



Republika e Kosovës
Republika Kosova - Republic of Kosovo



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

***UNIVERSITY OF BUSINESS AND TECHNOLOGY (UBT)
PRISHTINA
AGRICULTURE AND ENVIRONMENT, MSC***

ACCREDITATION

REPORT OF THE EXPERT TEAM

2. May 2024, Stuttgart-Hohenheim



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1. INTRODUCTION

1.1. Context

Date of site visit: 03.04.2024

Expert Team (ET) members:

- Dr. Joachim Müller
- Dr. Damir Magdic
- Katerina Klimoska, Student Expert

Coordinators from Kosovo Accreditation Agency (KAA):

- Ilirjana Ademaj Ahmeti, KAA
- Shkelzen Gërxhaliu, KAA

Sources of information for the Report:

- SER
- Syllabus
- Staff CVs
- Annexes

Criteria used for program evaluation:

CL	Grade	Compliance level	%
A	1	Fully compliant	> 90
B	2	Substantially compliant	70-90
C	3	Partially compliant	30-70 ¹
D	4	Non-compliant	< 30
n.a.	-	not applicable	

¹ 30-60% according KAA Accreditation Manual, corrected to close the gap



1.2. Site visit schedule

Programme Accreditation Procedure at UBT College		
Programs:	Agriculture and Environment, MSc, 120 ECTS (Accreditation) Food Science and Biotechnology, BSc, (with specializations: 1. Food Technology, 2. Nutrition), 180 ECTS (Re-accreditation)	
Site visit on (hybrid):	03 April 2024	
Expert Team:	Dr. Joachim Muller Dr. Damir Magdic Katerina Klimoska, Student Expert	
Coordinators of the KAA:	Ilirjana Ademaj Ahmeti, KAA Shkelzen Gërxfhaliu, KAA	
Time	Meeting	Participants
09:00 – 10:00	Meeting with the management of the faculty where the programme is integrated	
10:05 – 10:55	Meeting with quality assurance representatives and administrative staff	
11:00 – 12:00	Meeting with the heads of the study programme Agriculture and Environment, MSc, 120 ECTS (room 1) Dr. Joachim Muller	Ismet Babaj Sami Makolli
11:00 – 12:00	Meeting with the heads of the study programme Food Science and Biotechnology, BSc, 180 ECTS (room 2) Dr. Damir Magdic Katerina Klimoska, Student Expert	Mërgim Destani Vesë Pakashtica Arianeta Nura Hyzer Rizani Mufail Sadikaj
12:00 – 13:10	Lunch break	
13:10 – 14:00	Visiting Facilities	
14:00 – 14:50	Meeting with teaching staff	
14:55 – 15:40	Meeting with students and graduates	
15:45 – 16:35	Meeting with external stakeholders	
16:35 – 16:40	Internal meeting of KAA staff and experts	
16:40 – 16:50	Closing meeting with the management of the faculty and program	



1.3. A brief overview of the institution and program under evaluation

UBT was established in Pristina, 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 and it is also supported by its centers in various other cities in Kosovo.

- Academic Development: 19 Faculties, 25 Accredited Study Programs, 77 Accredited Majors, 3 MBAs, 10 Joint International Study Programs, 200 Open University Courses, 5 Postgraduate, 5 Higher Professional Education, 200 Personal Certification, 25% of total courses are taught in English and other Foreign Languages, 50 Spin Offs,
- Infrastructure: 5 innovation Campuses, 40 Research Labs, 20 Support Service Centres and Offices, 20 Research and Education Centres, 250000 Books in 4 Libraries, 40 Service Units, Budget: 30% in R&D, Incubation and Innovation Centres, 30 Digital and Smart Solution for University Application
- Students: 17000 registered, 80% Bachelor, 20% master, 50% Female Students, 100 Foreign visiting Students per year
- Alumni: 2000 Alumni, 98% jobs in the first year
- Staff: 500 Employees & 300 Visiting Foreigners, 35% Female
- Research: 250 Scholars, 70 Research Topics, 7 Institutes, 1000 publications per year, 200 research and development grants, 20 % National Grants, 20% of European Grants in Kosovo,
- International: 240 Foreign Partners, International Individual Membership, Institutional Membership, National Membership, International Relations Offices and Represents

(Data was retrieved from UBT website <https://www.ubt-uni.net/en/ubt-en/about-ubt/facts-and-figures/> since the SER failed to provide meaningful information)



2. PROGRAM EVALUATION

2.1. Mission, objectives and administration

1 Mission, objectives and administration	CL
<p><i>Standard 1.1. The study program mission is in compliance with the overall mission statement of the institution.</i></p> <p>The study program Agriculture and Environment, MSc is in compliance with the overall mission statement of the UBT college. UBT is committed to enhance its participation as an active member of community by providing learning opportunities driven by teaching and research excellence, intellectual interaction and creativity. The mission of the study program is to cultivate dynamic and innovative leaders in the 21st century academic environment. The program is dedicated to advancing knowledge and expertise in food science and technology, fostering a multidisciplinary approach to address current and future challenges in the field. According to SER and findings during site visit the program mission complies with the institutional mission in several distinct ways: dynamic academic environment, community and regional engagement, pre-eminence and intellectual activity, global outlook and leadership preparation, dynamic academic environment, supportive and challenging opportunities, participatory self-governance and teaching and research excellence.</p>	A
<p><i>Standard 1.2. Relevant academic and professional advice is considered when defining the intended learning outcomes which are consistent with the National Qualifications Framework and the Framework for Qualifications of the European Higher Education Area.</i></p> <p>The program learning outcomes, content and teaching methods are designed on the basis of Kosovo Qualification Framework (NQF level 7) and the Framework for Qualifications of the European Higher Education Area (level 7). All stakeholder representatives were involved, the draft with definition of learning outcomes was circulated electronically from the members of Working Group on Definition of Learning Outcomes and Program Industrial Board. Each stakeholder provided feedback electronically with email and the final input was included by the Working Group, which was submitted to the Faculty Council for approval. The consultations conducted with the respective stakeholders (11 in total from different and important field areas and 23 international universities). Consultations mostly focused on</p>	A



definition of program learning outcomes, didactic methods used to achieve the program learning outcomes, and curriculum overview.	
<p><i>Standard 1.3. The study program has a well-defined overarching didactic and research concept.</i></p> <p>The study program has a practice oriented didactic concept with involvement of student research projects. Approximately 40% of the study activities for students based on experimental and practical work. Various didactic method are involved, such as lectures, seminars, laboratory work, case work, discussions, industrial visits, e-learning. Student work is organized via the on-line Student Management Information System (SMIS).</p>	A
<p><i>Standard 1.4. There are formal policies, guidelines and regulations dealing with recurring procedural or academic issues. These are made publicly available to all staff and students.</i></p> <p>Policies, guidelines and regulations are briefly described in the SER and made accessible via active links to the UTB website. Since the documents are open to the public, they are also available for all staff and students. The documents are partly available in English language. Based on evidences witnessed in communication with different participants in the site visit meetings the ET is assured that all relevant procedures are conducted according the regulations.</p>	A
<p><i>Standard 1.5. All staff and students comply with the internal regulations relating to ethical conduct in research, teaching, assessment in all academic and administrative activities.</i></p> <p>The Code of Ethics of College UBT advocates the values of integrity, co-operation, responsibility, knowledge and academic freedom. The Faculty Council has established an Ethics Sub-Committee. The established body is responsible for the implementation and promotion of responsible ethical code. In cases of violation of the Code of Ethics and Conduct, the Dean may initiate proceedings before the Faculty Sub-Committee on Ethics. A student representative is a member of the Committee. Staff and students may appeal the decisions of the Faculty Sub-Committee on Ethics before the UBT Ethics Committee, which is the highest authority for addressing potential breaches of the Code of Ethics. The ET trusts that staff and students are acting according to The Code of Ethics of College UBT.</p>	A



<p><i>Standard 1.6. All policies, regulations, terms of reference and statements of responsibility relating to the management and delivery of the program are reviewed at least once every two years and amended as required in the light of changing circumstances.</i></p> <p>The Quality Assurance Sub-Committee monitors the performance and produce quality enhancement measures at the Faculty level. All relevant activities are under persistent internal self-evaluation and allowed correcting activities (at least one time per semester).</p>	A
Overall	A

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

ET recommendations:

1. A

2.2. Quality management

2 Quality management	CL
<p><i>Standard 2.1. All staff participate in self-evaluations and cooperate with reporting and improvement processes in their sphere of activity.</i></p> <p>Following the UBT regulation for Quality management, all staff is obliged to participate in the self-evaluation process. From the meeting with the quality assurance representatives and administrative staff, the ET was told that each academic staff as well administrative staff participate in the self-evaluations. Regarding their results, further measures for better performance are taken by the UBT, as a help for improvement.</p>	A
<p><i>Standard 2.2. Evaluation processes and planning for improvement are integrated into normal planning processes.</i></p> <p>From the documents provided to the ET, documents on the UBT website, as well as from the meetings with the professors, students and stakeholders, it could be concluded</p>	A



that the evaluation process and planning for improvements are performed continuously as a standard process within UBT.	
<p><i>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.</i></p> <p>According the SER the UBT quality assurance process considers improvement of teaching and learning, development of research and innovation, faculty management and staff development, and internationalization and community service. A narrative and statistical Annual Internal Faculty Report serves as basis for a Quality Improvement Plan. Examples of the reports are provided as Annex.</p>	A
<p><i>Standard 2.4. Quality evaluations provide an overview of quality issues for the overall program as well as of different components within it; the evaluations consider inputs, processes and outputs, with particular attention given to learning outcomes for students.</i></p> <p>Several documents were presented to the ET which show that UBT is putting attention to the learning outcomes for students (s. Standard 2.3). From the discussions with students and stakeholders the same impression could be taken.</p>	A
<p><i>Standard 2.5. Quality assurance processes ensure both that required standards are met and that there is continuing improvement in performance.</i></p> <p>Results of evaluations are compiled in the Annual Internal Faculty Report and specific actions for improvement are recommended in the Quality Improvement Plan when standards were not met sufficiently.</p>	A
<p><i>Standard 2.6. Survey data is being collected from students, graduates and employers; the results of these evaluations are made publicly available.</i></p> <p>The ET was informed by the UBT management during the site visit, that the survey data is publicly available via the e-learning platform, where each student has access to all documents and information. Unfortunately, the ET could not access this platform, and examples of this kind of surveys were not provided. In the meeting with the students, the information provided by the management was confirmed.</p>	B



<p><i>Standard 2.7. Results of the internal quality assurance system are taken into account for further development of the study program. This includes evaluation results, investigation of the student workload, academic success and employment of graduates.</i></p> <p>From the documents that were provided to the ET and from the meetings during the site visit with the relevant representatives, it can be concluded that this standard is met.</p>	A
<p><i>Standard 2.8. The institution ensures that reports on the overall quality of the program are prepared periodically (eg. every three years) for consideration within the institution indicating its strengths and weaknesses.</i></p> <p>An Annual Internal Faculty Report and a Quality Improvement Plan were prepared at UBT. Recent examples were provided as Annex to the SER.</p>	A
<p><i>Standard 2.9. The quality assurance arrangements for the program are themselves regularly evaluated and improved.</i></p> <p>According to the SER, UBT has implemented regular internal and external audits to ensure that its governance and quality assurance policy is effective and ensures continuous improvement. However, the time interval of the audits is not noted in the SER.</p>	B
Overall	A

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

ET recommendations:

1. *Samples of the surveys questionnaires should be provided in future accreditations*
2. *Accumulated results of the surveys should be provided in future accreditations*



2.3. Academic staff

3 Academic staff	CL
<p><i>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.</i></p> <p>All academic staff (29) employed as full-time staff. In the structure of academic staff are full professor (1), associate professors (5), assistant professors (21) and lecturers (2). Seven of them are female. Their workloads and duration of contracts are described precisely in the SER. During the discussion with program bearers and teaching staff during the site visit, the ET was able to make sure that employees are familiar with conditions of employment, their obligations, rights and options for carrier development.</p>	A
<p><i>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.</i></p> <p>The staff engaged in the programme includes only staff that have previously been certified by the Kosovo Accreditation Agency. The ET trusts that the teaching staff complies with the legal requirements.</p>	A
<p><i>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.</i></p> <p>The teaching staff of the program is engaged full time and covers only full-time teaching positions with only few in both, full-time and part-time positions in UBT.</p>	A
<p><i>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.</i></p> <p>In terms of numbers, 100 % of academic staff in the study program are full-time employees. The full-time staff assigned as course bearers cover 100 % of the teaching workload (ECTS credits workload), including obligatory and elective subjects.</p>	A
<p><i>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</i></p>	A



<p><i>full time staff with PhD title or equivalent title in the case of artistic/applied science institutions.</i></p> <p>According to the SER, in the study program two full time professors with PhD and academic title of Assistant Professor (Ismet Babaj and Sami Makolli, present during the site meeting) are employed as bearers of the study program.</p>	
<p><i>Standard 3.6. Opportunities are provided for additional professional development of teaching staff, with special assistance given to any who are facing difficulties.</i></p> <p>According to the SER, UBT is providing a comprehensive program for professional development of teaching staff such as mentorship programs, personalized development plans, professional counselling services, peer support groups, and targeted workshops and trainings. The Staff Development Plan as integral part of human resource policies, is rewarding higher academic achievements with corresponding compensations. In the meeting with the teaching staff, it was obvious that they have academic freedom and full institutional support.</p>	A
<p><i>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.</i></p> <p>The mechanisms for the allocation of workloads include administration, research, service to the professional discipline, and service to the wider community. Beside regular teaching activities, the workload allocation policy also takes into account student consultation hours, and academic community and community services.</p>	A
<p><i>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.</i></p> <p>Academic staff adopts their Individual Development Plans at the beginning of the academic year and performs self-evaluation of achievement of goals at the end of academic year. Academic staff is also evaluated by the students, peers and the Dean. Results published anonymously on the web site of UBT.</p>	A
<p><i>Standard 3.9. Strategies for quality enhancement include improving the teaching strategies and quality of learning materials.</i></p> <p>Teaching staff are required to produce Individual Professional Development plans, outlining teaching and learning methods, research and technical skills. These plans include a section for staff to propose advancements in teaching strategies and learning</p>	A



material development, fostering a culture of continuous innovation. An annual workshop of faculty takes place to facilitate the sharing of best practices in teaching. Learning materials are refresh on regular basis.	
<i>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.</i> The UBT has a retirement age limit of 65 after which professors lose their full-time status but can be involved in advisory roles, curriculum development and teaching pedagogies.	A
Overall	A

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

ET recommendations:

2.4. Educational process content

4 Educational process content	CL
<i>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.</i> In the SER, the qualification objectives are explained and structured into: disciplinary skills, academic competencies, employment preparedness, contribution to civil society and personal development. Furthermore, alignment with industry needs and continuous improvement of the study program are addressed. Generic skills are explicitly explained under "personal development". Capability of taking up adequate employment, contributing to the civil society and developing the students' personality are adequately considered.	A



<p><i>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.</i></p> <p>According to the SER, the study program complies with the National Qualifications Framework and the Framework for Qualifications of the European Higher Education Area. In the study program active learning techniques, such as problem-based and inquiry-based learning are applied. Practice-oriented laboratory-based courses and hands-on assignments and teamwork are integrated.</p>	A
<p><i>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.</i></p> <p>The curriculum as presented in the SER under Standard 4.1 provides a logical flow of subjects and allows some specialisation by the elective courses. Seven general learning outcomes are listed. No 6: "Describe socio-cultural competence relative to diversity, equity and/or inclusion" has to be re-phrased to make the meaning understandable. Further specific disciplinary competences and skills are listed. Some of the competences e.g. "Analyze and make decisions to resolve any issues that arise during the work" appear over-ambiguous and are typically acquired by experience later on the job.</p>	B
<p><i>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.</i></p> <p>Required course information is provided in a well-arranged format in the syllabus</p>	B



<p>in Annex of the SER. The quality of the bibliography varies between the courses. Some lists are too long and contain outdated titles. A better focus should be set here on the essential titles, that can be managed by the students within the allocated workload. The complete references must be given so that they can be clearly located.</p>	
<p><i>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.</i></p> <p>Language of instruction is Albanian. Since the program is designed for high-value crops for export, graduates will work in an international environment. Therefore, English taught courses should be integrated.</p>	C
<p><i>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.</i></p> <p>According to the SER, for strengthening partnership between students and professor, scheduled mid-semester feedback sessions take place where students can discuss the learning outcomes and their personal development with the faculty, ensuring a two-way dialogue is maintained throughout the academic journey.</p>	A
<p><i>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.</i></p> <p>According to the SER, UBT has adopted a Competency Based Approach in curriculum development. The variety of teaching methods include case studies, project work, problem-based learning, and simulations to foster an inclusive learning environment. Visits to industry and guest speakers are important features of the teaching and learning process. Opportunities for interactive learning are reinforced through writing assignments, project-based learning, case study analysis, study visits, guest speakers, and group work. Additionally, adaptive technology (software and online platforms) are used to tailor the learning experience to individual student needs. Interdisciplinary teaching activities offer students more deep learning opportunities.</p>	A



<p><i>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.</i></p> <p>Student assessment mechanisms are comprehensively described in the SER. Active links to regulations and grading policy are inserted. Students are informed in details about assessment methods at the beginning of each course through the course syllabus.</p>	A
<p><i>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.</i></p> <p>According to the SER, UTB employs a robust set of mechanisms for verifying student achievement, including cross-referencing our grading standards with those at peer institutions and incorporating external expert advisors from partner universities with which UBT has MoUs to ensure reliability and validity.</p>	A
<p><i>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.</i></p> <p>According to the SER, UTB implemented an appeals process that allows students to challenge their assessments, ensuring their right to fair evaluation. The Faculty also conducts regular training workshops for faculty on unbiased and equitable assessment to mitigate inconsistencies. Additionally, a standardized feedback system is in place for students to report any discrepancies in assessment, which are promptly investigated by the Quality Assurance Sub-Committee.</p>	A
<p><i>Standard 4.11. If the study program includes practice stages, the intended student learning outcomes are clearly specified and effective processes are followed to ensure that those learning outcomes and the strategies to develop that learning are understood by students. The practice stages are allocated ETCS credits and the work of the students at the practical training organisations is monitored through activity reports; students during practice stages have assigned tutors among the academic staff in the study program.</i></p> <p>The study program does not include a practical stage such as an internship.</p>	n.a.



<p><i>Standard 4.12. In order to facilitate the practice stages, the higher education institution signs cooperation agreements, contracts or other documents with institutions/organisations/practical training units.</i></p> <p>The study program does not include a practical stage.</p>	n.a.
Overall	B

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

ET recommendations:

- 1. A better focus should be set in the bibliography of the courses on the essential titles, that can be managed by the students within the allocated workload. The complete references must be given so that they can be clearly located*
- 2. Since the study program is focusing specifically on high-value crops and does not include livestock farming, the title "Agriculture and Environment" is too broad. A more focused title should be chosen, which also would increase attractiveness towards potential students.*
- 3. Since the program is designed for high-value crops for export, graduates will work in an international environment. Therefore, suitable courses should be taught in English language.*

2.5. Students

5 Students	CL
<p><i>Standard 5.1. There is a clear and formally adopted admission procedure at institutional level that the study program respects when organising students' recruitment. Admission requirements are consistently and fairly applied for all students.</i></p> <p>UBT has formal admission procedure for recruiting students, which process is done in transparent and fair manner.</p>	A



<p><i>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.</i></p> <p>Students needed a high school diploma while applying for enrolment. This is organized in a formal and practical way with an option for online enrolment for the students.</p>	A
<p><i>Standard 5.3. The study groups are dimensioned so as to ensure an effective and interactive teaching and learning process.</i></p> <p>The study groups are dimensioned for an effective and quality teaching process as well the laboratory classes groups are dimensioned by the standards for the laboratory exercises.</p>	A
<p><i>Standard 5.4. Feedback to students on their performance and results of assessments is given promptly and accompanied by mechanisms for assistance if needed.</i></p> <p>There is an online platform on which all students have access to check their performance and they receive information per e-mail.</p>	A
<p><i>Standard 5.5. The results obtained by the students throughout the study cycles are certified by the academic record.</i></p> <p>According to the SER all the requirements of the courses are calculated in the Moodle system and in the end are recorded as a grade in the Student Management Information System.</p>	A
<p><i>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.</i></p> <p>According to the SER, Disability and Special Needs Assistance at UBT College aims to provide support to students with disabilities and special needs and help achieve educational goals.</p> <p>Students reported in the meeting during the site visit that professors are friendly to reach and students can turn to them if they have difficulties about the exams or are not able to attend the class.</p>	A
<p><i>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.</i></p>	A



<p>UBT records and reviews student completion rates for each course and the program overall, utilizing these statistics as critical quality indicators to assess educational effectiveness and inform continuous improvement initiatives.</p>	
<p><i>Standard 5.8. Effective procedures are being used to ensure that work submitted by students is original.</i></p> <p>According to the SER, students sign a written statement attesting to the authenticity of their written work prior to submitting a written work. The faculty operates a plagiarism detection program (Turnitin) to detect potential violations.</p>	A
<p><i>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.</i></p> <p>Students' rights and responsibilities are specified in the Students Handbook. Students receive an instruction session before the start of each academic year. Students are entitled to appeal if they consider that an exam has not been conducted in accordance with the UBT College Regulations and Statutes.</p>	A
<p><i>Standard 5.10. The students' transfer between higher education institutions, faculties and study programs is clearly regulated in formal internal documents.</i></p> <p>In the SER the transfer process of incoming students is comprehensively described. Outgoing student mobility to others institutions is not addressed. In the meeting with students during the site visit, the ET found that just one of the students used the option for mobility.</p>	B
<p><i>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.</i></p> <p>According to the SER, UBT teaching staff maintain scheduled office hours, which are communicated to students via the e-learning platform, ensuring availability for consultation and advice. Furthermore, tutorial assistance includes subject-specific guidance, writing and research support, and online group study workshops. In the meeting with the students during the site visit, the ET was informed that students can reach professors anytime via e-mail in addition to the consultation time schedule.</p>	



Overall	A
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Compliance level: Fully compliant/Substantially compliant/Partially compliant/Non-compliant

ET recommendations:

- UBT should make a plan how to encourage the students to use the student mobility opportunities*

2.6. Research

6 Research	CL
<p><i>Standard 6.1. The study program has defined scientific/applied research objectives (on its own or as part of a research centre 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.</i></p> <p>The research strategy is comprehensively described in the SER and even more extensively in the Annex. Predominantly, the focus set on the research of substances and agents that are important for the agricultural production, food safety in Kosovo, as well as researches related to the main sectors of agricultural production. The topics updates from time to time and reflect global scientific and market goals, as described in SER. The research strategy is presented on a higher lever for various programs in Food sciences and Agriculture. The ET trusts that the research activities are also reflected in the various courses and in the master thesis of the study program Agriculture and Environment.</p>	A
<p><i>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.</i></p> <p>Teaching staff is strongly supported to research and publish results in prestigious journals. Institutional politics and main research areas are in multidisciplinary fields and in line with institutional goals. The process is transparent and continually checked and confirmed during annual plans and self-evaluation.</p>	A



<p><i>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.</i></p> <p>The research and scientific work of UBT is regulated by Regulation on Research work and Publications of College UBT. Rules are made public and transparent. Quality of publications is not defined at highest international level. Only one publication in UBT journal, peer reviewed book, or other journals that are not indexed in Web of Science (WOS) or similar services are recognized as sufficient for annual scientific record. In spite of such low demands, academic staff of the study program published numerous articles in journals indexed in WOS.</p>	A
<p><i>Standard 6.4. The academic staff has a proven track record of research results on the same topics as their teaching activity.</i></p> <p>The research results of the staff that are in conformity with their teaching activity. Scientific records for five researchers are presented with links to publication platforms (Google Scholar, Scopus). Not all of them have published in average one article per year in the last three years. Data on further teaching staff in the program is found in Standard 4 of the SER but not presented in the way that allow complete conclusion in this topic. In communication with researchers during site visit academic freedom was recognized and witnessed on several samples.</p>	B
<p><i>Standard 6.5. The academic and research staff publish their work in speciality 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.</i></p> <p>The academic staff of UBT presents their scientific work in the Annual UBT Conference and in journals indexed in Clarivate, Scopus, EBSCO, DOAJ or WorldCat or other journals that are accepted by the Academic Council of UBT. During last five years (2019-2023) academic staff presented and published 179 abstracts and papers at International UBT conferences.</p>	A
<p><i>Standard 6.6. Research is validated through: scientific and applied research publications, artistic products, technological transfer through consultancy centres, scientific parks and other structures for validation.</i></p>	A



<p>The Research Office continuously records staff performance with scientific research publications and creates special research files for staff. UBT emphasizes the commercialization of research as a specific validation mechanism, where faculty members are encouraged to collaborate with the industry to translate their research into patents, prototypes or research with community impact.</p>	
<p><i>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.</i></p> <p>Publication track record presented in SER for 28 researchers with 175 papers published in WOS or Scopus. Half of the presented researchers fulfil criteria of one paper per year in average in last three years while a total average of 3.6 papers for three years per staff member exceeds the requirement.</p>	B
<p><i>Standard 6.8. Academic and research staff publish under the name of the institution in Kosovo they are affiliated to as full-time staff.</i></p> <p>Academic staff publishes results under the UBT affiliation as visible on publication platforms such as Google Scholar, Research Gate and Scopus.</p>	A
<p><i>Standard 6.9. Academic staff are encouraged to include in their teaching information about their research and scholarly activities that are relevant to courses they teach, together with other significant research developments in the field.</i></p> <p>The staff is encouraged to include their publications as part of students' readings in the curriculum. Examples are presented in the SER.</p>	A
<p><i>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.</i></p> <p>Issues concerning the protection of intellectual property of the academic staff is regulated by the Code of Ethics of College UBT. Any breach or violation of intellectual property rights is punishable by the Code of Ethics of UBT. If the research is funded under any research grant provided by the College it becomes the intellectual property of UBT. The rules foresee that any form of contribution is acknowledged even if the student, staff, or external stakeholder did not contribute directly to the research, but</p>	A



only to the provision of data. UBT has a comprehensive policy called the Intellectual Property and Commercialization Policy that regulate this area.	
<i>Standard 6.11. Students are engaged in research projects and other activities.</i> Students of the study program, as soon as being established, will be encouraged and continuously involved in research and publishing. Some examples of teacher-student collaborations and publishing from ongoing programs are presented in SER.	A
Overall	B

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

ET recommendations:

- 1. Some members of academic staff should be supported stronger in achieving the expected publishing output.*
- 2. Data presented in SER should be presented according to rules of scientific paper citation, with all necessary information about published papers.*
- 3. Budget for research activities should be empowered in collaborations with industry and other partners.*
- 4. Budget and administrative support for carrier development and international project preparation should be taken into consideration as permanent activity of the management.*



2.7. Infrastructure and resources

7 Infrastructure and resources	CL
<p><i>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.</i></p> <p><u>Premises</u> UBT provides a sufficient number of lecture rooms, well-equipped with internet access, computers and ceiling-mounted projectors, and laboratories (37,132 m² according SER) in new buildings. Dormitories are available for students (27,000 m² according SER). Open-air and sport-grounds are available for recreation.</p> <p><u>Human resources</u> Teaching staff is allocated in appropriate quantity and quality.</p> <p><u>Equipment</u> Students are supported by presence and electronic library and an e-learning platform. Various laboratories with state-of-the-art equipment are available, bookable for course providers via an electronic system.</p>	A
<p><i>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. A detailed financial plan at the level of the study program for the years 2024-2026 is provided in the SER.</i></p>	A
<p><i>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:</i></p> <p><i>a) owned or rented spaces adequate for the educational process;</i> Owned space for teaching and dormitories in new buildings is available in appropriate quantity and quality.</p> <p><i>b) owned or rented laboratories, with the adequate equipment for all the compulsory disciplines within the curriculum, wherever the analytical syllabus includes such activities;</i></p>	A



<p>Owned laboratories with state-of-the-art equipment are available for the required activities of the study program. Furthermore, extensive IT infrastructure is available for the study program (server, desktop PCs, laptops, video conferencing equipment)</p> <p><i>c) adequate software for the disciplines of study included in the curriculum, with utilisation licence;</i> Adequate software (e.g. GIS, SPSS) is available for the study program.</p> <p><i>d) library equipped with reading rooms, group work rooms and its own book stock according to the disciplines included in the curricula.</i> A presence library with own book stock, reading spaces and working rooms is available. Furthermore, a comprehensive e-library with access to international e-journals is accessible for teaching staff and students.</p>	
<p><i>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 speciality disciplines included in the curricula are carried out in laboratories equipped with IT equipment.</i> The number of seats in lecture rooms, seminar rooms and laboratories is documented in detailed tables in the SER.</p>	A
<p><i>Standard 7.5. The education institution's libraries must ensure, for each of the study programs:</i></p> <p><i>a) a number of seats in the reading rooms corresponding to at least 10% of the total number of students in the study program;</i> Reading rooms for at least 10% of the student number of the study program are documented in the SER.</p> <p><i>b) a number of seats in the group work rooms corresponding to at least 10% of the total number of students in the study program;</i> Seats for group work for all students (not only 10%) are documented in the SER.</p> <p><i>c) their own book stock from Albanian and foreign speciality literature, enough to cover the disciplines within the curricula, out of which at least 50% should represent book titles or speciality courses of recognised publishers, from the last 10 years;</i></p>	A



<p>The list of 550 books (out of 250,000 titles) of the presence library are designated to the study program. More than 50% are from the last 10 year according the SER.</p> <p><i>d) a book stock within its own library with a sufficient number of books so as to cover the needs of all students in the cycle and year of study the respective discipline is provided for;</i> see section c)</p> <p><i>e) a sufficient number of subscriptions to Albanian and foreign publications and periodicals, according to the stated mission.</i></p> <p>According to the SER, UBT College provides access to thousands of e-books, journal articles, and other publications through the electronic library</p>	
<p><i>Standard 7.6. The infrastructure and facilities dedicated to the implementation of the program is adapted to students with special needs.</i></p> <p>Doors, hallways and elevators are adapted to students with disabilities.</p>	A
<p>Overall</p>	A

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

ET recommendations:

- 1. The infrastructure is exemplary for the region. The only thing left to recommend is continuous maintenance and sustainable expansion.*

3. OVERALL EVALUATION AND RECOMMENDATION OF THE ET

In conclusion, the Expert Team considers that the study program *Agriculture and Environment, MSc* offered by the *University of Business and Technology (UBT) Prishtina* 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.



Republika e Kosovës
Republika Kosova - Republic of Kosovo



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

4. APPENDICES *(if available)*

1. A
2. B
3. C

Expert Team

Chair

(Signature)

Dr. Joachim Müller

(Print Name)

2. May 2024

(Date)

Member

(Signature)

Dr. Damir Magdic

(Print Name)

2. May 2024

(Date)

Member

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Katerina Klimoska

(Print Name)

2. May 2024

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