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UNIVERSITY HAXHI ZEKA
Faculty of Agribusiness

Program: BSc in Food Technology

REACCREDITATION

REPORT OF THE EXPERT TEAM

September 2022



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1. INTRODUCTION

1.1. Context

Date of site visit: 26.08.2022. The event was held online

Expert Team (ET) members:

- Prof. Dr. Kyriaki Zinoviadou
- Juraj Bogat, student expert

Coordinators from Kosovo Accreditation Agency (KAA):

- Flamur Abazaj, SO for Monitoring and Evaluation
- Ilirjane Ademi Ahmetaj, SO for Monitoring and Evaluation

Sources of information for the Report:

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



Criteria used for institutional and program evaluations

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

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

1.2. Site visit schedule

Time	Meeting
11:30 – 12:45	Meeting with the management of the faculty where the programme is integrated
12.50 – 13.35	Meeting with quality assurance representatives and administrative staff
13:40 – 14:40	Meeting with the heads of the study programme
14:40 – 14.55	Break
14:55 – 15:40	Meeting with employers of graduates and external stakeholders
15:45 – 16:30	Meeting with teachers
16:35 – 17:05	Meeting with students
17:10 – 17:40	Meeting with graduates
17:40 – 17:50	Internal meeting of KAA staff and experts



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1.3. A brief overview of the institution under evaluation

(info provided on the self study)

University “Haxhi Zeka” (UHZ) was formally established in 2011 at a time when the state of Kosovo aimed to develop higher education and increase study opportunities for all students in Kosovo and the region. The University Haxhi Zeka is a public university in Kosovo, with over 8965 students, 5 faculties, and 16 study programs.

The study programs offered are study programs organized according to the Bologna system, three-year with 180 ECTS, respectively 4-year with 240 ECTS at the Bachelor level, while two-year with 120 ECTS, respectively 1-year with 60 ECTS.

The mission of the University: “The “Haxhi Zeka University continues its positive academic and artistic tradition; it creates an environment and transformative academic experiences to achieve its aims. It also applies advanced scientific standards and assists the economic development of the Peja region and the country in general”.

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

Since 2012, the Faculty of Agribusiness (FAB) is a unit of "Haxhi Zeka" University and currently is organized in three departments offering study programs on bachelor and master.

The program under evaluation “Food Technology” on Bachelor was designed in conformity to the [Law no.04/L-037 on Higher Education in the Republic Kosovo](#) (annex 1), [Administrative instruction \(mest\) No. 15/2018 for Accreditation of Higher Education Institutions In The Republic of Kosovo](#) (annex 2) for accreditation of high education institutions of the Republic of Kosovo, [KAA Manual on Accreditation](#) (annex 3), according to Bologna declaration, [Statute of the University](#) (annex 4) and [Strategic Plan of University “Haxhi Zeka” in Peja 2020 – 2024](#) (Annex 5). This program was designed with a contemporary approach that makes it comparable to the curricula of internationally recognized universities. During the design of this program, special attention was given to the connection with the needs of the labor market so that the graduates of this program provide value for research / scientific institutions and the country's economy in general. This program has considered also the market research conducted by various organizations that prove that management skills are in high demand by the labor market. The study program under the evaluation represents the equivalent combination of basic theoretical knowledge and specific professional skills. The structure of the program includes dynamic and interactive studies. The content of the program is designed to offer general and specific (professional) courses in the field of food technology and links (multi disciplinarily) with other sciences.



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Establishment (year, decision no., etc.)

The Food Science and Technology (MSc) Program is accredited and operationalized since 2012.

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

Rr. "UÇK"-së 30000 Pejë Republika e Kosovës, + 383 (0) 39 423 270, + 383 (0) 39 423 270,
info@unhz.eu



2. PROGRAM EVALUATION

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

2.1. Mission, Objectives and Administration

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

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

Based on the information provided in the SER, The mission of the program is to provide quality education and to prepare professional candidates for the labor market in the field of food technology, which will contribute to the economic development of the Peja region and the country.

This mission is in line with the overall mission of “Haxhi Zeka” University which states that “Haxhi Zeka University continues its positive academic and artistic tradition, it creates an environment and transformative academic experiences to achieve its aims. It also applies advanced scientific standards and assists the economic development of the Peja region and the country in general”

CL:3

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

According to the SER, The Faculty of Agribusiness guarantees its functioning based on the regulations and instructions of the University "Haxhi Zeka" which are following with the National Qualifications Framework and the Qualifications Framework of the European Higher Education Area. All academic staff is obliged to respect and adhere to these rules during lectures and exercises, entry and exit of lectures and exercises (Regulation on the use



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of equipment and monitoring of the working hours of academic staff and students at "Haxhi Zeka " University in Peja) (annex 9), students are obliged to participate in the lesson and give their contribution in open discussions regarding the respective courses and courses

The mission and objectives of this study program will be achieved through the active participation of students and the academic staff in research in the field of food technology.

In setting the objectives of the study program, maximum efforts have been made to ensure that the intended learning outcomes are in line with the National Qualifications Framework and the Qualifications Framework in the European Higher Education Area. Other partners were also consulted in setting the objectives and the intended outcomes of this program, and their advice was crucial to the concept and the overall development of the program.

Expert recommendations from the Institute of Agriculture in Peja and other enterprises involved in the production of agricultural products such as Agroproduct Syne, Koal seeds, etc., were very welcomed in terms of conceptualization of practical work/internship in the study program especially about techniques in the field of food technology. In setting up the objectives of this program the Advisory Board of the Faculty of Agribusiness operating within the Faculty gave a special contribution.

It is evident that the Curriculum of this program adheres to the Directive of the European Commission and fulfill the minimal theoretical and practical report defined for it. The program is structured in 6 semestres. Studies last 3 years. Students workload during the integrated studies including theoretical directions, practice, preparation and exams is equal to 180 ECTS. All this is on accordance with the the Bologna Declaration on vocational education and training in the field of agricultural science.

CL: 3

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

As stated, the Faculty of Agribusiness through the study program "Food Technology" aims to train new scientific and professional staff in the field of sustainable food production systems, which will contribute to the development of Kosovo and especially the Dukagjini region, as a region that represents the largest potential in the country for the development of the Agro-industry sector.

The main objective of this program is that students who are interested in obtaining a degree in the field of food technology provides professional and specialized education through the application



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of advanced and contemporary methods with a focus on sustainable food systems throughout the value chain from the field to the table.

The advanced knowledge gained through this program will enable graduates to work in private and public companies or to start new businesses, especially in rural areas. This program, which is designed for students who are interested in preparing to food technology, will also provide opportunities for economic benefits, job creation and the encouragement of new businesses, and food safety. The Faculty of Agribusiness at UHZ in Peja aims to provide curricular programs of study and academic and scientific research, oriented according to market needs and with active participation in local, national and regional economies. The study program has a well-defined didactic and research concept. Because of this study approach, research methods and teaching methods offered by this program, effective and acceptable advanced knowledge are provided for students. The program enables the creation of competitive skills of students in sustainable food production systems.

CL: 3

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

As presented in the SER the Faculty of Agribusiness organizes its academic and scientific activities following the Strategic Plan 2020-2024 of University "Haxhi Zeka". All these policies, regulations and guidelines are public, presented on the Website and verifiable for all interested parties. The academic staff of the Faculty of Business at the end of the semester is obliged to concretize and present the final progress for each of the students and the same are public for them. There are formal policies, guidelines and regulations dealing with recurring procedural or academic issues. These are published on the [web page](#) (annex 10) of University Haxhi Zeka and are made public to all staff and students.

Despite the fact that all the information is provided in the Albanian there is some information lacking in the English version of the web site and this issue has to be solved. It is important to reassure that any changes/ modifications to the schedules are made public on time and that the students and all staff involved are informed accordingly.

CL: 2

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



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

CL: 3

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

According to the SER, the management of the Faculty and its academic staff in regular meetings review the progress of the management of the program and activities of this faculty where notes are taken about possible changes when there will be an opportunity for change. All policies, regulations, terms of references and statements of responsibility relating to the management and distribution of the program are reviewed at the beginning of each academic year. They are amended as necessary in certain circumstances of the change.

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

CL: 2

Compliance level: Substantially compliant

ET recommendations:

1. It is essential to reassure that all students are informed about their rights prior to the beginning of the year. This could be done via the Student Council.
2. The provided tables regarding student progression should be included in the SER and should be more analytical and include retention rates as well and not only graduation rates



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3. According to the data provided there is a good system of policies, regulations and procedures. However, it is recommended that all these information must be better presented in the official website of University especially in English that the information is limited.
4. The defined KPIs and very well designed and are presented accurately but is recommended to include employability rates for the graduates



2.2. Quality Management

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

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

As stated in the SER all staff of the Faculty of Agribusiness participate in self-assessments and cooperate with the reporting and improvement processes in their field of activity. All these activities follow the Statute of the University (Articles 206 - 217) and the Regulation on Quality Assurance and Evaluation. [Quality Assurance Guide](#) (annex 17) which has clearly defined the institutional quality assurance system, processes, mechanisms, instruments, reporting, data collection, timelines, quality control, and responsibilities of all individuals and entities involved in these processes. Moreover, The self-assessment of the academic staff is performed once a year, after the end of the academic year. The quality coordinator within the academic unit and the central quality office does the generation and analysis of evaluation results. The whole process is well defined and excellently explained in the SER.

CL: 3

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

As stated in the SER the UHZ has operationalized the University Quality Assurance Office (QAO) and established the Central Commission for QA. In addition to the QAO and the central committee at the university level, this year UHZ has also established the Quality Coordinators Offices (QCO) at the level of academic units / faculties, in its 5 faculties, including the FAB, where 1 member from academic staff is engaged in the capacity of Quality Officer.

To better plan the evaluation process, UHZ conducts quality evaluation through 6 regular questionnaires which are provided by quality assurance regulations as well as through ad-hoc evaluations and focus groups. The results obtained from these questionnaires are used for improvement and planning.



A large number of information is provided however it would be useful to define in more detail the way that all this information is utilized in order to successfully take the appropriate decisions. It is suggested to add in the Quality Committee a member that will add as the Institutional Research Officer that will be responsible solely for the collection and the analysis of all the information that is gathered from the various questionnaires.

CL: 3

Standard 2.3. Quality assurance processes deal with all aspects of program planning and delivery, including services and resources provided by other parts of the institution.

As stated in the SER according to article 2 of the [Regulation on quality assurance and quality assessment system at the University “Haxhi Zeka” in Peja](#), (annex 12) the evaluation and quality assurance areas are as follows:

- Ongoing self-assessment at the institutional level and study programs;
- Design and approval of new study programs;
- Assessment of existing study programs;
- Periodic monitoring of study programs;
- Assessment of the teaching process, scientific and artistic research,
- administration, academic staff and all other fields of activity of the University;
- Assessment of mobility, international cooperation and internationalization;
- Periodic external quality assurance;

Other areas as needed or different requirements from MEST, Kosovo Accreditation Agency, etc. Of course the existence of such a system is an excellent practice that should be applied continuously and modifications and adjustments should be made when required. However, it is also crucial to continuously provide training to all Faculty members in topics related to innovative educational methods, assessment design, evaluation etc.

CL: 3

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

As mentioned in the SER the Office for Quality Assurance and Evaluation at the central level, in cooperation with the Coordinators in the Academic Units, has conducted the internal evaluation through the questionnaire “Student Teacher”, (annex 19) for the summer semester of the



academic year 2021/2022. The purpose of this assessment is to identify possible stagnation during the implementation of the study program through relevant subjects, as well as the teacher's approach to the subject and the student. The total average for non-textual questions for the Food Technology program, BSc, is 4.05, while the evaluation results for each question can be found separately in the statistical report generated by the SEVC system.

This is a very good score but still more in depth analysis should be done on the obtained results in order to identify potential areas of further improvement.

CL: 2

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

According to the University Statute, Article 209, all assessments from quality assurance processes, including internal and external processes, initially serve to verify compliance with the standards, as well as to implement adequate recommendations. Positive evaluation means motivation for further advancements otherwise, these evaluations are used to build appropriate measures to improve the work. Based on the University Statute, Article 209, the results obtained are taken into account and the same affect the allocation of human, financial and material resources. The results of quality assurance processes serve as a guide for decision-making and strategic planning within the University.

CL 3

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

Students have the opportunity to evaluate teachers and administration. Completion of these questionnaires is done through the SEVC system and physical form (every semester). Graduates and employers also do the evaluation. This form of evaluation is performed once a year. The quality coordinators and the central quality office do the generation of results. The Council for quality management and evaluation does the drafting and approval of the report with generalized results and recommendations for improvement. All stakeholders are informed about the result of the evaluation obtained through questionnaires. This data is made public on the university website. However, it should be made sure that they are also provided in English.

CL: 3



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

According to SER the quality coordinator within the faculty compiles reports on an annual base for each program separately, which are sent to the Faculty Council. After the discussion and approval, these reports are sent for discussion in the Collegium of Deans led by the Rector. The Rector as chair of the Senate will also inform the Senate about the report. The quality assurance of the program is evaluated and improved on regular basis

CL: 3

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

As stated quality assurance occurs through quality self-assessment for the Faculty of Agribusiness. Results and recommendations for improvements are implemented once a year, at the beginning of the academic year and are based on the University's Statute (Article 211, point 2), which regulates quality assessments to achieve the objectives, adjust the work and save the measures taken. In detail, the Faculty ensures that the reports on the overall quality of the program are prepared in a way every three years for review within the institution, showing its strengths and weaknesses when the self-evaluation reports of the program are reviewed and revised

The evaluation of the program is foreseen to be done also according to the [Quality Assurance Guide](#)

CL: 3

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

It is stated that the quality assurance for the program is regularly evaluated and improved. The study program is constantly changed and adapted to the needs of the labor market. New developments have been taken into account and incorporated into the program. The ECTS values in the subjects have been modified in the Curriculum according to the recommendations of the experts.



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However it seems that some courses that are very specific are provided as compulsory while some others that are essential are provided as electives. Moreover current topics such as sustainability and innovation are not highlighted in the Curriculum. This should be reevaluated and certain changes in the curriculum should be made.

CL: 2

Compliance level: Partly compliant

ET recommendations:

1. The student evaluation forms should be more student oriented and less teaching oriented in order to be able in the end to evaluate whether students have met all the learning outcomes.
2. The results, reports etc of assessments must be available and easily accessible in the open page of the official webpage of University in English as well.
3. The establishment of an Institutional Research Officer would be rather beneficial for the University.



a. Academic Staff

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

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

As stated in terms of informing the new staff engaged in the FAB, management structures ensure that the new staff is familiar with FAB premises and context before they commence work. The [Academic Staff Handbook](#) is handed over to the new staff together with the employment contract (annex 21). Each new FAB staff member holds separate meetings with faculty management, the secretary of the academic unit, the information technology office, and the academic affairs office. These meetings enable them to be acquainted with the work system at the faculty, the applied teaching methodologies, the main forms of assessment, the student profile and the organization of the teaching process as a whole. In addition, the new academic staff are notified in detail of their rights and obligations under the above-mentioned regulations, as well as digitalization procedures applied within the university.

However it is stated that So far, FAB has not provided specific training for new staff; however, this activity is foreseen as part of the revised Strategic Plan at the university level, which foresees the offering of various workshops depending on the needs of the academic staff

CL: 2

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

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

CL: n.a.



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Standard 3.3. *Academic staff do not cover, within an academic year, more than two teaching positions (one full-time, one part-time), regardless of the educational institution where they carry out their activity.*

As stated in the SER according to Article 166 of the Statute of University “Haxhi Zeka”, the staff in regular employment cannot have another full-time employment contract in any of the Higher Education Institutions. Also, full-time staff who may be engaged, elected or appointed to another public institution do not have the right to be elected to governing bodies, but have the right to elect

CL: 3

Standard 3.4. *At least 50% of the academic staff in the study program are full time employees, and account for at least 50% of the classes of the study program.*

In the SER it is stated that the academic staff who will teach in the Bachelor Program are regular 67% are regular staff while 33% are engaged staff. Regular academic staff cover most bachelor lectures.

CL: 3

Standard 3.5. *For each student group (defined by the statute of the institution) and for every 60 ECTS credits in the study program, the institution has employed at least one full time staff with PhD title or equivalent title in the case of artistic/applied science institutions.*

There is sufficient regular academic staff with the PhD in the Faculty of Agribusiness, respectively in the study programs, which lead to the Bachelor of Science degree. The program has 180 ECTS. Program responsible are Prof. Assoc. Arsim Elshani, Prof. Assoc. Ibrahim Hoxha, Prof. ass. Dr. Arieta Camaj Ibrahim

CL: 3

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



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As stated in the SER, The faculty continually monitors and stimulates the pedagogical and research-scientific activity of the academic staff and collaborators. To enhance continuously the pedagogical, didactic, and methodological skills of the regular academic staff the Faculty will be committed to creating as many opportunities for offering courses, seminars, and other trainings so that they are continuously trained in: a) the organization and management of learning; b) understand and take into account individual differences between students and different learning styles; c) application of interactive and innovative teaching methods; d) development of instruments for monitoring and evaluation of the quality of students' work, etc. For all of these, as well as for providing a basic course in teaching pedagogy, didactics, and teaching methodology for Doctoral Assistants. The faculty and UHZ are looking for funds from donors present in Kosovo. During the last three years, the faculty staff has attended trainings (for teaching methodologies organized by UHZ, in the framework of the Bugi project in Ljubljana and the STEPS project in Bosnia and Herzegovina, trainings have been attended for the implementation of projects for urban agriculture and sustainable systems food production as well as in the HERAS + project for project design) and participation in various international, regional, and national conferences.

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

CL: 2

Standard 3.7. The responsibilities of all teaching staff, especially full-time, include the engagement in the academic community, availability for consultations with students and community service.

As stated on the SER The weekly hours of the regular academic staff are 40 working hours that the Faculty of Agribusiness staff uses this space to be as productive as possible by fulfilling their obligations deriving from article 182 of the statute of Haxhi Zeka University. During this time the staff fulfills the following tasks: To prepare and offer lessons, seminars, practices, and other forms of lecture, to prepare university textbooks and literature suitable for studies within the course structure, to supervise seminar papers, bachelor's thesis, to provide sitting examinations with no disruption during exam deadlines. Also, within the tasks that a teacher has to perform are the hours of consultations for students, where within the week each academic staff must set a day for consultations, lasting at least two (2) hours. The staff is also engaged in additional tasks of an



administrative nature such as participation in committees, faculty councils within the academic unit, etc.

CL: 3

Standard 3.8. *Academic staff evaluation is conducted regularly at least through self-evaluation, students, peer and superiors' evaluations, and occur on a formal basis at least once each year. The results of the evaluation are made publicly available.*

UHZ has established mechanisms for the evaluation of academic staff. Teachers are evaluated in three ways:

1. Evaluation by the students - This evaluation is done on a semester basis. Students by submitting the exam through the SEVC system must first evaluate the teacher and then they will be allowed to take the exam. So, this evaluation is carried out in an electronic form and is fully confidential.
2. Evaluation by the Dean - Head of the Academic Unit. The Dean at the end of each academic year makes the performance appraisal for the academic staff. The evaluated has the right to see the result of the evaluation and in case of disagreement to comment on the evaluation process.
3. Self-evaluation. Academic staff is required to complete the form prepared to conduct a self-evaluation of working conditions, teaching, and professional development.
4. Evaluation by the colleagues (Questionnaire - Peer on Peer).

All parties involved in the evaluation process are informed of the evaluation results and generalized data is published on the university website.

All these are excellent practices however, it is essential to build an even more solid control mechanism in order to evaluate the progress of each individual. Examples of cases where measures had to be taken based on the evaluations should be added in the SER.

CL: 3

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

As mentioned UHZ constantly works to stimulate, provide conditions, monitor, and control the results of professional work of academic staff and their involvement in the teaching process to improve teaching strategies. The ability to learn and their work results in teaching are seen via



their work with students, professional attitude towards teaching and proper fulfillment of all teaching obligations, providing literature for exam preparation, accurate teaching methodology, student supervising, research and teaching, and a willingness to improve and develop their pedagogical skills. Concerning the strategy for improving the quality of teaching materials, the program provider in collaboration with the subject teachers in this program will ensure that the material provided for reading to students is of a high quality, updated, and available on time and easily for students. In this regard, each teacher and collaborator will take care that the teaching material includes publications of the most famous authors in the field, recent publications, and not older than ten (10) years or five (5) depending on the field

CL: 3

Standard 3.10. Teachers retired at age limit or for other reasons lose the status of full-time teachers and are considered part-time teachers.

As stated in the SER According to the [Labor Law](#) (Annex 22), the retirement age for academic staff is 65 years old, given that in the Kosovo market we have a shortage of professionals in narrow fields, higher education institutions, even though the professor sometimes retires in the absence of staff of certain fields are obliged to engage the professor even after the retirement that occurs in the Faculty of Agribusiness according to article 177 of the UHZ statute, a member of the academic staff retires at the age limits, but with the possibility of part-time engagement in the teaching process after retirement until the age of 70.

CL: 3

Compliance level: Substantially compliant

ET recommendations:

1. Concerning the Professors, it is recommended that the percentage of working time for administration matters is well balanced for the benefit of teaching and research
2. There is no information about the duration of the contracts. It is recommended that the duration of the contracts is at least five years so that hired staff can initiate and complete research projects
3. A large number of the faculty members have a low level regarding the use of English. It is advised to offer them additional English courses. This will assist the University



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in attracting more International students and the faculty in publishing, conference participation and proposal submission.

4. The University should continue supporting the training of Faculty and organize more seminars on novel teaching methods, assessment design and evaluation, grading as well as distance learning.
5. Apart from the contact hours that are mentioned in the SER an open door policy is suggested.



b. Educational Process Content

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

Standard 4.1.*The study program is modelled on qualification objectives. These include subject-related and interdisciplinary aspects as well as the acquisition of disciplinary, methodological and generic skills and competencies. The aspects refer especially to academic or artistic competencies, to the capability of taking up adequate employment, contributing to the civil society and of developing the students' personality.*

Based on the SER, the study program in the field of Food Technology enables the professional education of specialists in the field of food technology through the application of advanced methods in crop production, animal husbandry, and their protection as well as modern methods in the field of food technology. This program will produce specialized staff capable of entering the labor market and making local herbal products competitive with regional and more international ones

CL: 3

Standard 4.2.*The study program complies with the National Qualifications Framework and the Framework for Qualifications of the European Higher Education Area. The individual components of the program are combined in a way to best achieve the specified qualification objectives and provide for adequate forms of teaching and learning.*

Through this program, the needs of students are met to continue their studies at the Bachelor's level after completing high school in the fields of agriculture, food technology, natural sciences, and medicine. Upon completion of this program, students will earn a Bachelor of Science degree in Food Technology. The courses of this program, in addition to providing advanced knowledge in the field of Food Technology, also affect the increase of students' skills in the application of modern methods in food production through the application of advanced food methods. The food technology program is in line with the national qualifications framework. Also, the study program is in line with similar study programs in the countries of the region and Europe..

CL: 3



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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.*

As stated Study programs respond to the needs of the labor market. This program has been made even at the request of the labor market, the requests of the Advisory Body which operates within the faculty of agribusiness have been received. The Food Technology Program is structured in three academic years or 6 semesters. For each course attendance and successfully completed students are awarded a certain number of ETCS credits (European Credit Transfer System 180 ects credits).

However it is advised to make certain changes in the curriculum in order to make it more competitive and more similar to other programs from EU Universities. For example the courses, *Technology of Malt Production* and *Technology of Beer Production* should become electives since they are very specific and other courses such as *Control & quality assurance in food industry* and *Packaging and Preservation of Food Product* should be mandatory. It is also advised to add a course named current issues where various guest from other Institutes and from the industry can be invited to talk about current topics. A lot of guests may even be hosted online so even International speakers can participate. In the end the student can be evaluated by submitting a report on a topic of their choice. Moreover additional focus should be given on topic such as sustainability, food waste entrepreneurship and innovation.

Additionally it is recommended to give to all general courses such as organic and inorganic chemistry a focus in food science using relevant examples and focusing on compounds and reactions of interest.

CL: 2

Standard 4.4. *The disciplines within the curriculum have analytical syllabuses which comprise at least the following: the discipline's objectives, the basic thematic content, learning outcomes, the distribution of classes, seminars and applicative activities, students' assessment system, the minimal bibliography, etc. The full course description/ syllabuses of each subject/ module should be attached only in electronic form to the self-assessment report for the study program under evaluation.*



The course descriptors are very analytical and provide all the required information. However the proposed literature presented in the course descriptors is outdated in many cases and should be updated. It is crucial to make sure that all students have access to all resources either via the library or by providing e-books.

CL: 2

Standard 4.5. If the language of instruction is other than Albanian, actions are taken to ensure that language skills of both students and academic staff are adequate for instruction in that language when students begin their studies. This may be done through language training prior to the commencement of the program.

Not applicable

CL n.a.

Standard 4.6. The student-teacher relationship is a partnership in which each assumes the responsibility of reaching the learning outcomes. Learning outcomes are explained and discussed with students from the perspective of their relevance to the students' development.

As stated, the student's relationship with professors is regulated based on the course syllabus offered by the professor and the frameworks required by the Syllabus. This is because of the course in question to achieve progress by the student himself with his commitments throughout the semester and work and engagements offered by the professor himself, where cooperation will positively affect student development.

CL: 3

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

Despite the fact that the various teaching strategies are described in the SER there is no additional details regarding the way Students in special circumstances (illness, disability, family situation) are treated. The ET trusts UHZ College that such cases are treated with



flexibility however does not have knowledge regarding the accessibility of people with special needs to the campus or about the additional services that may be offered.

CL: n.a.

Standard 4.8. *Student assessment mechanisms are conducted fairly and objectively, are appropriate for the different forms of learning sought and are clearly communicated to students at the beginning of courses.*

It is stated that at the beginning of the semester, each teacher introduces and clearly defines the rights and obligations based on the Syllabus provided to students. In addition, the assessment mechanisms are defined and developed clearly and objectively. However there is no clear evidence that it is in accordance with EU requirements.

CL: 3

Standard 4.9. *Appropriate, valid and reliable mechanisms are used for verifying standards of student achievement. The standard of work required for different grades is consistent over time, comparable in courses offered within a program, and in comparison, with other study programs at highly regarded institutions.*

In the SER it is shown that student assessment mechanisms consist of lectures, seminars, exercises and assignments, and project proposals. These tasks and responsibilities are communicated to students at the beginning of each course through the presentation of syllabi by teachers. Therefore, a course of 5 ECTS / 125 working hours can be calculated as follows: The implementation of this study program will be done through the provision of theoretical knowledge (seminar lectures) and the practical part (laboratory exercises and practical work in the private sector). Therefore, the theoretical and practical work ratio will be 60% to 40%. The curriculum is designed according to the European model of ECTS credit transfer. A very detailed example is also provided.

CL: 3

Standard 4.10. *Policies and procedures include actions to be taken in to dealing with situations where standards of student achievement are inadequate or inconsistently assessed.*



In cases when the standards of student achievement are insufficient or when they are not evaluated as provided in the course syllabus, then based on the decisions of the unit respecting the Statute of the UHZ, lectures, exercises, and necessary additional learning activities are provided, hence in the form of tutoring. However, there is no description of the system which permits a candidate that feels that the evaluation was inappropriate and inaccurate, to make a claim regarding their claims to the program coordinator.

CL: 2

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

As mentioned in the SER, as for the internship phase, they are foreseen for certain subjects and are separated by ECTS credits being broken down into working hours. A model of credit sharing is included below in this report in the "students" chapter. In cases when students hold internships, the whole process is monitored and developed based on the Manual for internships harmonized with Kosovo's legislation on volunteer work, which enables students to have this internship registered as work experience. According to this Manual, students in practical training organizations are monitored through activity reports, check-in and check-out lists, etc. In addition, students are observed during the internship by professors and company representatives when students complete the internship.

CL: 3

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

A list of companies that are collaborating with UHZ is presented in the SER and certain examples of contracts have been provided.

CL: 3



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Compliance level: Substantially Compliant

ET recommendations:

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



c. Students

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

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

Admission procedure seems to be transparent, well organized, and easy to understand for all applicants. All applicants undergo the same procedure and are treated with same criteria.

CL:3

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

The students who enroll into the Department must subject a proof of graduation along with other required documents prescribed by MEST and/or Faculty.

CL:3

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

The Department is aware of the fact that exercises and laboratory work must be done in smaller groups and therefore the student groups are modelled that way. Lectures are held in bigger groups and in bigger lecture halls while the lab exercises have 15 students maximum. Students are happy with group sizes, especially for practical work.

CL:3

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



Teachers are prompt with performance results and are available for any assistance and explanation or feedback should it be required. Students are also aware of their rights in terms of exams, grades and general assessments.

CL:3

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

The SER states that the records are kept in the SMU system.

CL:3

Standard 5.6. Flexible treatment of students in special situations is ensured with respect to deadlines and formal requirements in the program and to all examinations.

It is pretty evident that the Department and the Faculty have a lot of understanding for special situations, and they try to find the best solution that will fit both the students and study regulations and rules.

CL: 3

Standard 5.7. Records of student completion rates are kept for all courses and for the program as a whole and included among quality indicators.

According to the SER, the completion rates are kept for all courses and are included among quality indicators. However, the ET had to ask for more statistical data about exact enrollment, graduation and dropout quantity as additional documentation after the visit. All this info should be incorporated in the SER.

CL: 3

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



The Department has access to an anti-plagiarism software. In the future it should also be used for all assignments and not only for the thesis.

CL:3

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

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

CL:3

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

The students seem to have active mechanisms for transfers between institutions.

CL:3

Standard 5.11. Academic staff is available at sufficient scheduled times for consultation and advice to students. Adequate tutorial assistance is provided to ensure understanding and ability to apply learning.

Students are extremely satisfied with their teachers availability and their willingness to help them with their problems and questions. Adequate tutorial is provided when first enrolling into the Faculty and for each new lecture the student enrolls into.

CL: 3



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Compliance level: Fully compliant

ET recommendations:

1. It is suggested to link the plagiarism checking software (turnitin) with moodle and to use it for all assignments and not only the thesis
2. Regarding the drop-outs from the study programme the Faculty should develop the support system that will reduce the unwillingness of the enrolled students to finish their study and to decrease the average duration of studying per student. There is evidently low level of graduations and quite some dropouts, therefore the HEI should improve these KPIs before asking for the enrolment quota enlarge.
3. The Faculty should provide more opportunities for student exchange and mobility.



d. Research

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

Standard 6.1. *The study program has defined scientific/applied research objectives (on its own or as part of a research center or interdisciplinary program), which are also reflected in the research development plan of the institution; sufficient financial, logistic and human resources are allocated for achieving the proposed research objectives.*

As stated in the SER, the research plan related to this program will be implemented within the general research program at the University foreseen by the Strategic Plan and the Strategy for scientific research. The Faculty of Agribusiness has several agreements signed with various national and international units and institutions for cooperation in the field of research and mobility of students and professors. As a result of these agreements and work, the staff has published papers in international peer-reviewed scientific journals and participated in international, regional, and national conferences. The results of this research have also influenced the compilation of the content of this program.

The university finances the publication of the works of the academic staff of the university, respectively of the Faculty of Agribusiness, which have published on the Web of science and Scopus platforms. The staff is also supported to participate in scientific conferences. This form of support is ongoing. In order to motivate staff, based on [Regulation for scientific research](#) (annex 27), and the strategic plan, the university awards the “researcher of the year” award to each academic unit. This is a very good practice.

However, there is no clear strategic plan to attract more Private, National and International funds that can enhance research.

CL:2

Standard 6.2. *Expectations for teaching staff involvement in research and scholarly activities are clearly specified, and performance in relation to these expectations is considered in staff evaluation and promotion criteria.*



It is mentioned in the SER that each member of the academic staff at the Faculty of Agribusiness at the beginning of the new academic year submits to the Dean the individual development plan. In this plan, each professor and assistant plan the research and scientific activity that will be realized within an academic year, determining the number of scientific papers that will be published in international scientific journals with impact factor, the number of international scientific conferences where he will take part, number of research projects and other scientific and research activities. So, according to this individual development plan, the evaluation of the performance of the academic staff by the supervisor is realized, where a great weight in this evaluation is occupied by the research-scientific activity.

In order though for the faculty to meet this demands it is required to receive all the required resources and support in terms of time, facilities and human resources.

CL2

Standard 6.3. Clear policies are established for defining what is recognized as research, consistent with international standards and established norms in the field of study of the program.

It is stated in the SER (page 60) all research plans are specified in the UHZ Strategic Plan (2020 - 2024), in Research Strategy 2019-2024 2019 – 2024 (annex18) and in the individual development plan. Based on all this information, clear research policies have been established in accordance with international standards and norms established in the field of study of the program

CL:3

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

A long list of publications is provided. However, it is not evident that their publications are always related with the research activity and they are not always published in prestigious scientific journals. During the visit faculty expressed their gratitude to their department for all the support so the University should further support financially these efforts.

CL: 2

Standard 6.5. The academic and research staff publish their work in specialty magazines or publishing houses, scientific/applied/artistic products are presented at conferences, sessions, symposiums, seminars etc. and contracts, expertise, consultancy, conventions, etc. are provided to partners inside the country and/or abroad.



A list of all publications is provided for the Faculty of Agribusiness

CL: 3

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

As stated in the SER the academic staff of the Faculty of Agribusiness through participation in international scientific conferences has presented the results of many studies which have been conducted by professors, assistants in collaboration with students and other colleagues from other local and international institutions. However, this practice has to be enhanced and supported even more.

CL: 3

Standard 6.7. Each academic staff member and researcher has produced at least an average of one scientific/applied research publication or artistic outcome/product per year for the past three years.

Based on the SER each member of the academic staff within the academic year on average has realized a scientific paper published in international scientific journals with impact factor and a participation in international scientific conferences. All scientific papers and other evidence for scientific publications are reported individually for each year before the council of the academic unit and then each academic unit must submit annually the profile of the research before the office for scientific research.

CL:3

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

The academic staff of the Faculty of Agribusiness publishes all scientific papers and other scientific and academic activities under the name of the institution where they have a regular employment relationship, and such activities help in a sustainable development of the learning process, familiarizing students with research scientific and artistic work and the establishment of an international network of scholars.



CL: 3

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

As stated in the SER, In the accredited programs at the Bachelor level, in the Faculty of Agribusiness in many syllabi of certain subjects it is foreseen that the holders of these subjects include their scientific work in their teaching process or as an additional literature. A couple of examples could be included in the SER.

CL:3

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

As mentioned in the SER, at the beginning of 2020, the Steering Council of UHZ has approved the Code of Ethics for academic staff and students at the University "Haxhi Zeka" in Peja, where in this document are created the necessary policies regarding intellectual property and clear procedures of defined in relation to scientific research activities and the commercialization of ideas developed by staff and students. So, according to this code, all these policies and other conditions related to research-scientific activities, ethical behaviors in scientific research as other issues related to intellectual property are clearly defined. Thus, through this code, the protection of intellectual integrity is required, and the personal responsibilities of the academic staff are defined in relation to their research-scientific activities.

CL:3

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

The Faculty of Agribusiness in cooperation with the Faculty of Business and the Faculty of MTHM periodically organizes the International Scientific Conference entitled "Promoting sustainable development in business, tourism and agribusiness in the Balkans" which is attended by hundreds of participants including students. However, this should be even further enhanced by involving students to projects that may lead to publications.

CL:2



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Compliance level: Substantially compliant

ET recommendations:

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



e. Infrastructure and Resources

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

Standard 7.1.*The adequate long-term implementation of the study program is ensured in quantitative terms as regards premises, human resources and equipment. At the same time, it is guaranteed that qualitative aspects are also taken into account.*

As presented in the SER the full time academic staff for the realization of this program consists of 14 professors and 6 assistants in the respective fields. The building where the Faculty of Agribusiness is located has the following workspaces:

- An amphitheater;
- Two classrooms;
- 4 laboratories;
- Office of the Dean;
- Office of the Vice Deans;
- Office of the coordinator for quality and evaluation
- Office of the Dean's Assistant;
- Office for Legal Officer;
- Office for the administration officer,
- Professors' room;
- Office of the Professor,
- Office for assistants

The spaces that are currently available for students, academic staff and administrative staff meet the minimum requirements for a quality and effective management of curricula, including this Program which is under evaluation. However they should be enhanced to meet the needs of all students.

CL: 2

Standard 7.2.*There is a financial plan at the level of the study program that would demonstrate the sustainability of the study program for the next minimum three years.*



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

CL: n.a.

Standard 7.3. The higher education institution must demonstrate with adequate documents (property deeds, lease contracts, inventories, invoices etc.) that, for the study program submitted for evaluation it possesses the following, for the next at least three years:

The building of the Faculty of Agribusiness with accompanying spaces are currently owned by Haxhi Zeka University in Peja and therefore no such documents are required. The ET trusts that all requirements from this standard are fully met.

CL: 3

Standard 7.4. The number of seats in the lecture rooms, seminar rooms and laboratories must be related to the study groups' size (series, groups, subgroups); the applicative activities for the specialty disciplines included in the curricula are carried out in laboratories equipped with IT equipment.

There is a sufficient number of classrooms and seating places for students, sufficient number of teach and management offices. Although the minimal requirements are met for teaching purposes more advanced equipment should be available in order to give the faculty and the students the ability to perform research and allow them to publish their results in peer-review journals.

CL: 2

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

The number of seats in all related places seems in compliance with this standard, according to the SER. It is commendable that the access to the online publications is improved and that the adequate measures have been taken in order to obtain newer literature. On the other hand, from the video provided the library seems a bit crowded. There is no additional room on the



working stations with PCs, and the reading room has no visible electricity outlets for laptops. Also, the seats are rather crowded and when taking personal space into account, half of those seats is unusable.

CL: 2

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

No information is provided

The needs of the students with special needs seem to be addressed from the physical arrival to the faculty to the guidance and help with study materials. However the ET cannot really tell if the campus is entirely accessible to students with special needs; from the video provided it is not visible if the building has a ramp for students with special need nor it can be concluded how they navigate through the building floors.

CL: n.a.

Compliance level: Substantially compliant

ET recommendations:

1. The financial plan does not provide information about income from projects. It is recommended to start increasing the incomes from research projects since it is the only source of revenues despite the National support.
2. Continuous enhancement of the laboratory equipment to assist research and to serve the number of students
3. HEI could develop a job-related exchange or experience for their graduates/Allumni, such as a career office. In that way they will be more attractive on the job market.
4. Apart from the mentioned above, UHZ should find more sustainable ways of financing.
5. Improve the working conditions in the library



2. FINAL RECOMMENDATION OF THE ET

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

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

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

The basic areas that should be improved are:

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

In conclusion, the Expert Team considers that the study program Food Technology BSc by UNIVERSITY HAXHI ZEKA, Faculty of Agribusiness, is substantially compliant with the standards included in the KAA Accreditation manual and, therefore, recommends to accredit the study program for a duration of 3 years with a number of 60 students to be enrolled in the program every year

Expert Team Member

Dr. Kyriaki Zinoviadou

10/09/2022

(Signature)

(Print Name)

(Date)

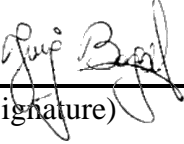
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(Signature)

Juraj Bogat

(Print Name)

10/09/2022

(Date)
