



**Republika e Kosovës**  
**Republika Kosova - Republic of Kosovo**  
Agjencia e Kosovës për Akreditim  
Agencija Kosova za Akreditaciju  
Kosovo Accreditation Agency



## ***UBT College in Prishtina***

**B.Sc. Agricultural and Environmental Engineering  
Reaccreditation**

### **REPORT OF THE EXPERT TEAM**

*February 2025, Pristina*

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## INTRODUCTION

### Sources of information for the Report:

- *SER*
- *Syllabus*
- *Staff CVs*
- *Annexes*
- *Discussions and observations during the site visit*

### Criteria used for institutional and program evaluations

- *KAA indicators*
- *Compliance level according KAA*

### Site Visit Programme

Programme Accreditation Procedure at UBT College	
Programme:	Agricultural and Environmental Engineering, BSc 180 ECTS, (Reaccreditation); Food Science and Technology, MSc 120 ECTS, (Reaccreditation);
Site visit on:	<b>20.02.2025</b>
Expert Team:	Prof. Reiner Doluschitz, Prof. Kyriaki Zinoviadou, Prof. Damir Magdic, Ms. Ștefania Armășelu, Mr. Gaga Gvenetadze,
Coordinators of the KAA:	Ilirjana Ademaj Ahmeti, KAA Officer Leona Kovaçi, KAA Officer

### Site Visit Programme

Time	Meeting	Participants
08:30 – 09:15	Meeting with the management of the faculty where the programme is integrated	Fidan Feka Violeta Lajqi Ismet Babaj Veton Haziri Fjolla Ejupi
09:15 – 10:00	Meeting with quality assurance representatives and administrative staff	Fisnik Laha Artan Tahiri Ibush Luzha Emine Daci Lorike Salihu Dion Bardhi
10:05 – 11:35	Meeting with the heads of the study programme: Agricultural and Environmental Engineering, BSc 180 ECTS Prof. Reiner Doluschitz, Prof. Kyriaki Zinoviadou,	Prof. Lumta Dida Prof. Besa Veseli Prof. Shkelzim Ukaj Prof. Rozafa Fetahaj



	Agricultural and Environmental Engineering, BSc 180 ECTS	Sihana Bokshi, graduates Emanuela Krasniqi, graduates Arben Xhemajli, graduates Hysni Tahiri, graduates
<b>15:20 – 16:00</b>	Meeting with employers of graduates and external stakeholders Food Science and Technology, MSc 120 ECTS  Agricultural and Environmental Engineering, BSc 180 ECTS	“Kalabria” SHPK,  “FLUIDI” SHPK.  ”Grasep”  ”Agroproducti”  ”Agrosera”  “Shoqata Organica”  “Fidanishtja e Godancit”  “PePeko”  NP “Me Agro”
<b>16:00 – 16:05</b>	Internal meeting of KAA staff and experts	
<b>16:05 – 16:10</b>	Closing meeting with the management of the faculty and program	

**Overall instructions for HEIs:**

- No presentations of any kind are allowed, as the meetings are intended to be free discussions;
- The students selected for the meeting should reflect a diversity in terms of fields of study, programme, study cycle, year of study, students with special needs if any, etc.
- The teaching staff selected for the meeting should reflect a diversity in terms of faculties and programmes, full-time and part time, local and international, etc.
- The students, graduates and employers of graduates should not be employed at the institution.
- Anyone whose attendance won't be agreed in advance with KAA, and the Expert Team will be asked to leave the interview session.
- Nametags are to be provided for all people attending the meetings.

## **A brief overview of the institution and program under evaluation [Source: Self\_Evaluation\_Report]**

UBT was established in Prishtina, Kosovo in October 2004 by Prof. Dr. Edmond Hajrizi. The institution was built on the previous experience of the Institute of Enterprise Engineering and Management (IEME). The College holds the license of the Ministry of Education, Science and Technology (MEST) No.808/02-1 dated 18.10.2004.

UBT is accredited by the Kosovo Accreditation Agency as a UBT College. The institution has undergone a number of external accreditation (both institutional and program) procedures.

The philosophy of the institution has been to offer internationally competitive programs in higher education and lifelong learning. UBT College offer is based on both the demand and supply sides of the education system. The institution has introduced innovative programs that are essential for economic and social development in areas of law, political sciences, media and communication, mechatronics, energy efficiency, medical sciences, and integrated design. UBT also offers programs that were meant to service the existing demand in the areas of international and European studies, economy, public policy, and medicine.

The institutional context where UBT operates is characterized by an evolving regulatory framework on higher education, dualization of education system into both public and private and high demand for higher education programs and certification.

The activity is based on strategic goals and the development and review of Strategy takes into account the educational philosophy, national educational policies and social-economic environment within which graduates will work.

Institutional Strategy is based on surrounding educational environment and it provides steps in education, which integrates academic excellence, humanistic education and entrepreneurial education.

With regard to the changes in the external environment UBT devotes particular attention to initiatives and developments in the context of EU Lisbon Strategy, the Bologna Group, the European Network of Information Centers, EU Directives on Regulated Professions and European Qualification Framework. With regard to developments and best practices in quality assurance UBT regularly monitors the European Association of Quality Assurance in Higher Education.

In relation to best practices in HE management, programs, services and funding models it regularly monitors the developments in the European University Association (EUA). Best practices related to student and staff mobility it follows the developments in the EU Erasmus + Initiative. Developments related to research and industry cooperation are monitored in the context of Horizon 2020 Initiative, Western Balkans Research and Innovation Initiative, OECD SEE Reports and Regional Cooperation Council (RCC) Smart Growth Initiative.

The number of enrolled students in the BSc program for the past 7 years under evaluation can be found in the next table where a decline in numbers is evident.

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***Number of students enrolled in the two programs under evaluation for the last 7 years.***

	Indicator	2019/2020	2020/2021	2021/2022	2022/2023	2023/2024	2024/2025	Total
1	Number of students enrolled MSc. <i>Food Sciences and Technology</i>	55	54	53	49	44	52	307
2	Number of students enrolled BSc. <i>Agricultural and Environmental Engineering</i>	26	31	24	14	9	11	115

## **PROGRAMME EVALUATION**

### **1. MISSION, OBJECTIVES AND ADMINISTRATION**

**Standard 1.1 The study program is in line with the higher education institution's mission and strategic goals, needs of society and it is publicly available. (ESG 1.1)**

The mission of the study program is in line with the missions of UBT College in Prishtina as it is stated in the SER and confirmed during the on-site-visit discussions.

The agricultural sector in Kosovo is still under development and an important element of the national economy. Therefore, agriculture and agribusiness related study programs are of special high importance for Kosovo. SER: "The program's mission is to educate and prepare professionals in Agriculture and Environmental Engineering management who will play a pivotal role in advancing sustainable agricultural practices and enhancing environmental stewardship. Through innovative teaching, impactful research, and strategic management of agricultural resources and environmental systems, our graduates will significantly contribute to sustainable development and the strategic growth of Kosovo and the broader region."

A particular positive aspect of the study program under evaluation is the close collaboration with local enterprises (confirmed amongst other topics in the on-site-discussions). This is generally of high relevance in order to provide internships, topics for B.Sc.-theses, even other projects including M.Sc. thesis, and foster subsequent job opportunities for students. This is of extraordinary importance in Kosovo due to the difficult situation of its labor markets. The SER confirms that the study program has a long-term and strategic goals vision of fulfilling its function and mission.

The Agriculture and Environmental Engineering, BSc. program at UBT College closely aligns with UBT's strategic position in the target geographic and research areas, recognizing Kosovo's and the broader region's unique environmental and agricultural needs. (SER).

The intended learning outcomes of the Agriculture and Environmental Engineering program align closely with UBT's mission of offering a dynamic and innovative 21<sup>st</sup>-century academic environment. (SER)

The delivery of the Agriculture and Environmental Engineering program is strongly supported by a needs analysis conducted by UBT College (SER), including experienced experts from private and public bodies of the sector.

**Standard 1.2 The study program is subject to policies and procedures on academic integrity and freedom that prevent all types of unethical behaviour. The documents are publicly available, and staff and students are informed thereof. (ESG 1.1)**



It is indicated in the SER that the study program follows specific procedures for handling cases of plagiarism, informing staff and students about the course of the process: “Ethical violations, including complaints about plagiarism or discrimination, are handled by the Faculty Ethics Sub-Committee, with the right to appeal to UBT’s central Ethics Committee.” (SER).

Ethical standards are in place and publicly available at UBT website: <https://www.ubt-uni.net/wp-content/uploads/2024/10/Regulation-on-anti-plagiarism.pdf>. This is confirmed by the SER. In summary, it can be concluded that there are clear ethical regulatory standards that govern teaching and research.

According to the statement in the SER it can be confirmed that the Ethics Commission and other structures are active in monitoring and dealing with cases of unethical behaviour, and their decisions are distributed anonymously to ensure transparency and fairness.

**Standard 1.3 Relevant information is collected, analysed and used to ensure the effective management of the study program and other relevant activities and such information is publicly available. (ESG 1.7)**

According to the SER, the mechanisms for monitoring and addressing potential unethical behaviour among students, lecturers, and other stakeholders involved in the Agriculture and Environmental Engineering program are efficient, regularly implemented, and well-communicated to all relevant groups

SER: “UBT College has a robust information management system that collects relevant, updated, and reliable data to support the effective management of the Agriculture and Environmental Engineering program. This system regularly gathers key information on aspects such as student progression, graduation rates, employability, and student satisfaction.”

To promote transparency and maintain ethical standards, anonymous examples of past cases and their resolutions are shared with the academic community. This practice provides clarity on how ethical violations are handled and reinforces the importance of upholding academic integrity.(SER).

As confirmed by representatives from all levels the information management system (SMIS) includes relevant, updated and reliable information. Furthermore, concrete action plans are in place to monitor the implementation of the study program. In addition, the SER indicates that there are clear ethical regulatory standards that govern teaching and research.

**Standard 1.4 The delivery of the study program is supported by appropriate and sufficient administrative support to achieve its goals in teaching, learning, research, and community service. (ESG 1.6)**

All study program activities and operations are subject to a policy and review process that ensures adequate and efficient administrative staff and budgetary support as it is confirmed in the SER.

The study program has sufficient administration to support the teaching and learning needs of students and academic staff. This is confirmed in the SER. It is also mentioned in the SER that the administrative staff is subject to continuous professional training as mentioned above, including training in foreign languages, IT technology and other important skills.

The SER also confirms that the administrative staff is subject to continuous professional training, which is important for the performance of their duties. Staff trainings are held several times a year, which are organized and financed by the rectorate. This has been confirmed by the on-site-visit discussions.

UBT College has established an Administrative and Budgetary Support Policy that ensures the study programs to have sufficient resources for its operations and growth. This is confirmed by the SER and by the outcome of discussions during the on-site-visit. Respective staff for administration is available and is subject to a Professional Development Plan.

**Standard 1.5 The recommendations for quality improvement of the study program from previous internal and external quality assurance procedures are implemented. (ESG 1.10)**

„The Agriculture and Environmental Engineering program follows a rigorous quality assurance system designed to ensure continuous improvement based on both internal and external reviews. The Faculty of Agriculture and Environmental Engineering conducts regular evaluations, including course assessments by students, semester reviews, annual program reviews, and surveys of alumni and industry stakeholders.

For external evaluations, such as accreditation processes, the faculty adopts a quality improvement plan based on the recommendations of accreditation panels. Following accreditation, the quality improvement plan is submitted to the Kosovo Accreditation Agency (KAA).“ (SER).

It has to be remarked that there such an improvement plan has not been provided. Moreover, a detailed SWOT- analyses not has been conducted. In addition, the SER in his current form is

not yet fully following the new structure provided by KAA (e.g. Standard Area 2: Quality Management).

**ET recommendations:**

1. *Increase student involvement in all respective procedures of the study program.*
2. *Specific budget allocation to additional professional development of teaching staff is recommended.*
3. *Intensified exchange with comparable programs at international level is recommended.*
4. *Please add a schedule for a regular review and a table of progress indicating the state of the implementation of the recommendations delivered by external experts.*

**Timeline: Immediate start and completion before the end of the summer semester 2027**

## **2. QUALITY MANAGEMENT**

**Standard 2.1 The study program delivery is subject to an established and functional internal quality assurance system, in which all relevant stakeholders are included. (ESG 1.1)**

Yes.

“The internal quality assurance system is governed by a Quality Assurance Manual, which outlines the processes for maintaining high standards in teaching, learning, research, and management. The Faculty’s Quality Sub-Committee oversees the evaluation and improvement processes, ensuring that stakeholder feedback from students, alumni, industry, and staff is systematically incorporated into program revisions and quality improvement initiatives. Regular self-evaluations are conducted, including course evaluations by students, semester reviews, annual reviews of programs, and surveys with alumni and industry partners, ensuring that feedback loops are consistently engaged for quality enhancement.” (SER).

UBT College and its Faculties adhere to a comprehensive quality assurance policy and follow a quality assurance manual. There is a dedicated Quality Assurance Coordinator, PhD Cand. Lorike Salihu, who is responsible for monitoring the study program. Continuous improvement is given through the implementation of a structured Plan-Do-Check-Act (PDCA) cycle which is described in the SER in more detail. A respective monitoring plan is installed as well.

**Standard 2.2 The study program is subject to a process of design and approval established by the HEI. (ESG 1.2)**

"The development of the study program of Agricultural and Environmental Engineering and Infrastructure aligns closely with the mission and strategic goals of both UBT and the Faculty of Agricultural and Environmental Engineering." (SER).

The study program under evaluation underwent an adequate and transparent internal quality assurance process and was formally approved by the designated strategic management bodies of the institution. This process included internal evaluations. External experts are not mentioned in the SER. Its continuous improvement is planned. Therefore, a continuous improvement system should be further elaborated and implemented.

Concerning the ongoing approval of the study program a respective system is well defined by internal procedures as well as external procedures, e.g. submission of the program description to KAA where it undergoes an evaluation and accreditation procedure including international experts from suitable fields of expertise.

From the SER it can be quoted that Key Performance Indicators (KPIs) for monitoring the quality of the study program delivery are well defined and monitored annually.

**Standard 2.3 The study program is periodically monitored and reviewed to ensure its objectives are achieved. The monitoring of the study program involves stakeholder participation. (ESG 1.9)**

SER: "The study program has been developed with direct consultations and interviews with key agro-food sector stakeholders to ensure its relevance and alignment with market needs. Although no formal agro-food sector survey has yet been conducted for this new program as part of program review, UBT regularly conducts industry surveys that evaluate employability, practical skills, innovation, and community contribution of graduates."

The SER can be quoted in this respect as follows: "The study program undergoes regular checks to establish whether the estimated workload (ECTS) allocation of students and the defined learning outcomes are achievable, realistic, and adequate."

The program implements an inclusive quality monitoring process that actively involves all key stakeholders, including students, staff, alumni, and employers. These stakeholders contribute through structured mechanisms such as questionnaires, focus group discussions, and qualitative interviews. (SER). This had been confirmed during the on-site-visit discussions, particularly in those with the stakeholders: The HEI demonstrates regular stakeholder engagement through questionnaires directed at students, staff, alumni, and employers.

However, involvement of external experts and their respective expertise should become intensified.

**Standard 2.4 All relevant information about the study program is clear, accurate, objective, up-to-date and is publicly available. (ESG 1.8)**

Yes. Respective regulations are listed in the SER.

All policies, regulations and guidelines pertaining to the study program are publicly available and such information is easily accessible by all interested parties.

Information on pass rates, and graduate employment is publicly available and provides a clear and objective overview of the Faculty's performance.

For all potential students and those currently registered as well as for all interested parties, the faculty continuously publishes on the website a summary of the study programs.

UBT's data collection is a key component of their quality assurance process ensuring transparency and accountability through the public availability of evaluation results.

All findings from these surveys are not only utilized to inform and refine the institution's Quality Assurance Action Plan but are also made available to the public, demonstrating UBT's commitment to transparency and its proactive assistance in using stakeholder feedback for continuous improvement.(SER).

Information on pass rates, and graduate employment is publicly available and provides a clear and objective overview of the Faculty's performance. We will use these indicators to evaluate the success of students during and after their studies, as well as to measure the quality of the academic program.

SER: "The Faculty implements regular internal and external audits to ensure that its governance and quality assurance policy is effective and ensures continuous improvement."

**ET recommendations:**

- 1. Reports of surveys and evaluations should be exemplarily provided as documents in the Appendix of the SER.*
- 2. A monitoring system for measuring continuous progress (progress report) should become further elaborated and to be available in the post accreditation evaluations.*
- 3. Key quality parameters of the study program such as number of applications, enrolment, completion rate, duration of the study and grade overview should be*

*included into the QA mechanism on a regular basis and also provided in the SER continuously and updated.*

4. *Aggregated results of the course evaluations should be provided to the teaching staff, the FAV management and included in the SER.*

**Timeline: Immediate start and completion before the end of the summer semester 2027**

### **3. ACADEMIC STAFF**

**Standard 3.1 The study program delivery is supported by teaching staff who are recruited in line with national legislation, and internal regulations in effect, and it is based on objective and transparent procedure. (ESG 1.5)**

In the Self Evaluation Report it is stated that UBT College advertises vacancies for staff in the website but link is on the page with Academic staff. It is not clear is this a mistake or there are no vacancies in this moment.

During conversation with different groups with academics involved in, the expert team is convinced that employees are fully familiar with conditions of employment, their obligations, rights and options for career development.

The University uses public calls for employment and announces job vacancies through public calls published on the university website and various employment portals. Procedures are fully in accordance with national legislative and sufficiently transparent.

Recruitment procedures align with both the strategic goals of the institution and the specific needs of study programs, ensuring that only qualified candidates are selected.

All steps in processes for staff recruitment and employment conditions are outlined in the Staff Handbook that is provided in this link <https://www.ubt-uni.net/wp-content/uploads/2024/10/Employee-Handbook-of-College-UBT-1.pdf>. The staff engaged in the program includes only staff that have previously been certified by the Kosovo Accreditation Agency.

**Standard 3.2 The study program is supported by sufficient permanent academic staff who are adequately qualified to deliver the study program. (ESG 1.5)**

University employs 41 full-time tenured academics mostly specified in food technology and closely related scientific fields. Tables with details about positions, degree, scientific field,

courses and other relevant data are provided in the Self Evaluation Report. The complete (100%) study program is offered by full-time academic staff.

In one academic year the staff is allowed to cover only two teaching positions at maximum (one full-time, one part-time). This is checked through internal platform E-accreditation.

Total teaching workload for Academic staff is 8-16 teaching hours per annum. Table 3 in SER presents workload in details. All teaching staff fully employed at UBT. That means that the UBT ensures more than required minimum of full-time academic staff.

The student-to-full-time academic staff ratio for the study program is 41:180 or 1:4.39, which is more than appropriate for achieving successful learning outcomes by the students.

The provided CVs and publications demonstrate comprehensive preparation and contributions of Academic staff to study areas of agricultural and environmental engineering. List of publications for individuals presented on the UBT website but only publications from UBT International Conference listed. Analyzing randomly chosen individuals among Academic staff it was clear that they published their results in respectable international scientific journals also.

The workload of Academic staff aligns with relevant national legislation (40 working hours per week). Detail workload of academic staff presented in SER (Table 5) where clearly showed appropriate distribution of all academic duties.

A sufficient number of mentors for students ensured and total engagement in mentoring is precisely regulated. One bachelor thesis mentoring counts for 0.4 hours per week. The Dean as administrator can cover up to five theses. Academic staff can cover up to 10 bachelors in maximum or combination of bachelor and master thesis where one master thesis counts for 0.8 hours of work per week.

**Standard 3.3 The study program is supported by teaching staff who are subject to advancement and reappointment based on objective and transparent procedures which include the evaluation of excellence. The advancement of staff arises from the higher education institution's strategic goals and is in line with the legislation and internal regulations in effect. (ESG 1.5)**

The teacher advancement procedures at UBT College are transparent and objective, as outlined in the Employee Handbook and the Regulation on Standards for Election into Higher Academic Levels. The candidates are evaluated based on a set of criteria, including their performance history, leadership qualities, contributions to the department, and alignment with the strategic goals of the academic unit.

Procedures for advancement through scientific-teaching titles are legally prescribed for every position and are publicly available. The inclusion of 20 additional points from various scholarly contributions further reinforces the comprehensive nature of the evaluation process.

The results of feedback and comments are a key element in the process of advancement, reappointment, and contract renewal of teaching staff. This evaluation process includes the use of questionnaires completed by students, management, colleagues, and the self-assessment of instructors.

**Standard 3.4 The academic staff engaged in the delivery of the study program is entitled to institutional support for professional development. (ESG 1.5)**

The staff development strategy and annual operational plan outline participation of academic staff in various development activities. This is presented in the Annex of Self-Evaluation Report.

In communication with academic staff it became clear that they have full academic freedom and institutional support. 80% of costs for research are covered by institutional support. Staff established lot of international partnerships. After mobility they should prepare the final report. The Guideline for Constructive Alignment of Learning Outcomes with Teaching Activity and Assessment Methods and the Guidelines for Student Assessment provide detailed instructions and examples on how to design assessments that effectively measure student learning outcomes. Both documents are published on UBT website.

Professional trainings (assessment methods, learning outcomes and teaching activities, supervision skill and effective mentoring) are occasionally organized for academics and other employee.

In the period of 2023-2024 several staff members participated in international activities that were held in Hungary, Slovenia, Croatia, Portugal, Greece, Turkey and some other countries. The Intro (Orientation) Training is mandatory for all new academic staff in the aim of strengthening their teaching competencies. Key aspects of the "Guideline on Competence-Based Teaching" and the "Competence-Based Teaching Guideline" are explained. New academic staff are introduced to learning environment in details. The orientation continues over the two weeks. During the first week, the newly hired staff attends specialized workshops provided by different departments, such as IT (for Turnitin, Moodle, and SMIS training), Human Resources (on employment policies and procedures), the Research Office, and the Secretary's Office. In the second week, the orientation shifts to the faculty or department level, where staff members are engaged in detailed familiarization with their specific roles, responsibilities, and curriculum requirements.



UBT College provides support to the development of research programs through advisory in writing research proposals through Project's Office of UBT chaired by Prof. Ass. Dr. Besnik Skenderi. Peer support is also provided by seven senior professors. This hinders the further development of a scientific career and the possibility of submitting project proposals.

**Standard 3.5 External associates who teach at the study program have adequate qualifications and work experience for the delivery of the study program and achievement of the intended learning outcomes. (ESG1.5)**

The UBT engages external associates from labor market in the teaching process. Engaged experts come from Food and Veterinary Agency, Organic Association, FLOIL Food Beverages and Oils Industry and Institute of Food Quality in Peje. In the SER the listed experts do not seem to be adequate to deliver effective feedback as they come from the field of food science and technology and may not have sufficient input from the agricultural sector.

A specialized training session titled "Introduction to Higher Education Teaching Methods and Practices for Industry Associates" was designed and held for external associates from the private sector who were involved in the Food Science and Technology program and not that much from the agricultural sector. The training introduced the associates to the guidelines on competence-based teaching and how to incorporate industry insights effectively into academic content. In addition, other essential aspects of teaching were included in this training.

Bachelor and Master thesis are enriched with industry feedback and co-supervised from external associates increase learning outcomes and interest for the study program.

External associates are responsible primarily for the practical parts of the courses, with a maximum of 2 hours per week dedicated to exercises and 0.3 hours per week for co-supervising.

**ET recommendations:**

- 1. For supporting further development of academic staff, international mobility and study program specific education in English in teaching and in writing project applications is recommended.*
- 2. More appropriate external associates should be involved in the teaching process.*
- 3. Institutional support for applying for international funds and projects could be additionally promoted and financially supported.*
- 4. Faculty should be constantly trained on the use of AI and other technologies so that they will be able to evaluate student work more effectively.*

**Timeline: Immediate start and completion before the end of the summer semester 2028**

#### **4. EDUCATIONAL PROCESS CONTENT**

**Standard 4.1 The study program intended learning outcomes are formulated clearly, precisely, and comprehensively according to the best practices; they are aligned with the published institution's/academic unit's mission and strategic goals and are publicly available. (ESG 1.2)**

A very comprehensive mapping of the program learning outcomes BSc in Agricultural and Environmental Engineering with the mission and strategic goals of the Faculty of Agriculture and Environmental Engineering is provided.

The intended learning outcomes cover all study programme objectives. Specific program objectives and the intended learning outcomes are well presented in the SER. However, the potential for acquisition of disciplinary, methodological and generic skills and competencies is rather low in the study program.

It can be confirmed that the program's intended learning outcomes (PLOs) are written from a student-centered perspective, ensuring that they focus on what graduates will clearly know and be able to do after completing the program

The intended learning outcomes are designed to be comparable with similar programs in the European Higher Education Area (EHEA). As mentioned in the SER The course learning outcomes were aligned with study methods and assessment procedures based on a call from Ministers as specified on page 7 of ECTS User Guide.

**Standard 4.2 The study program intended learning outcomes comply with the National Qualification Framework and the European Qualifications Framework level descriptors. (ESG1.2)**

As depicted in the SER the program's learning outcomes, content and teaching methods are designed based on the Kosovo Qualifications Framework and the European Qualifications Framework for Higher Education.

**Standard 4.3 The content and structure of the curriculum is coherent and enable the students to achieve the intended learning outcomes and to progress smoothly through their studies. (ESG 1.2)**

The curriculum as presented in the SER provides a logical flow of subjects and allows some elective courses. The first year includes basic subjects such as chemistry, mathematics and statistics, biology and basic subjects with plant and animal origin, which helps students to orientate the subjects in the framework of the second year. In the second year, they begin to

enter into basic agri-food topics and the impact on the environment, based on the cultivation of food products, the treatment and storage of plant-based products. Students will engage in projects related to the development of new technologies, the search for opportunities to improve the agricultural cycle, or the study of social and environmental problems, quality and safety. In the third year, students are oriented in two specializations such as Plant Production and Environmental Management. The structure and content of the study program under evaluation have been harmonized with similar study programs carried out in the European Higher Education Area.

However the thesis is optional and this should be changed as a means to enhance the research competency of the graduates.

The examples that are provided in order to comment on the rules of students' progression are not relevant to this BSc program under evaluation.

As the mapping of competencies on the course level against the program learning outcomes has been performed, but also the constructive alignment of course learning outcomes with learning activity and assessment methods has been performed for this program. However, certain areas and especially the learning outcomes in the course descriptors have to be improved and depict the required levelness.

All required course information is provided in a well-arranged format in the syllabus found in Annex of the SER, comprising course objectives, learning outcomes, thematic content, teaching methods, students' assessment system and bibliography. However, the format of the descriptors is not homogeneous. The number of the learning objectives for each course of 5 ECTS should range between 4-6. More importantly the verbs that are used are not always appropriate for each level.

The literature assigned for courses is often very outdated, up to 20 years old or older in some cases. Many of the assigned literature pieces are in English, which is not necessarily a drawback but no English language course is provided to students as part of the study programme and it is questionable how good the student's English skills are.

**Standard 4.4 If the study program leads to degrees in regulated professions, it is aligned with the EU Directives and national and international professional associations. (ESG 1.2)**

The subjects and modules have been selected to ensure that students acquire the necessary theoretical and practical knowledge, which is comparable to those offered in EU member states  
Leading to an Internationally Recognized Diploma

As stated in the SER in defining the learning outcomes and developing the content and structure, the professional advice of the following stakeholders was considered:

- Food Science and Agriculture Industries Board Program;
- Evaluation by all the companies where our students work and practice;

During the visit it was evident to the expert team that UBT holds close ties with the private and public agrifood sector.

**Standard 4.5 The intended learning outcomes of the student practise period are clearly specified, and effective processes are followed to ensure that learning outcomes and the strategies to develop that learning are understood by students (if applicable). (ESG 1.2)**

The curriculum includes professional practice that is one month long in the last semester but currently it is optional. The detailed elaboration of the learning outcomes and assessment methods for internship is well presented in the syllabus. It is important to mention that in order to reassure the effective completion of the internship a formal traineeship contract between the student, the College, and the employer is completed, guarantying that the practice is carried out in appropriate learning environments outside the higher education institution, in close cooperation with the labor market. Moreover, in cases where students cannot secure a placement, the College assists in finding an appropriate setting through its agreements and partnerships with industry representatives.

During the internship, students are supported by mentors assigned from the academic staff. Mentors play a crucial role in guiding and supervising the internship process (SER).

For practical work students receive 3 ECTS credits. Evaluation methods are appropriate and clearly specified; they include field evaluations, final exam and seminars.

UBT has signed cooperation agreements with main stakeholders and the department has a strong collaboration with the private sector and is frequently contacted for professional consultation.

**Standard 4.6 The study program is delivered through student-centred teaching and learning. (ESG 1.3)**

In the study program in general small groups of students are enrolled. This normally implies a more student-centred pedagogical approach as professors can dedicate individual attention to students.

As stated in the SER The bachelor's program in Faculty of Agricultural and Environmental employs a dynamic array of pedagogical strategies to foster active engagement and facilitate the attainment of learning objectives. This educational approach encompasses practical case studies, collaborative project work, problem-centric learning experiences, and immersive

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simulation exercises. Integral to this process are on-site excursions and presentations by seasoned industry practitioners, which augment the curriculum. The learning experience is further enriched by interactive components such as collaborative projects, in-depth case study examinations, expert guest lectures, teamwork exercises, and digital learning platforms.

The study program incorporates a diverse array of teaching methods specifically designed to encourage interactive, research-based learning, problem-solving, and creative and critical thinking. All these methods are presented in the SER and are well described in the UBT College Constructive Approach Guide.

As stated in the SER PLOs are systematically reviewed and adapted every three years. This periodic review ensures that the programme remains in line with the evolving needs of the industry and the latest academic standards. During this process, feedback from students, faculty and industry stakeholders is considered to refine the PLOs, ensuring that they continue to reflect the competencies required of graduates in the Agri-food sector and environmental impact. However, in many cases the learning material that is used is outdated so this is contradictory.

Teaching methods are adapted to different student groups, ensuring that the program meets this indicator

**Standard 4.7 The evaluation and assessment used in the study program are objective and consistent and ensures that intended learning outcomes are achieved. (ESG 1.3)**

A very detailed mapping of the overall between the intended learning outcomes and each one of the offered courses is provided.

The assessment methodologies used in the program are systematically designed to assess individual learning outcomes in all relevant areas of knowledge, skills, and competences as outlined in the program learning outcomes. This was achieved through the implementation of the Guideline on Constructive Alignment of Learning Outcomes with Learning Activity and Assessment Methods. The workshop was held for this for all academic staff in November 2023 and March 2024 available in <https://www.ubt-uni.net/en/ubt-successfully-conducted-a-comprehensive-workshop-on-constructive-alignment-of-learning-outcomes/>

UBT College has a policy that is foreseen also in the Regulation for Undergraduate Studies that students must receive timely feedback on the evaluation results. This is an excellent practice as it can also provide to the student specific guidelines on how they can improve.

The evaluation methods are too heavily reliant on written and oral exams, according to the detailed syllabus. Where courses have a heavy component of skills development and practical

knowledge, the assessment methods should be adapted accordingly, and students' applied knowledge and skills should be assessed through applied and practical tests, both in group teamwork assignments and individual assignments.

The SER confirms that there is a well-defined appeal process that is clear to all students. However, Within the Agricultural and Environmental Engineering program, there has not been any cases where the student did not agree with the assessment and the assessment complaint was processed to the Vice-Dean for Teaching.

#### **Standard 4.8 Learning outcomes are evaluated in terms of student workload and expressed in ECTS. (ECTS 1.2)**

The study program ensures objective and reliable grading of students.

The assessment criteria are designed to clearly reflect what students know and are able to do as a result of achieving the intended learning outcomes. These criteria describe student performance in a measurable and clear way, ensuring that assessment is based on the demonstration of skills, knowledge, and competencies.

The program under evaluation has established a systematic approach to calculating the workload for each course, ensuring that ECTS are assigned to all learning activities in a way that is consistent with the programme learning outcomes (PLOs) and the course learning outcomes (CLOs).

#### **ET recommendations:**

- 1. Define the role of program coordinators in assessing the adequacy of overall learning outcomes of students, and the responsibility in monitoring student progress, completion rates and graduation rates of enrolled students.*
- 2. Officially designate the program holders to be responsible for and empowered to follow-up on recommendations in this expert report pertaining to the study program, learning outcomes and curriculum and define their reporting lines and frequency of reporting to the hierarchy.*
- 3. Revise the intended learning outcomes in a way that ensures inclusion of competences and skills including research skills, critical and creative thinking and other competences relevant to the labour market. It is suggested to use the BLOOM taxonomy in order to use the appropriate wording for each level.*
- 4. Since nowadays the use of AI is increasing it is recommended to increase the number of oral presentation as a means of assessment in order to enhance students soft skills and critical thinking as well as to indirectly evaluate the originality of the work.*
- 5. Update learning materials*

6. *Increase the number of hours of English courses*

**Timeline: Immediate start and completion before the end of the summer semester 2028**

## 5. STUDENTS

**Standard 5.1 Clear admission policies, including requirements, criteria and processes for the study program are clearly defined and are publicly available. (ESG 1.4)**

According to SER, page 113, the admission requirements for the Agricultural and Environmental Engineering BA program at UBT College are clearly defined, comprehensive, and publicly available. The process aligns with Article 29 of the Law on Higher Education in Kosovo and includes distinct national and international criteria, ensuring transparency.

UBT College ensures that all bachelor's program applicants possess a high school diploma and Matura Exam results, as required by Kosovo's national regulations. For international applicants, diploma recognition and equivalency must be approved by the Ministry of Education, Science, Technology, and Innovation of Kosovo. If the applicant's country does not have a Matura Exam system, they are exempt from this requirement.

The admission process at UBT College ensures that candidates meet appropriate academic standards. The defined criteria—GPA 3.5, secondary education completion, and Matura Exam success—guarantee a fair selection process. For international students, GPA equivalency procedures ensure consistency. If the program is in English, a TOEFL score of 110 (C1 level) is required. The selection process is structured, with applications reviewed by the Program Director and approved by the Faculty Council, ensuring transparent and consistent decision-making.

The admission criteria are uniformly applied, preventing discrimination. The GPA, Matura Exam, and diploma recognition requirements apply equally to domestic and international students. The Faculty Council oversees the process, ensuring fairness and transparency. For English-taught programs, a TOEFL requirement (C1 level) is implemented, with testing available at UBT College under a licensed framework.

The UBT College has clear and structured procedures for recognizing prior studies, aligned with Article 34, item 5 of the Law on Kosovo Accreditation Agency. Transfers are accepted only from programs with at least 70% content similarity to the Agricultural and Environmental Engineering BA. The Faculty Transfer Sub-Committee automatically recognizes identical courses, while similar ones require a detailed evaluation based on learning outcomes, objectives, and content. The 70% similarity rule ensures academic integrity and fairness. Fixed application periods (September 20-25 for Winter Semester, February 23-28 for Summer Semester) ensure a transparent and organized process.

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**Standard 5.2 Student progression data for the study program are regularly collected and analyzed. Appropriate actions are taken to ensure the student's completion of the study program. (ESG 1.4)**

According to SER, UBT College has a functional system to monitor student progress and provide support to those facing academic difficulties. This system tracks student performance in exams, assignments, and projects. For underachieving students, additional support measures include tutoring, academic advising, and exam preparation sessions. Furthermore, programs like peer assessment, reduced course loads, and summer sessions are available to help students overcome challenges, ensuring they remain on track to complete the program. The ET checked at the visit that this is happening.

According to the information provided, HEI monitors student progression and completion rates. The system tracks course completion, GPA trends, and retention rates. If issues arise, such as low engagement or high failure rates, targeted actions like tutoring, curriculum adjustments, and personalized advising are implemented. Although the program is new and monitoring reports are not yet available, the planned system will allow for annual assessments and interventions to support student success.

Once student progression data is collected, UBT College ensures that results are shared with both academic staff and students. Information will be distributed via faculty meetings, email notifications, and the Moodle platform. This transparency ensures that everyone is informed about students' academic progress and allows for timely interventions if necessary.

SER page 116 clearly outlines progression options, including further study or career pathways. Students can pursue a **master's degree** or enter various sectors in agricultural and environmental engineering. Career guidance and program orientation ensure students are informed about their opportunities, supporting their academic and professional growth after graduation.

According to SER, the program follows established policies for the transfer and recognition of qualifications from other institutions. This enables students with prior academic or professional qualifications to integrate their learning into the program, facilitating flexible pathways and ensuring recognition of previous achievements.

**Standard 5.3 The study program ensures appropriate conditions and support for outgoing and incoming students (national and international students). (ESG 1.4)**

According to SER, page 117, UBT College actively informs students about international exchange programs, particularly through ERASMUS+ Student Mobility KAA 171 projects.



Calls for applications, eligibility criteria (ECTS, GPA, and English proficiency), and selection processes are communicated transparently. Students sign Learning Agreements before departure to ensure ECTS recognition upon return. UBT also offers mobility through over 400 MOUs, broadening international exchange opportunities.

The Office of International Cooperation, with a dedicated team, supports students in applying for international mobility programs. It assists with documentation, eligibility criteria, and Learning Agreements while ensuring ECTS recognition upon return. The office also provides ongoing support, ensuring students fully benefit from mobility opportunities.

UBT College follows Article 29 of the Law on Higher Education for ECTS recognition, requiring at least 70% content similarity. Internal regulations ensure a structured evaluation process, guaranteeing academic consistency for credit transfers across institutions.

UBT College publishes study program details, application procedures, and admission requirements in English, ensuring accessibility for foreign students. The information is available on the university's website, specifically under the Agricultural and Environmental Engineering program section.

UBT actively attracts foreign students through 34 ERASMUS+ KAA 171 projects and 400 MOUs at the moment. Financial support, accommodation assistance, orientation programs, and academic advising ensure a smooth integration for international students, enhancing their study experience in Kosovo.

Foreign students have access to language courses through the Institute of Language Studies at UBT College.

UBT College collects feedback from both national and international students via end-of-mobility questionnaires. The data is analyzed, and a Quality Improvement Plan is drafted to enhance international exchange procedures. The Office of International Cooperation monitors the plan's implementation for continuous improvement.

UBT tracks student of participation in international mobility programs. The ET has received a detailed table records outgoing mobility data, listing students, destination universities, and academic years, ensuring transparency in exchange participation over the past five years.

**Standard 5.4 The study program delivery is ensured through adequate resources for student support. The needs of a diverse student population (part-time students, mature students, students from abroad, students from under-represented and vulnerable groups, students with learning difficulties and disabilities, etc.) are taken into account. (ESG 1.6)**

According to SER, UBT College ensures sufficient and well-qualified professional, administrative, and technical staff to support students. The Student Support Department has 20 staff members, while the Career Office employs 5 staff members focused on career guidance and job placement. The Program Director and Study Coordinator provide academic and administrative support. Additionally, the IT Department, with 20 staff members, ensures students have access to technological resources.

UBT College provides students with essential information through orientation sessions, online regulations, and handbooks. New students receive information packages covering study regulations, academic calendars, student rights and obligations, grading policies, and internal organization. Key documents such as the Study Regulation, Student Assessment Policy, Quality Assurance Manual, and Student Rights Handbook are publicly available online, ensuring transparency and accessibility.

Students receive academic and career guidance through various support structures. The Career Office assists with job placements, internships, and professional development. Tutors and academic advisers, selected from faculty members, offer guidance on learning progress. The Learning to Learn Support Program pairs high-achieving students with peers needing academic assistance, fostering student success.

According to the SER, UBT College has a transparent system for appeals and complaints. Students can appeal grades by submitting objections within 36 hours, with decisions made within 24 hours. If necessary, a retake is allowed before an Examination Board. Appeals can escalate to the UBT Appeals Committee, whose decision is final. Broader academic concerns can be addressed through the Academic Appeals Sub-Committee. These procedures are communicated via email, Orientation Day, the Student Council, the Student Handbook, and the Convention on Student Rights, ensuring clarity and accessibility.

UBT College actively supports extracurricular activities through dedicated spaces and funding. Students have access to exhibitions, galleries, sports clubs, concerts, and moot court competitions. The Faculty of Agricultural and Environmental Engineering organizes sustainability-focused extracurricular activities, including a Debate Club, *Movie Night on Sustainability Issues*, *Sustainable House Design Competition*, and *Teambuilding Workshops*.

#### **ET recommendations:**

1. *Increase tutoring sessions and mentoring programs to improve student success rates.*
2. *Promote academic resources and support services more actively to encourage participation.*
3. *Organize at least two annual mobility fairs and workshops to inform students about exchange opportunities.*

4. *Develop a digital platform for easier submission and tracking of student complaints.*
5. *Allocate additional funding for student clubs and expand recreational spaces on campus.*

**Timeline: Immediate start and completion before the end of the summer semester 2028**

## **6. RESEARCH**

**Standard 6.1. The study program aligns with the institution's/academic unit's mission and the research strategic goals.**

In the SER, the study program has clearly defined scientific and applied research objectives, aligning with UBT's research strategy. The program fosters interdisciplinary research, knowledge transfer, and collaboration with industry stakeholders, addressing Kosovo's agricultural sector needs. It emphasizes scientific publications in indexed journals (SCOPUS, Web of Science) and incentivizes faculty research output. The alignment with the UBT Research Strategy and national development priorities supports its credibility. However, research budgets should become increased significantly.

UBT provides sufficient resources to support research objectives, demonstrated through salary incentives, workload allocation (672 research hours/year), and research publication rewards. Faculty productivity surpasses international benchmarks (e.g., Norway), with 1.58 publications per staff member annually. Logistical support includes interdisciplinary research facilities, professional development workshops, and international collaboration agreements.

UBT's regulations (<https://www.ubt-uni.net/wp-content/uploads/2020/11/Regulation-Scientific-Research-and-Publications.pdf>) define recognized research outputs (indexed publications, conference proceedings, books). The institutional validation process ensures research credibility. The inclusion of SCOPUS, Clarivate, and DOAJ-listed journals supports global recognition. During the on-site visit, it was revealed that research is supported by financial rewards for publications.

**Standard 6.2. The academic staff engaged in the study program is committed and supported to achieve high-quality research work and/or professional activity.**

In the SER it is stated that the university's approach aligns well with international academic standards. By emphasizing peer-reviewed journals and scientific indexing, UBT ensures its academic staff is recognized globally. The table provided shows a diverse array of publications, with many faculty members having citations in high-impact journals. Notably, publications in well-known databases like Scopus and Web of Science, as well as the involvement in patents and consultancy projects, validate the robust academic and professional engagement of the

faculty. Additionally, the UBT Knowledge Center's role in publishing student theses further supports the academic ecosystem, integrating student and faculty work.

UBT respects national and international standards for research and academic achievements. The staff is encouraged to publish in high-impact journals like Web of Science and SCOPUS, with clear promotion criteria based on publications and points. Participation in national and international conferences is actively supported, as demonstrated by UBT staff presenting their research globally. The institution also organizes internal conferences, promoting knowledge sharing.

It is confirmed by the SER that the academic staff involved in the Bachelor of Agricultural and Environmental Engineering program at UBT meet the required standards set by the Kosovo Accreditation Agency.

**Standard 6.3 The academic staff engaged in the delivery of the study program is encouraged to participate in different aspects of cooperation with national and international partners.**

Academic staff engagement in community services, like scientific committee participation and seminars, ensures that faculty expertise extends beyond academia. These activities allow staff to apply research findings to local challenges, improving industry practices and community development. This also fosters student involvement in practical projects, enhancing their educational experience and professional skills, thus aligning the program with societal needs.

According to SER, the academic staff at UBT is deeply involved in collaborative research activities, both nationally and internationally, which enhances the program's academic reputation. Faculty members are engaged in various COST Actions, which are collaborative research initiatives across Europe that address specific scientific issues. Examples of faculty participation in these international research projects include:

- **COST Action 18234:** Researchers from UBT contribute to scientific missions and conferences focusing on material science and nanocrystal development, demonstrating the university's engagement in cutting-edge research.
- **COST Action CA21149:** Multiple faculty members participate in this project, which focuses on reducing acrylamide exposure in the food supply chain, showcasing UBT's commitment to food safety and environmental health.

Collaboration with local businesses through research projects bridges the gap between academia and industry. UBT's faculty engages in various research projects funded by the Ministry of Education, Science, Technology, and Innovation. These projects, such as those focused on water quality, pesticide effects, and food safety, address pressing local issues, bringing together academic research and industry application. Joint initiatives, facilitated by

MOUs, allow academic staff to work with real-world problems, using industry-standard equipment and resources.

UBT encourages faculty involvement in technology transfer, allowing them to collaborate with the public and private sectors. These partnerships facilitate the practical application of academic research, addressing real-world challenges. Faculty contributes to seminars, joint training, and consulting promote knowledge dissemination, ensuring that technological advancements benefit both academia and industry, strengthening the program's impact.

**Standard 6.4 The teaching staff engaged in the study program has a proven record of research results on the same topics as their teaching activity.**

Academic staff at the program apply their research directly to teaching, enhancing students' learning experiences by linking real-world research findings to course content. This connection strengthens the relevance of the academic curriculum and fosters critical thinking in students. The inclusion of faculty research results, easily accessible online through platforms like Google Scholar and Scopus, allows students to engage with current academic debates and advances in their field. It has been confirmed in the on-site-visit discussions that students enrolled are engaged in research activities with the academic staff.

According to SER, students are involved in research through their theses, publications, and participation in UBT's annual conferences. Collaborative research, such as joint publications and projects, fosters students' practical experience and academic growth.

**ET recommendations:**

- 1. Achieve additional funding to further boost research within the programme*
- 2. Provide funding for faculty to attend professional workshops, certifications, and relevant conferences.*
- 3. The UBT should pay special attention that all academic staff respect the criterion of an average of one publication per year.*
- 4. Organize at least two international research collaborations per year.*
- 5. Promote the integration of research findings into teaching materials and encourage joint publications with students.*

**Timeline: Immediate start and completion before the end of the summer semester 2028**

## **7. INFRASTRUCTURE AND RESOURCES**

**Standard 7.1. The HEI ensures adequate premises and equipment for performing education processes and research. ESG (1.6)**

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The SER confirms that UBT College in Prishtina provides adequate facilities and equipment for the development of educational and research processes, including laboratories, library and scientific (basic) resources, as well as teaching spaces equipped with relevant technologies. This has been confirmed by the visit of ET at the locations of the infrastructure mentioned above.

Even UBT provides its own bus transportation system for transferring students between different locations and from/to homes.

In general, UBT's modern infrastructure is comprised of multiple campuses, including:

- Lipjan Innovation Campus: 27,132 m<sup>2</sup> of space, including amphitheaters, laboratories, classrooms, studios, a library, a dental clinic, clinical rooms, advisory centers, translation rooms, and reading halls.
- Prishtina Dukagjini Center: 5,000 m<sup>2</sup> of space, with 19 dedicated rooms for teaching and student activities

Sufficient volume and size of adequate infrastructure is of particular importance for the study program under evaluation “Agricultural and Environmental Engineering, BSc.”, since there is special infrastructure needed, including arable land, greenhouses, laboratories. The SER includes more detailed information about these infrastructure elements

The SER provides data on number of seats in the classrooms and the inventory list of existing equipment in the laboratories and IT equipment as well.

The SER states that the premises are compliant to the needs of disabled persons. This can be confirmed by the ET.

The space, equipment, and entire infrastructure (laboratories, IT services, work facilities, etc.) are fully functional and capable to cater for the number of students enrolled in the program. This has been confirmed in the SER and partially during the on-site-visit.

## **Standard 7.2 The HEI ensures adequate library resources for study program. (ESG 1.6)**

SER: “The UBT learning environment is an excellent experience in Kosovo. It hosts the largest life sciences library in the region and offers access to electronic libraries. Classrooms and equipment, as well as student recreation areas, are designed to adapt to the learning dynamics of contemporary students. Although the current space in reading rooms is optimized, there is still a need for expansion.”

The ET cannot verify the number of seats in the library (reading and work group rooms), due to time limitations. However, the ET trusts that such infrastructure is sufficiently available.

According to the SER, the library of the Faculty of Agricultural and Environmental Engineering of UBT possesses about 1500 books in the field of Agricultural and Environmental Engineering including Basics of plant production, Phytomedicine, Plant protection, Environmental protection and environmental management, Seedling management, and general subject courses such as Chemistry, Biology, Physics, Economics, etc. UBT Library has a collection of books in many languages other than English.

Systems and operating conditions are supported and guaranteed by a Student Management Information System (SMIS), which provides efficient information for students and management staff.

UBT Library provides access to online databases for research to currently enrolled students, faculty members, and staff members with an active ID in UBT College, and users can have access only inside the area of UBT.

UBT Library provides computers and laptops which are always up to date (cited from the SER).

The library of UBT operates during the whole year. It is open from Monday to Friday from 09:00 to 19:30, and on Saturday from 09:00 to 14:00.

Laboratories for all compulsory activities within the curriculum of the study program, wherever the analytical program includes such activities, are well-equipped with IT technology.

SER: The library currently provides a sufficient number of seats for students enrolled in the study program. However, the capacity currently available could become expanded to better meet the needs of students and particularly support group activities.

The library has a sufficient number of subscriptions to local and foreign publications, including periodical journals and electronic sources. It offers access to a wide range of online resources, examples for this are listed in the SER.

### **Standard 7.3 The study program is appropriately funded to deliver its intended educational activities and research. (ESG 1.6)**

The SER confirms that the “financial allocation models will be moderated through the Strategic Plan objectives. The existing financial income model aims at striking a healthy balance between sources of income. While investors’ capital investments were essential in

infrastructure development, the operation of programs, research, and staff development will have to rely significantly on student tuition fees.” The respective table is presented in the SER.: “Projected incomes under the financial plan of the study program”.

The Strategic Plan 2023-2028 of UBT Agricultural and Environmental Engineering Faculty foresees that for the period 2023-2028, UBT Agricultural and Environmental Engineering wins international research projects in the value of 550.000 EUR, whereas the year 2024 is only a year of application for international research projects.

**ET recommendations:**

- 1. An even more detailed budget plan has to be presented for the study program, incl. general cost such as electricity, heating, bus transportation, etc.*
- 2. Insufficient equipment in existing laboratories should be improved and/or replaced.*
- 3. Sufficient reading and work group seats for students, particularly for group work, should be made available according to the respective standard.*
- 4. Purchase of sufficient number of appropriate IT equipment for on site and online learning.*

**Timeline: Immediate start and completion before the end of 2026**




## OVERALL EVALUATION AND RECOMMENDATION OF THE ET

In conclusion, the Expert Team considers that the study program “B.Sc. Agricultural and Environmental Engineering” offered by the UBT College in Prishtina is *Substantially compliant* with the standards included in the *KAA Accreditation manual (2021)* and, therefore, recommends *to accredit* the study program for a duration of *3 years* with a number of *70* students to be enrolled in the program.


1. MISSION, OBJECTIVES AND ADMINISTRATION	Substantially Compliant
2. QUALITY MANAGEMENT	Substantially Compliant
3. ACADEMIC STAFF *Mandatory	Substantially Compliant
4. EDUCATIONAL PROCESS CONTENT	Substantially Compliant
5. STUDENTS	Fully Compliant
6. RESEARCH	Fully Compliant
7. INFRASTRUCTURE AND RESOURCES *Mandatory	Substantially Compliant
<b>Overall Compliance</b>	<b>Substantially Compliant</b>

### Expert Team


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