaching strategy in order to better meet the student-centered learning principles and also to better understand the needs of different student groups.*
4. *ET suggests to continue organizing English language trainings for all academics*
5. *ET suggests to assign adequate ECTS points to the Internships or any practice stage even if it is not for the Master thesis. ECTS for the internships should be mentioned in the Syllabus as well.*
6. *Inform students about the opportunities for international mobility and encourage more students to take part in the Erasmus scheme.*
7. *In order to respect the privacy of each student, the ET recommends that the evaluation outcomes to be notified in the student management platform where each student can see his own grade.*
8. *Introduce lecturers from industry in the Program or invite industry experts to have a talk about employment options and ways of developing their career options.*



9. *Consider structured dialogue with industry in order to better understand and meet their needs and recommendations in terms of program curricula.*
10. *Consider signing agreements with companies and corporations not only for internships but also for research projects.*

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.*

There is a clear and formally adopted admission procedure at institutional level that the study program respects when organizing students' recruitment. This procedure is public, students are aware of it and have no comments or objections. According to students admission requirements are consistently and fairly applied for all students.

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.*

According to the SER and the Regulation of Master all students enrolled in the study program possess a high school graduation diploma or other equivalent document of study. More exactly, the accepted candidates are those who have completed Bachelor studies or undergraduate studies prior to the entry into force of the Bologna Declaration. University admission procedures are documented and are applied to the Program. There was no clear data provided to proof the current number of students enrolled in the Master's program.

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

According to SER, the number of students divided into groups for lectures and exercises for mandatory and optional courses is regulated in accordance with the UMIB Regulation on Personal Income. At the master's level the maximum number of students for lectures is 80 and greater than 10 for optional courses, up to 30 students in theoretical exercises for mandatory courses and 10 for optional courses, 15 students in laboratories for mandatory courses and 10 for optional courses. Moreover, the UIBM has arrangements with University of Prishtina for



training of teaching staff in the theory and practice of student assessment, to ensure excellence in teaching and advancement of the skills and competencies of the academic staff of UIBM.

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

According to SER academic staff is available for consultations or assistance if needed at least 2 hours per week. Students agree that the evaluation process is discussed at the beginning of the year at each course and that they have no objections about exams, seminar work and research. Each academic staff is obliged to monitor students' performance and the results are first published on the notice board then in the SMU. Students can reject the grade and if necessary, support activities (consultations, extra hours of lectures and exercises) are available.

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

According to SER the results obtained by the students throughout the study cycles are certified by the academic record and are evaluated through tests, course interactivity, exercises, seminar papers, various quizzes and final exam. Each result is registered in the system and recorded in the student management system (SMU).

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.

According to the Regulation of Master studies, students can take an exam three times and the fourth time only after request and with the permission of the Dean of the Faculty. According to the Bologna Process students have the right to eight attempts to take an exam.

According to art. 27 from the Regulation of Master studies "1. In all cases when the student is absent or withdraws from the examination he / she is considered to have failed (he / she is given a 5). 2. Upon his or her request, the student may be permitted by the dean of the academic unit to enter the exam earlier if he is participating in an international study program or is doing an internship abroad during the examination period." According to SER, students in various circumstances (illness, disability, family situation) are treated with due flexibility by the FFT academic staff. The treatment of students is related to the time limits regarding lectures, exercises, exams, consultations and other activities in accordance with the UMIB Statute and regulations. Still, for the ET it was unclear how students in different circumstances are treated with due flexibility.



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 SER records of student completion rate are kept for all courses and for the program as a whole in the student management system. During the interviews it was cleared that there is a record of drop-out and completion rates. Still, there was no record of student questionnaires to better understand the reasons for drop-out as well, as there was no counselling before the drop-out.

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

The Manual on Diploma Thesis made available for the ET has a chapter dedicated on citation system and referencing. Each student has a thesis coordinator which makes sure to guide the student and to ensure that the work submitted is original. There is adequate check for plagiarism in submitted works or final papers. Starting with 2019/2020 the university has established its official anti-plagiarism detection system within the SMU platform, but there is still need to define and publish antiplagiarism measures and sanctions in the Code of Ethics.

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.

A document and link to the Regulation for Master studies that contains students' rights and obligations has been provided. Students' rights and obligations are made publicly available and students confirmed that they are informed and they know about its existence. As well, upon request the Regulation on Student Responsibility and Disciplinary Procedure was received. The provided documents include regulations for students' transfer between higher education institutions, faculties, and study programs.

The ET learned during the students meeting that students were aware of the existence of student organizations but were unaware of their activities and were not part of them because of lack of time. If case of rights violations, students can make appeals to the designated bodies within the institution, based on the Regulation on Disciplinary Measures and Procedures against UMIB Academic Staff or address their issues to their representatives in the student Parliament.

Students are represented in all commission of the university, in QA committee and senate, faculty council etc. In order to be a student representative students must have a minimum grade of 8, a regulation that is against the Bologna Process principles.



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

According to SER and Regulation on Transfer of studies, the students' transfer is clearly regulated in formal internal documents. ET did not receive the Regulation on transfer of studies in English.

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.*

According to SER and meetings with students and graduates, academic staff is available at sufficient scheduled times for consultation, assistance and advice to students at least 2 hours per week but it is suggested and required to hold more hours if this is in favor of learning. Student assistance is provided to ensure understanding and ability to apply learning, carry out additional exercises or enhance learning by teachers and assistants. Mentoring support is also provided. Graduates mentioned that they had good communication with their teachers who helped with literature, and practical part. As a whole, graduates see involvement in the campus.

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
<i>Standard 5.1.</i> 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	
<i>Standard 5.2.</i> All students enrolled in the study program possess a high school graduation diploma or other equivalent document of study, according to MEST requirements.	X	



<i>Standard 5.3.</i> The study groups are dimensioned so as to ensure an effective and interactive teaching and learning process.	X	
<i>Standard 5.4.</i> Feedback to students on their performance and results of assessments is given promptly and accompanied by mechanisms for assistance if needed.	X	
<i>Standard 5.5.</i> The results obtained by the students throughout the study cycles are certified by the academic record.	X	
<i>Standard 5.6.</i> Flexible treatment of students in special situations is ensured with respect to deadlines and formal requirements in the program and to all examinations.		X
<i>Standard 5.7.</i> Records of student completion rates are kept for all courses and for the program as a whole and included among quality indicators.	X	
<i>Standard 5.8.</i> Effective procedures are being used to ensure that work submitted by students is original.	X	
<i>Standard 5.9.</i> 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	
<i>Standard 5.10.</i> The students' transfer between higher education institutions, faculties and study programs are clearly regulated in formal internal documents.	X	
<i>Standard 5.11.</i> 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. *Define and introduce university-wide antiplagiarism measures and procedures.*
2. *Introduce university-wide support for mobility and make sure faculties and students are aware of the existing agreements.*
3. *Systematically increase the number of textbooks in Albanian, foreign publications and periodicals, increase the number of recent books in the library.*
4. *Try to adapt the course literature to the present and use more up to date books and articles*



5. *Make sure that the existing QA system functions properly to ensure timely consideration of students' comments.*
6. *In order to improve student representation and respect students' rights and obligations lining up with the Bologna Process it is recommended to eliminate any barriers for students to be part of the representation process, such as the mandatory regulation that students should have a grade of 8 in order to be a student representative and part of the university bodies. Academic performance should not be a barrier to represent students' rights.*
7. *Improve outgoing and incoming mobility for the program.*
8. *Descriptions of support services (e.g. regarding the study program, student counselling in case of emotional, financial or family-related problems, career guidance, international matters, legal advice, availability of scholarships) should all be publicly available on the university website in order for potential students to have all information before and after enrolment.*
9. *QA policies and procedures should address also the quality of the consultations and the possibility of offering complementary support for students to cover their learning or educational gaps. It seems there is need for such support systems to be put in place in order to improve the success rates. It is also advisable to offer support and guidance to students that are part of disadvantaged groups and it is advisable to apply when possible a questionnaire before students drop-out in order to understand the real reasons and find better solutions.*

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

According to SER, FFT's research strategy is linked to UMIB's research strategy. Scientific/applied research objectives are not mentioned in the study program. According to SER, UMIB and FFT are still in the process of forming collaborations, both inside the institutions and with other HEI, that are expected to enforce research.



Staff activities over the next three years include research activities to some extent, but they are mostly stated in general – *publication of a scientific article, participation in two scientific conferences, and participation in international projects.*

UMIB funds the publication of research articles (open access) and attendance to scientific conferences. During interviews, academic staff reported satisfaction with the laboratory equipment offered.

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.*

In the *UMIB Regulation on procedures for selection, re-selection, and promotion of academic staff*, expectations for teaching staff in terms of research are explicitly specified and communicated. Because the paper is written in Albanian, ET was unable to match the situation to the 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.*

FFT follows European recommendations, according to SER, and staff members have a clear description of their research profile that is consistent with international standards and established norms in the program's field of study: Recognized Researcher (R2) (PhD holders or equivalent who are not yet totally independent); Established Researcher (R3) (Researchers who have developed a level of independence); Leading Researcher (R4) (Researchers who have developed a level of independence) (Researchers leading their research area or field). These claims are not backed up by evidence and are not included in the teachers' CVs.

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 a track record of research results on areas related to their teaching activities to some extent. They mostly collaborate and co-author with researchers from other countries. The majority of the publications lists for each teaching staff member demonstrate current research with recent publications. Every academic staff member has a Google Scholar profile, and the majority of them are listed in Web of Science. CVs, on the other hand, are difficult to follow, and it's impossible to tell whether articles are in reputable journals. Several papers



published in JCR ranking Q2/Q3/Q4 publications were discovered. It would be far more valuable to list the five most important publications in the last five years, as well as ten overall or according to some other criterion. Also, if publications were clearly classified as follows, the review would be easier: 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.

Academic and research personnel publish their work in specialized journals, conferences, workshops, and other venues, as well as providing expertise and consulting to industry partners. In discussions with teachers and external stakeholders, such as company representatives, this was demonstrated. Manager of the regional wastewater company was extremely satisfied with the collaboration with FFT management (particularly the Dean) and teachers and stated they are helpful with laboratory equipment, measurements and other.

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.

According to SER, the FFT academic staff's research is primarily validated by scientific and applied research publications, through consulting engagement with companies in the Mitrovica region and other regions of Kosovo. ET agrees based on the documentation supplied and consultations 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.

For the past three years, academic staff members mostly, but not all, generated one publication per year, although ET notes that this is once again difficult to follow due to the lack of uniform CVs and differences between CV lists of publications and Google Scholar profiles for a number of academics. Google Scholar profiles are not up to date.



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 used random sampling and discovered that academic and research staff members publish under the names UMIB and FFT. However, because this is not the case in WoS, it is difficult to conduct a search or restrict the results, and thus to connect authors to institutions.

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.*

The ET believes that the teaching staff is incorporating their own research outcomes into teaching, especially when it comes to experimental research, new technologies, and current approaches, based on the information received from the interviews.

This standard is not addressed in SER.

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

The intellectual properties are covered by the UMIB Statute, UMIB Code of Ethics, and Law No. 04/L-065 on Copyright and Related Rights, although there are no mechanisms for commercializing ideas generated by employees and students. That is the responsibility of the UMIB Senate.

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.

Students participate in a variety of activities. Students can use the student exchange program, have paid internships in local companies, attend training and certification for performed activities, and undertake experimental work in local companies to write their MSc thesis. Also, a course *Research study work related to the master thesis* is research-oriented. In the interviews ET was told they can also contact teachers if they are interested in engaging to research, writing scientific papers etc.



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
<i>Standard 6.1.</i> 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
<i>Standard 6.2.</i> 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	
<i>Standard 6.3.</i> 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	
<i>Standard 6.4.</i> The academic staff has a proven track record of research results on the same topics as their teaching activity.	X	
<i>Standard 6.5.</i> 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	
<i>Standard 6.6.</i> Research is validated through: scientific and applied research publications, artistic products, technological transfer through consultancy centers, scientific parks and other structures for validation.	X	
<i>Standard 6.7.</i> 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
<i>Standard 6.8.</i> Academic and research staff publish under the name of the institution in Kosovo they are affiliated to as full-time staff.	X	



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: Substantially 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. Google Scholar profiles should be updated periodically.*
- 3. ET recommends that a list of scientific/applied projects should be clearly presented in one document and/or published on the FFT website.*
- 4. Affiliation should be unambiguously defined and used.*

2.7. Infrastructure and Resources

There is infrastructure available for students with disabilities such as three elevators, specific bathroom, parking places dedicated to people with special needs, sloping stairs at the entrance of all facilities, and three elevators in the faculty building. The ET learned that there are no students with special needs in the program. As for the available student services, according to the SER and interviews there are merit base scholarships (students with grades above 8

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automatically receive a scholarship). In terms of facilities, in basement there are tables where students can organize different activities and there is also a court field. University has a Career Development Center open Monday to Friday, and where alumni help students by giving feedback on their CVs. There was not clear if there is any other activity that the CDC is providing for students.

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.

There is sufficient and qualified staff for the adequate long-term implementations of the study program. According to SER and students, the educational space of the program is well equipped with the necessary facilities for study, research, teaching laboratories, equipment for the practical laboratories, IT equipment. The ET could not match the information received in SER and the annexes received since these were in Albanian, but the video was somehow helpful.

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 SER (p.105) a forecast financial plan with five categories was presented for 2022, 2023 and 2024. The university implements the program policies based on the revised Strategic plan of University of Mitrovica (2019/2021) and work plans for fiscal year. The activities are based on the financial resources defined in the Medium Term Expenditure Framework for the years 2022/2024 for the University of Mitrovica, the Law on Budget for the fiscal year 2022, the forecasts for the years 2023/2024. The main sources of funding are revenues from the Kosovo Budget / Government Grant, own source revenues and sources from donations. The financial status depends on the Ministry of Education and Ministry of Finance and the budget for the FFT are based on the final consultations with academic and university departments based on the university strategy. According to SER “The planned activities based on the objectives are incorporated in the document "Medium Term Expenditure Framework for the years 2022/2024". The financial resources for the period of one year are incorporated in the Law on Budget Allocation for the University of Mitrovica for 2022, respectively for the Faculty of Food Technology and the estimates for the years 2023/2024.” The ET did not see any "Medium Term Expenditure Framework for the years 2022/2024". It seems that there is



no budget from research projects or international funding schemes expected and no activity in that respect.

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.*

The FFT has adequate educational process spaces, laboratories with the adequate equipment and a library with around 500 books for specific needs of the program. Access to online database is improved compared to previous evaluation and now according to the Faculty management, students have access to around 700,000 books. The ET learned from a word document provided by the faculty that UMIB has an agreement with the National Library of Kosovo that provides university's students with access to approximately 700,000 book titles, as well that through Research Cult faculty has access to the EBSCO database and also that students have access to the University Library of Francophonie. It is not clear if the availability to these resources is free of charge for students. The university library is dedicated to all students, there is no specific library for the faculty students. The university library has room for around 150 students and has 30 computers that are available for students' needs.

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.*

According to SER and the 7.1.1. Area in m2 for FFT halls and laboratories, 7.1.2 Laboratory equipment there is adequate space in the lecture rooms, seminar rooms and laboratories related to the study groups' size. The applicative activities for the specialty disciplines are carried out in the laboratories which have adequate equipment for the program specifics. The area that is



used specific by the FFT for the teaching process, including classrooms, laboratories, and amphitheatres is 4744.1 m². Common UMIB infrastructure spaces are also used by the FFT academics and students.

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.*

The university library has sufficient seats in the reading room corresponding to at least 10% of the total number of students in the program, this also applies for the group work rooms. The book stock of the library has a sufficient number of books to cover the needs of all students in the cycle and year of study the respective discipline is provided for. The book stock from Albanian and foreign specialty literature seems to be enough to cover the disciplines within the curricula, but it seems unclear if at least 50% represent book titles or specialty courses of recognized publishers, from the last 10 years. According to the syllabi and the list of received books around 60% are older than 10 years. According to a recent agreement with the National Library of Kosovo, university's students have access to approximately 700,000 book titles, as well through Research Cult, the faculty has access to the EBSCO database and also to the University Library of Francophonie. It is not clear for how long is this available and if these resources are free of charge for students. ET seen no list of subscriptions to Albanian and foreign publications and periodicals.



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

According to SER, the faculty has parking places dedicated to people with special needs, sloping stairs at the entrance of all facilities, the large amphitheater is equipped with a sound system and with the possibility of moving wheelchairs and three elevators in the faculty building. The ET learned that there are no students with special needs in the program. As stated in SER, in case the FFT has students with special needs, “UMIB tries to arrange them in smaller groups, and encourages these students by holding consultations with professors so that they do not lag behind. Students with special educational needs have access to learning resources, considered by an individual curriculum or syllabus suit their needs and requirements. At the same time, these students have access to faculty administration.”

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
<i>Standard 7.1.</i> 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	
<i>Standard 7.2.</i> 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: Substantially compliant



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ET recommendations:

- 1. Increase the acquisition of new scientific books and publications specific for the program and include more up to date books and publications in the curriculum.*
- 2. Include the opening library hours on the website in order to give students the opportunity to use it more often.*
- 3. Consider increasing the faculty budget from research projects or international funding schemes.*
- 4. Purchase new IT equipment and specialized equipment for laboratories both through University funding and through EU projects.*
- 5. Consider investing and adapt the rest of the space, infrastructure and facilities to the needs of persons with disabilities.*



3. FINAL RECOMMENDATION OF THE ET

ET advises that each Standard provided in SER should be analytical rather than descriptive, that data should be presented clearly and that many information can be supported in tabular form. SER should be direct analysis of the current situation backed up by evidence (documented facts).

The evaluation process was well prepared by the KAA and ran smoothly. On-line meetings had good Internet connections with just a few small problems and good language interpreter. It was a pleasure to talk to the Faculty of Food Technology, QA team, Professors, students, graduates, and representatives of employers. Each group showed enthusiasm, high professionalism, and desire for improvements of the program, the University, and the society.

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	<i>Partially compliant</i>
2. Quality Management	<i>Substantially compliant</i>
3. Academic Staff	<i>Fully compliant</i>
4. Educational Process Content	<i>Fully compliant</i>
5. Students	<i>Fully compliant</i>
6. Research	<i>Substantially compliant</i>
7. Infrastructure and Resources	<i>Substantially compliant</i>
Overall compliance	<i>Substantially compliant</i>



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The same number of standard areas are Fully or Substantially compliant (3 of each), however, since one standard area is Partially compliant, the Expert Team considers that the study program **Technology, MSc** offered by Faculty of Food Technology, University of Mitrovica "Isa Boletini" is **Substantially 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 **30** students in total to be enrolled in the program, **15** to Environmental Protection Engineering and **15** to Chemical Engineering.

Expert Team

Member

	Tea Marohnić	May 23 rd 2022
(Signature)	(Print Name)	(Date)

Member

	Cristina Fit	May 23 rd 2022
(Signature)	(Print Name)	(Date)