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UBT COLLEGE

MSc Agriculture with Environments

PROGRAMME ACCREDITATION

REPORT OF THE EXPERT TEAM

March, 2023, Prishtinë

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1. INTRODUCTION

1.1. Context

Date of site visit: 31.03.2023. The event was held online **Expert**

Team (ET) members:

- *Prof. Dr. Thomas Thomidis*
- *Lali Giorgidze, student expert*

Coordinators from Kosovo Accreditation Agency (KAA):

- *Ilirjane Ademaj Ahmeti, KAA Officer*
- *Arianit Krasniqi, KAA Officer*

Sources of information for the Report:

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

Additional evidence requested by the experts' team:

- The templates used in the self-evaluation of academic staff and programme of study
- A table including all the research collaborations of the academic staff with foreign universities
- Number of students on Food Science and Agriculture BA programme, Agriculture and Environmental Engineering BA programme, Food Science and Biotechnology MA

programme and number of staff from the programme under review, which is also involved in the delivery of these programmes

- A selection of 2-3 assessments with attached feedback (anonymized) from Food Science and Biotechnology MA Programme
- Description of 2-3 future assignments (if possible) that will assess whether practice-related learning outcomes will have been achieved by students in the programme
- A selection (3-4) of student records (anonymized)
- Questionnaires related to QA that will be used in relation to this programme
- External Evaluation reports relevant to the faculty produced by international organisations; links of these reports if they are available online
- Staff appraisal reports (if any)
- Evidence of training offered to staff for professional development during the last 2 years
- Link to the website where students learn about existing student support services (academic and career support services etc.)
- Reports from any feedback gathering activities related to QA (if any) that have been produced and are relevant to MSc Agriculture and Environment programme
- Minutes of faculty/staff/industry representatives' meetings (if any) related to the study programme
- Template(s) of evaluations of students' practical work/internships (if any) that will be used for this programme
- Any documentation setting out the responsibilities of the 3 managers of the programme

Criteria used for institutional and program evaluations

The experts team followed the program re-accreditation assessment areas and respective performance indicators, developed by Kosovo Accreditation Agency that are presented in Accreditation Manual – 2021.

1.2. Site visit schedule

Time	Meeting
09:00 – 09:50	Meeting with the management of the faculty where the programme is integrated
09.55 – 10.35	Meeting with quality assurance representatives and administrative staff
10:45 – 11:45	Meeting with the heads of the study programme:

11:45 – 12:45	Lunch break (provided at the evaluation site)
12:45 – 13:15	Visiting tour of the facilities and infrastructure
13:15 – 14:05	Meeting with teaching staff
14:10 – 14:55	Meeting with employers of graduates and external stakeholders
14:55 – 15:05	Internal meeting of KAA staff and experts
15:05 – 15:15	Closing meeting with the management of the faculty and program

1.3. A brief overview of the institution under evaluation

History of the development of the Faculty of Food Science and Agriculture Not provided

Establishment (year, decision no., etc.)

Not Provided

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

The Faculty of Food Science and Agriculture located in Prishtine, on the Campus of the UBT College. The address is: Lagjja Kalabria, 10000 Prishtine, Kosovo.

PROGRAM EVALUATION

1. Mission, Objectives and Administration

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

The mission of the Program MSc, Agriculture with Environments study program is aligned with the overall mission of UBT. UBT aims to offer an academic approach that is dynamic and innovative and up-to-date considering technological developments of the 21st century. While the program aims to provide students with modern scientific education and training that meets the needs of the labor market there are several areas of development that the programme could consider for achieving greater alignment with the mission of the institution and fully exploit the potential of innovations and technological development trends in agriculture. Firstly, the programme could benefit from greater incorporation of new technologies for making farming more efficient and sustainable, the rationale behind this is that agriculture is constantly evolving field with new technologies being developed (e.g. use of drones for surveying and monitoring health of crops on large areas, use of robots for planting and harvesting, aquaponic systems of farming, vertical farming, advanced irrigation technologies like drip irrigation allowing precise water delivery and waste of water for crops etc.). The programme could maximize opportunities for incorporating learning about these developments in the programme to make it better aligned to the mission of UBT, in terms of providing innovative approach and for better preparation of graduates for local and international employment opportunities. Secondly, as agriculture is also a business the graduates could greatly benefit if the programme makes greater emphasis on entrepreneurship; currently the programme offers the course on entrepreneurship, which is elective one and this does not guarantee that students will be developing skills needed for innovation and for being successful entrepreneurs (examples of these skills could be business management, marketing etc.). This could be accomplished by integrating real-life projects with local farmers and agricultural businesses in the programme. The experts team found that there is a big network of external stakeholders and potential employers willing to develop and enhance partnerships with the programme, which is to be commendable and can be used as a resource by the programme for bringing in innovation in teaching and learning, as mission statement of UBT also emphasizes provision of innovative approaches in its education offer. It is also positive that the objectives of the program are presented in a clear and understandable manner. This suggests that the program is well-organized and focused on achieving specific goals, which is important for ensuring the success of both students and the program as a whole. However, the programme could be brought to greater alignment with the mission of UBT if it makes greater emphasis on integrating current technological developments and entrepreneurship topics in the programme, and develops partnerships with stakeholders for

incorporating interdisciplinary research approaches and collaboration in the programme, so that students can acquire a comprehensive understanding of agriculture industry, through the exposure to the integrated knowledge from fields such as biology, engineering and economics etc. that are directly related to the field of agriculture

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

Overall, it seems like UBT has put a lot of effort into designing a study program that meets the needs of its target audience. By focusing on national and European qualifications frameworks, the program is likely to have a solid foundation in terms of learning outcomes and standards. The programme has been designed as MSc programme which corresponds to the Level 7 of the National Qualifications Framework of Kosovo and of the European Qualifications Framework with a total duration of 2 years (120 ECTS). Considering descriptors of Level 7 of the NQF/EQF, the programme should be offering highly specialized knowledge, as the basis for original thinking and/or research, along with critical awareness of knowledge issues in a field at the interface between different fields. Along the same lines, the SER mentions that the programme aims to develop interdisciplinary and multidisciplinary cooperation and research in agriculture to address problems of development that are largely multi-layered and overlap with the interests of different professions; the experts team however, noted that some courses in the programme only provide introductory/basic knowledge of the subject, rather than specialised in-depth knowledge comparable to Level 7 of qualifications framework; examples of these courses are Plant Genetic Improvements, Landscape Architecture, Precision Harvest and Postharvest Technologies, the latter focusing only on basic tenets of harvest and postharvest technologies that can be well applied to programme of Level 6 of qualifications framework. It is true that advanced knowledge of landscape architecture may not be needed for the students of MSc Agriculture programme, but students could greatly benefit if this course was offering knowledge and learning experiences for incorporating agricultural elements into landscape architecture designs, e.g. learning on green roof for food production projects, community gardens or even spaces for agricultural education. This could add complexity and interdisciplinarity to the programme and to students learning process that is needed in study programmes at Level 7 of the NQF. Another area of development that the programme could benefit for its alignment with requirements of Level 7 of the NQF is related to introducing opportunity for developing responsibility and autonomy in work for students. The courses of the programme provide opportunities for independent learning but this are different from actual independent practice. According to the descriptor of the Level 7, the programme has to develop

skills among graduates that will allow them to take responsibility for contributing to professional knowledge as well as practice. Therefore, it is important that the programme provides opportunities for developing skills for working independently along with opportunities for assessing these skills. While the programme offers theoretical courses for demonstrating achievement of these learning outcomes, it lacks the practical component that could allow the programme to evaluate whether students have really developed ability to apply knowledge and skills autonomously and can apply these skills with responsibility in practice. The programme offers study visits and laboratory work opportunities which contribute to development of practical skills among students, but experiences like these do not allow to evaluate ability of students for making decisions autonomously and independently. Students could benefit from the programme greatly if they are provided opportunities of working in real life work environment, where they can demonstrate ability of working independently in real work environment, and can use specialised problem-solving skills, as well as skills for integrating knowledge from different fields for problem-solving.

The faculty of Food Science and Technologies has a big network of external stakeholders but it was not possible to identify outcomes of this collaboration specifically for the programme of Agriculture and Environments. Additionally, consulting with various stakeholders, such as businesses, agriculture sector, professors, and students, can help ensure that the program is relevant and practical for its intended purposes. Comparing the study program to curricula of renowned universities in the EU and USA suggests that the SER aims to provide a high- quality educational experience that is competitive with other institutions. This can be beneficial for students who may be seeking opportunities to study abroad or who want to pursue careers in global industries. It is not clear if the collaboration with the mentioned Universities/Colleges is still active as half of them started in 2015 and 2016 and in which level. Besides, the list of

“Collaborations with Universities” in the website of the UBT College is different than that provided in the self-evaluation report.

In general, collaboration with foreign universities can be a valuable way to enhance the program and ensure that it meets the needs and expectations of the European market. By working with universities in countries with highly developed economies, such as Germany, England, France, and the Netherlands, students can benefit from exposure to new ideas, approaches, and perspectives. In addition, incorporating courses focused on entrepreneurship, startups, and other emerging areas can help to prepare graduates for the evolving needs and demands of the job market. This can give students a competitive advantage and increase their opportunities for success in their chosen fields. Overall, expanding cooperation with foreign universities and incorporating relevant courses and topics can help to ensure that the program remains up-to-date and relevant, and that graduates are well-prepared to succeed in the European market.

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

It seems that the program offered by UBT aims to address the needs of both private and public sectors in promoting development in the Republic of Kosovo, particularly in response to the demand for specialized occupations in a free market economy. The program appears to offer a unique opportunity for students to gain practical knowledge and develop competencies in the fields of study and scientific research methodology, which can be applied in varied settings. It's important to note that the program is based on a generic model that prepares students for multiple client groups, but this does not mean that there is a lack of minimum standards in the profession. In fact, the EU Directives EC 2005/36 and EP 2013 provide basic and minimum standards for the profession in the EU, and it's likely that UBT's program incorporates these standards. The program also seems to use a range of teaching activities and methods to support student learning, including lectures, presentations, exercises and assignments, dialogue-based and discussion-based education, case-based education, and project-based education. This variety of methods can help to engage students and ensure that they are able to apply their knowledge and skills in practical ways. However, employability of students could increase greatly, if they were offered formal placement opportunities in which they can experience realwork environment and opportunities for working independently and autonomously on real-life projects. Overall, it seems that UBT's program aims to provide students with a solid foundation in their chosen fields of study, while also ensuring that they have the competencies and skills necessary for professional practice, but credibility of this for future employers could increase if students are provided opportunities of undertaking internships for gaining practical skills in realwork environment, build professional networks and learn about the expectations of the industry.

Further, internship opportunities could also develop and display professional behavior, such as good communication skills, positive attitude etc. that may be difficult to develop in short practice-based projects that are currently available in the programme. The internships/work placements could also provide students with opportunities for creating portfolios of their work by which they can demonstrate their ability to apply their knowledge and skills in a professional setting, for potential employers. According to the SER, students of the programme can undergo internship and work placements but it is noteworthy that ECTS are not allocated for these experiences. The faculty representatives also noted that considering the fact that in BA programmes students undergoes internship, it was deemed as appropriate to integrate practical components in number of courses. But integration of practical components in different courses might not be fitting the purpose of the overall didactic concept of the programme, firstly because it is not guaranteed that all students admitted in the programme will have passed internship; secondly, the aims of internship at BA level

cannot be equivalent to internship for MSc programme and thirdly, integration of practice components in different courses cannot offer to students the same level of real-world experience, networking opportunities and professional skills development that can make the programme graduates stand out to potential employers.

The programme awards MSc degree in Agriculture meaning that students should gain advanced research skills and expertise in agriculture, as well as a capacity for independent thinking, critical analysis and applying this knowledge for real-world situations. It is recommended that these expectations are clearly communicated to students during their work on the final thesis.

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

UBT has developed official policies, guidelines and regulations that help govern the academic and administrative aspects of the program. All relevant regulations, policies and guidelines are available to students, professors and other interested parties in physical form or on the institution's website. The learning system platform is available to all students and academic staff. Finally, the institution has storage space for archives where documents such as records, policies, procedures and regulations are stored. The academic calendar describes the program of study and displays specific data, including information on the beginning and end of studies, exam periods and exam deadlines. The Academic Calendar is approved at the beginning of the year. The academic year lasts 15 weeks of lectures, exercises and assessments and is divided into the winter and summer semesters and three exam periods (January, June and September) for each academic year.

The student workload is 30 ECTS per semester. The basic document for organizing studies is the schedule designed for one semester. With the help of such a semester program, it is possible to guarantee an even distribution of student workload throughout the study period.

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

It's commendable that staff and students of the Agriculture with Environment MSc program comply with all internal institutional regulations, including ethical conduct. The availability of a Code of Ethics is also a positive step to ensure that everyone involved in the program is aware of the ethical issues related to their activities. The Code of Ethics can serve as a guide for ethical behavior in a range of contexts, from research to assessment and other academic activities. It can help to promote integrity, accountability, and transparency, and can help to prevent unethical behavior that could harm individuals, the program, or the institution as a whole. By being aware of the ethical issues related to their activities, staff and students can make informed decisions and act in ways that are

consistent with their values and professional standards. This can help to ensure that the program operates in a responsible and accountable manner, and that it maintains its integrity and reputation. Overall, the commitment to ethical conduct demonstrated by staff and students in the Agriculture with Environment MSc. program is important for the success and reputation of the program and the institution. However, it is not clear what the penalties for potential violations are.

The link provided (<https://www.ubtuni.net/sq/hulumtime-dhe-inovacione/politika-dhe-rregullore/>) is not working. It is also important that the faculty continuously raises awareness of the staff and students on importance of protecting principles of academic integrity and develops measures for addressing different cases of academic fraud.

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

The organograms of the faculty of Food and Agricultural Sciences is well-structured. However, there are some important mistakes in the table of outcome indicators which are very important and should be revised to avoid any problem in future.

Standards	Compliance	
	Yes	No
<i>Standard 1.1.</i> The study program mission is in compliance with the overall mission statement of the institution.	X	
<i>Standard 1.2.</i> Relevant academic and professional advice is considered when defining the intended learning outcomes which are consistent with the National Qualifications Framework and the Framework for Qualifications of the European Higher Education Area.		X
<i>Standard 1.3.</i> The study program has a well-defined overarching didactic and research concept.	X	
<i>Standard 1.4.</i> There are formal policies, guidelines and regulations dealing with recurring procedural or academic issues. These are made publicly available to all staff and students.	X	
<i>Standard 1.5.</i> All staff and students comply with the internal regulations relating to ethical conduct in research, teaching, assessment in all academic and administrative activities.	X	

<p><i>Standard 1.6.</i> 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.</p>		X
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Compliance level: (67%) Partially compliant

ET recommendations:

1. The provided Link for the list of UBT regulations is not working
2. It is important for educational programs to maintain continuous contact with productive bodies and the labor market in order to identify any changes in the needs of the industry and to adapt the study program accordingly This can ensure that graduates are equipped with the necessary skills and knowledge to meet the demands of the labor market.
3. It is recommended that the Agriculture with Environment MSc program establish a plan for continuous communication and collaboration with the industry to identify any changes in the market and make the necessary adjustments to the study program.
4. Develop partnerships with stakeholders for incorporating interdisciplinary research approaches and collaboration in the programme, so that students can acquire a comprehensive understanding of agriculture industry, through the exposure to the integrated knowledge from fields such as biology, engineering and economics etc. that are directly related to the field of agriculture
5. Make greater emphasis on integrating current technological developments, sustainability topics and entrepreneurship in the programme
6. Ensure that all courses in the programme ensure developing highly specialized knowledge in Agriculture at the interface between different fields
7. Consider provision of internship opportunities for students which can allow them to experience real work-environment, develop professional behavior and create portfolios that could enhance their employability and professional profile
8. Develop guidelines for working on the final thesis for students that sets expectations towards the level of research to be conducted and offers description of available support/supervision for research

9. There are discrepancies between the information provided in the self-evaluation report and the information provided by the official website
10. It was not possible to see what are the penalties for potential violations. Develop regulations related to ethical conduct for students and staff so that they cover issues related to academic integrity and outline the measures for responding to violation of ethical conduct.
11. There are some important mistakes in the table of outcome indicators which are very important and should be revised to avoid any problem in future
12. While weaknesses and threats (SWOT Analysis) have been identified, there is no plan on how to address them

1. *We agree that the UBT link for the regulations is not accessible, and we as a program will work to avoid this problem. The mentioned issue we will address with the IT group to avoid the obvious problems.*

2. *Agro staff has excellent relations with the sector and is very well informed about the trends happening in the agriculture sector. This sector-staff relationship will have an impact on updating the needs and trends that occur in the agricultural sector. The study program will follow the trends in the development of technologies and will harmonize the students' learning outcomes in order that students to be prepared for the labor market.*

3. *The MSc Agriculture with Environmental program will establish a plan for continuous communication and collaboration with the industry to identify any changes in the market and make the necessary adjustments to the study program. The program will also continue with the signing of new cooperation agreements with the sector in order to include as many industries as possible and to be updated with the needs of the sector.*

4. *The program will draw up a plan for the development of partnerships with interested parties for an interdisciplinary research approach. Cooperation with input suppliers, especially with seed companies, would be of bilateral interest, where students will test new cultivars and their growing technology, while the obtained results will serve the sector.*

5. *The program will have priority with special emphasis on the developments that will take place in the sector such as cultivation technology, entrepreneurship, and innovation to enrich the study program.*

6. *The designed program has a harmony between the courses which will provide the students with specialized knowledge in Agriculture, but at the same time, the program will continuously monitor the harmony between the courses in order to do an intervention.*
7. *The program will provide students with the best access to the sector in order for their professional development to be in harmony with the demands of the labor market. Such an approach will be made thanks to close cooperation with the sector.*
8. *The program will develop a guide for the final thesis for students, which will include expectations and criteria for the final thesis to be as meaningful as possible and have a scientific value. This guide will also include the supervision and the student's needs from the supervision during the research.*
9. *The program will work to avoid discrepancies in the information provided in the SER and the official website*
10. *We have minor cases of reporting accidents, especially for students during the exam, where the ethics committee within the faculty has reviewed the reports and issued measures that it deemed necessary.*
11. *Yes, it was a mistake in the table which was discussed also during the evaluation process. We will work to avoid identified mistakes on SER.*
12. *The program management will establish a working group to design a plan to address the identified issues in the SWOT Analysis which will have an impact on improving the quality of the study and learning outcomes.*

It is expected to see the update of the website including the link for the regulations.

The excellent relations with the private agricultural sector are good. However, there is NO clear plan how you do it? The planning for market research on the needs for skilled personnel will depend on the specific goals and objectives of the research. However, here are some general steps that can be followed (of course UBT has to define them):

- Define the research objectives: Determine what you want to achieve with the research. For example, you may want to identify the current demand for skilled personnel in the agricultural industry or assess the skills gap.
- Identify the target audience: Determine who you want to survey or interview to get the information you need. This may include employees, customers, industry experts, or other relevant stakeholders.
- Choose the research method: Decide on the most appropriate research method to use based on your research objectives and target audience. For example, you may choose to conduct surveys, focus groups, or interviews.
- Develop the research questions: Create a list of questions that will help you gather the information you need. These questions should be specific, clear, and relevant to your research objectives.
- Conduct the research: Implement the research method you have chosen and collect the data. This may involve setting up meetings with production teams or distributing questionnaires to relevant stakeholders.
- Analyze the data: Once you have collected the data, you need to analyze it to identify patterns and insights. This will help you draw conclusions and make recommendations based on your research findings.
- Present the findings: Share your research findings with relevant stakeholders, such as managers or executives, and make recommendations based on your research.
- Implement changes: Use the findings from your research to make changes in your organization, such as implementing training programs or hiring new staff.

Overall, market research on the needs for skilled personnel requires careful planning and execution to ensure that you gather accurate and relevant information that can inform decision-making in your organization.

It is clear that UBT has a good network with stakeholders. However, there is no clear plan HOW this network can be utilized to benefit all parts. For example, having a committee consisting of representatives from the university and stakeholders to discuss the problems faced by the agricultural industry and their research needs can be an effective way to identify and prioritize research topics. This committee can facilitate open communication and collaboration between the private sector and the university, leading to more effective and relevant research. The committee can begin by gathering information about the problems and needs of the private sector, which can be achieved through various means such as surveys, interviews, and focus groups. The information can then be analyzed, and research topics can be prioritized based on the severity and potential impact on the private sector. Once the research topics have been identified, the committee can discuss funding sources and opportunities. This can include seeking funding from government agencies, industry associations, or private foundations. The committee can also explore the possibility of partnerships between the university and private sector to support research projects. The role of students in the research process can also be discussed. Students can be involved in research projects, providing them with practical experience and the opportunity to apply their academic knowledge to real-world problems. In addition, involving students in research can help to bridge the gap between academia and industry, ensuring that research is more relevant and responsive to the needs of the private sector. Overall, establishing a committee to discuss research needs and priorities can help to foster collaboration between the university and the private sector, leading to more effective and impactful research outcomes.

The guide for the final thesis must be available before starting the registration of the first students so that all students know everything about their studies

It is also expected to see the corrected version in which no discrepancies are between the SER and the official website. Similarly, it is expected to see the corrected outcome indicators

It is very important that UBT will establish a working group to design a plan to address the identified issues in the SWOT Analysis which will have an impact on improving the quality of the study and learning outcomes. It is expected to see its work.

2. Quality Management

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

According to Self-Evaluation Report (SER), the quality system at UBT involves the active participation of staff members from various departments in planning, implementation, and decision-making processes. This kind of engagement and collaboration is crucial for maintaining and improving the quality of the institution's activities and operations. However, specifically in relation to the programme under the review, it was not possible to identify the feedback loops between numerous units involved in quality assurance in relation to the programme. The Quality Assurance manual lists the institutional level quality assurance bodies including the Governing Body, President, Academic Council, Quality Assurance Committee, Quality Assurance SubCommittee, Quality Manager, Heads of Faculties and Departments, Faculty Councils, Academic Staff, and Students, that are responsible on reporting and improvement of processes; this demonstrates that there is a structure in place that enables participation of all staff in improvement of processes and realize commitment to ensuring high-quality standards across the institution. But the experts team did not have access to specific reports on improvement of processes produced by these units, therefore it is not possible by the experts team to confirm whether the functions of reporting and cooperation of these units as outlined in the Quality Assurance manual are actually put in practice. The Agricultural and Environmental Engineering Program's Quality Assurance Officer and Quality Assurance Sub-Committee, working in conjunction with UBT's Quality Assurance Committee and Quality Manager, further demonstrate the institution's commitment to ensuring quality across all programs. But for the experts team it was not possible to see the outcomes of this collaboration specifically to the programme under the review. The experts team acknowledges that the programme has not yet been launched, and that all units and staff responsible on quality assurance did not yet have to complete their tasks related to improvement of the programme. But as the programme starts operating, it will be important to ensure that all units listed in Quality Assurance regulation that are responsible on improvement of processes fulfill their functions and that completion of these tasks can be supported by evidences.

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

It is clear from the provided information that quality management is a crucial aspect of UBT's overall strategy, and it is integrated into the planning processes of the institution and its units. The foundation of UBT's quality management program consists of a strategic plan, target program, and action plan, which provide a framework for achieving the institution's strategic objectives. The evaluation processes are also a critical part of UBT's quality management program, which is systematically assessed to support the achievement of the institution's strategic objectives. These evaluations help identify areas for improvement and enable UBT to identify gaps and deficiencies in its programs and services. The institution's stakeholders, including students, staff, and internal and external stakeholders, are also identified to ensure that their needs and expectations are considered when evaluating the performance of UBT's programs and services.

According to the Quality Assurance regulation and SER, UBT develops a report that includes recommendations for an Improvement Plan for activities and policies that could be taken to address the identified challenges. This systematic approach to quality management can ensure that UBT is continuously improving its programs and services to meet the needs and expectations of its stakeholders and achieve its strategic objectives. But it was not possible for the experts' team to see evidence of these actually being implemented in practice even in relation to other programmes of the faculty; evidence of the feedback loops between units on improvement of processes could be an indication of evaluation and planning processes for improvement being integrated in planning process, and that could provide credibility that these would naturally be extended to and be applied

to the programme under the review. Therefore, as the programme starts operating it will be necessary for the faculty to demonstrate that evaluation and planning are part of the planning process related to the programme.

Demonstration of this could happen in number of ways: firstly, there have to be clear goals and objectives of the planning process that are specific and measurable. Secondly, there have to be evaluation criteria for different aspects of quality of the programme (e.g. study environments, student support services, professional development opportunities of staff etc.). Thirdly, there need to be some evidences of these evaluations being conducted regularly and outcomes of the evaluation exercise being communicated to staff/students and/or relevant stakeholders. Communication of the results of evaluation to stakeholders can increase transparency and demonstrate that commitment to evaluation and planning for improvement outlined in Quality Assurance regulation is actually enacted and put in practice.

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. The information provided indicates that UBT has a robust quality assurance framework in place to ensure the quality of learning and teaching. The framework encompasses a wide range of policies and procedures that focus not only on program planning and delivery but also on administration and support services. The quality assurance policy and procedure are based on the UBT Quality Manual, which has been recently updated to ensure that it remains relevant and effective. The quality assurance processes at UBT are designed to enhance service and program delivery, and they cover various aspects of the institution's operations. These aspects include the review of quality procedures, governance, teaching and research, student admission, progression and graduation, staff selection, recruitment and development, student support services, physical infrastructure and equipment, and public information. While this may be indicating commitment to continuous improvement, the experts team did not have access to reports or any other evidence that these aspects are actually considered in quality assurance practice. Also as the programme under review has not yet been launched it is not possible to evaluate the extent to which the procedures outlined in the Quality Assurance regulation will be applied to the programme under the review. The SER mentioned that placements are important features of the programme and that career service is responsible to manage placements/internships, but it is not yet clear how the quality of this component or the work of the Career Service is evaluated as part of quality assurance process. Overall, the comprehensive quality assurance framework at UBT demonstrates the institution's commitment to providing high-quality education and support services to its students, and to continuously improving its operations to meet the needs and expectations of its stakeholders. But there are certain areas which need further elaboration in terms of quality assurance processes for the programme planning and ensuring that quality assurance processes described in Quality Manual are actually put in practice.

Standard 2.4. Quality assessments provide an overview of quality issues for the overall programme as well as the various components therein; assessments consider inputs, processes and outcomes, with particular attention given to learning outcomes for students. The SER outlines the procedures that UBT follows for the design and approval of new programs, subjects, and modules. These procedures are in place to ensure that any proposed program modification is compliant with UBT's mission, policies, and strategic plan. These procedures are also supposed to ensure that the proposed program meets needs for industry, local community and complies with the policies and procedures of the Kosovo Accreditation Agency, European Standard Guidelines, and other best practices in European Higher Education Area. The procedures should also assess the appropriateness of academic breadth and depth, ensuring that the learning outcomes are consistent with the levels of knowledge or competence as described by the Kosovo Qualification Framework. However, it has been noted that the SER outlines only the skills that the graduates of the programme will have developed upon the completion of the programme, while NQF/EQF

describes the learning outcomes in terms of knowledge, skills and Autonomy/Responsibility. Therefore, it is not clear how quality assurance process ensures consistence of learning outcomes of the programme with NQF/EQF in terms of knowledge and responsibility/autonomy.

Quality assessment procedures should ensure that the program maximizes opportunities for students in terms of access, transfer, and progression routes, assess the physical and human resources needed to deliver the program. They should also ensure that the necessary resources are in place to deliver the program effectively. But it was not possible for the experts' team to see how different areas/aspects of the programme (e.g. students' satisfaction with learning environments, career support services, etc.) will be evaluated. Even though the different components of the proposed program are planned to be assessed, it was not yet possible to see how this is going to be put in practice as the respective tools have not yet been developed and the programme has not yet been launched.

The quality review procedures should also involve separate evaluations of inputs, processes, and outputs, with a particular focus on learning outcomes, to improve the overall student experience. But the experts team could not see the tools for evaluating these and consequently cannot evaluate their fitness to identify and implement opportunities for enhancing the quality of the program and meeting the needs of the industry, business or local community.

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

Quality assurance approach described in the SER is comprehensive one. It includes 6 interrelated steps covering a range of areas, ranging from stakeholder engagement to public information. Stakeholder engagement is an important aspect of quality assurance because it allows input from all parties involved, including faculty, staff, students, and external stakeholders. This feedback can inform strategy and plans, as well as help identify areas for improvement. The faculty strategy and plans step involves developing a clear and cohesive strategy for the faculty, with specific plans and goals to guide its operations. This can include objectives related to teaching, learning, research, and human resource practices. Faculty management is another important component of quality assurance, as it ensures that resources are allocated effectively and that faculty members are supported in their work. This step can involve processes for hiring, promotion, and performance evaluation, as well as mechanisms for communication and collaboration among faculty members. Teaching, learning, and research are core functions of any academic institution, and quality assurance in these areas can involve a range of measures, from curriculum development to assessment and evaluation. The goal is to ensure that the educational experience provided by the faculty is of the highest quality and meets the needs of students and other stakeholders. Human resource practices and staff development are also crucial for maintaining quality in the faculty. This involves strategies for recruiting and retaining top talent, as well as professional development opportunities for faculty and staff. Finally, public information is important for communicating the quality of the faculty to external stakeholders, such as prospective students, employers, and funding agencies. Public information can involve strategies for marketing and outreach, as well as mechanisms for sharing information about the activities and achievements of the faculty. The Annual Quality Assurance Report provides a snapshot of the faculty's performance in each of these areas, and the Improvement Plan is an opportunity to identify areas for improvement and set goals for the future. By following a comprehensive approach to quality assurance, the faculty can ensure that it delivers a consistent, high-quality educational experience to all its stakeholders.

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

Such data are not yet available as the programme has not yet been launched. According to the SER the faculty uses stakeholder surveys to collect and analyse the data from students, staff and stakeholders. The experts team requested to see the evidence of these surveys and data from stakeholders being collected for other programmes, but these have not been provided; the experts

team did not have access to the surveys that are used for data collection and to reports either produced based on the data collected from students, graduates and employers, for other programmes of the faculty. Therefore, the faculty is strongly encouraged to develop tools for data collection from students of the programme, from future graduates of the programme and employers, and ensure that outcomes of assessment and analysis of these data are publicly accessible in anonymized form.

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

UBT plans to conduct

- quality reviews that include the consideration of management information on student workloads, progression, and achievement. This data can provide valuable insights into the effectiveness of academic programs and help identify areas for improvement
- survey of graduates to collect data on employment rates and their experiences. This information can be used to evaluate the effectiveness of academic programs in preparing students for the workforce and to identify areas for improvement.

The MSc in Agriculture Environmental department undertakes a regular periodic evaluation of its programs. This evaluation process, which is part of the accreditation process, serves to review the program's learning outcomes, teaching methodology, assessment, and courses. It also reviews the program's outcomes, graduates, and impact in the industry and community. This approach to program evaluation can ensure that academic programs are meeting student needs and the demands of the labor market. The composition of the program self-evaluation, which includes representatives from various stakeholders such as academic staff, students, alumni, program administrators, and industry representatives, is also commendable. Additionally, the inclusion of external experts can provide valuable insights and ensure that the evaluation process is rigorous and comprehensive.

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

The faculty plans to conduct internal evaluation of the programme at the end of each academic year. The extensive review of the programme is planned to take place in every 3-5 years that coincides with external assessment conducted by the Kosovo Accreditation Agency. However, the faculty could complement this by taking more ownership in organising periodic external review of the programme on its own, by involving internal and external stakeholders that can provide more in-depth and focused assessment of quality of the area(s) of interest of the programme.

Standard 2.9. The quality assurance programme arrangements are regularly selfevaluated and improved.

According to the SER, appropriateness of quality management framework is reviewed regularly taking into consideration internal and external guidance. But it was not possible to see the evidence of students participation in the design of quality assurance processes. The selfevaluation report mentions that feedback from students will be used for enhancing quality of the programme but it is important that students participate in the design of quality assurance processes too and that they are provided resources and specialized training on their roles in improving quality assurance programme arrangements.

Standard	Compliance based on the review made by the student expert	
	Yes	No
<i>Standard 2.1.</i> All staff participate in self-evaluations and cooperate with reporting and improvement processes in their sphere of activity.		X
<i>Standard 2.2.</i> Evaluation processes and planning for improvement are integrated into normal planning processes.	X	
<i>Standard 2.3.</i> Quality assurance processes deal with all aspects of program planning and delivery, including services and resources provided by other parts of the institution.		X
<i>Standard 2.4.</i> Quality evaluations provide an overview of quality issues for the overall program as well as of different components within it; the evaluations consider inputs, processes and outputs, with particular attention given to learning outcomes for students.		X
<i>Standard 2.5.</i> Quality assurance processes ensure both that required standards are met and that there is continuing improvement in performance.	X	
<i>Standard 2.6.</i> Survey data is being collected from students, graduates and employers; the results of these evaluations are made publicly available.		X
<i>Standard 2.7.</i> Results of the internal quality assurance system are taken into account for further development of the study program. This includes evaluation results, investigation of the student workload, academic success and employment of graduates.	X	
<i>Standard 2.8.</i> The institution ensures that reports on the overall quality of the program are prepared periodically (e.g. every three years) for consideration within the institution indicating its strengths and weaknesses.	X	
<i>Standard 2.9.</i> The quality assurance arrangements for the program are themselves regularly evaluated and improved.	X	

Compliance level: (56%) Partially compliant

ET recommendations:

1. It is important to ensure that all units listed in Quality Assurance regulation that are responsible on improvement of processes fulfil their functions by engaging with relevant stakeholder groups, and that completion of these tasks involve feedback loops between stakeholder groups that can be supported by evidences.
2. Reflect on areas (e.g. internships, available academic student support services, library service, etc.) for which the quality assurance processes need to be further elaborated for planning of the programme, and develop mechanisms/tools for assuring quality of these areas
3. It is recommended that quality assurance processes cover assessments of the aspect of internationalization.

4. Develop tools for data collection specifically from the students of the programme, future graduates of the programme and employers, and ensure that outcomes of assessment and analysis of these data are publicly accessible in anonymized form.
5. Ensure that students involved in the design of quality assurance arrangements and ensure that they are provided resources and specialized training on their roles in improving of quality assurance programme arrangements.

3 Academic Staff

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

Data on Academic staff are presented in SER: pages 36-37. The percentage of administrative work (30-40%) is very high. 30% of research work is a high percentage, but it does not correspond to a corresponding number of publications and research projects carried out. Academic staff must focus on teaching and research work. In addition the duration of the contract is 3-yrs-old which is not enough time to prepare, submit and conduct a research project

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.

Staff meets the legal requirements in the Administrative Instruction on Accreditation.

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.

Staff workload allocation is in full conformity with the provisions.

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.

All academic staff in the Master of Agriculture with Environment study program is full-time at UBT College, and they cover all types of study curricula. For this specific program we have 28 full-time academic staff covering 100% of the required staff and they cover 100% of the courses.

Standard 3.5. For each student group (defined by the statute of the institution) and for every 60

ECTS credits in the study program, the institution has employed at least one full time staff with PhD title or equivalent title in the case of artistic/applied science institutions.

The Faculty has met the minimum requirements specified in the Administrative Instruction on Accreditation. The list of staff, their employment status and their qualifications have been approved by the National Quality Council.

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

According to the SER, the Staff development plan at the Program of Agricultural Engineering and Environment has several key objectives: (a) to provide a framework for allowing appropriate development opportunities that are designed to improve the knowledge, skills and behaviors of staff which will enhance personal growth and effectiveness of individuals, teams and the organization in the pursuit of excellence in all of its activities and strategies. (b) to facilitate the process of change; (c) To promote a developmental ethos; (d) to outline various staff development support plans for each institutional strategy; (e) to embed all staff development activity into the institutions' academic calendar. Staff development is an integral part of the Program strategic planning process. The institution recognizes that institutional excellence can only be achieved and maintained by appropriately skilled, experienced and motivated staff. Therefore, the Program is committed to: (a) resource staff development and require Programs to provide developmental plans as part of financial planning process, (b) establish performance indicators against staff performance be measured, (c) identify and provide selected and targeted development activities supporting each institutional strategy and the overall Program development.

The priorities that emerged from the consultation of senior members of staff within the institution are: supporting the professional development of those in management roles within the institution - all newly appointed to a management role are given appropriate levels of support when undertaking a management / leadership role, supporting managers in addressing performance issues, supporting staff in the professional development of lecturers and researchers, supporting e-learning activity, supporting staff in technology and knowledge transfer - there is a need to support staff in all their activities in relation to technology and knowledge transfer. During the previous year, the staff development component was focused on providing effective pedagogical skills and training at IDEAA Institute of UBT – Institute for Development of Education and Academic Affairs. Pedagogical skills training for the Program has focused on the following topics: student-centered learning, curriculum design, writing learning outcomes, lesson planning, design and delivery, group learning, problem based and project based learning, E-learning, Assessment and integrating key skills into the curriculum

However, there is very low number of staff mobility. This limits the possibilities of the staff for international collaborations, for submitting research proposals, etc. Also, there is no there is no provision for educational permits for educational staff to participate in training. Finally, the above resulting very low number of publications per staff

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.

According to SER, the Dean ensures that mechanisms for the allocation of workloads are approved and implemented in Faculty and are made available to the staff in accordance with Faculty Council Workload Policy. The overall individual workload allocation adheres to the following principles: (1) The mechanism is comprehensive, transparent, takes account of work requirements and contributes to the efficient and effective application of resources, (2) The requirement to undertake research is a career expectation and over time will be balanced as appropriate with the other obligations of academic staff including significant administrative responsibilities, (3) Deans allocate teaching and other responsibilities in the light of the research record of academic staff, (4) the workload is equitable, reasonable and safe.

The Dean is also responsible to ensure that as part of the Annual Development Planning Process, a staff members' current and proposed workload is reviewed. Information about the workload allocation for each member of staff is used as a source of information for promotion applications.

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

The formal staff appraisal process within the Faculty is designed to review the performance of staff members in achieving their goals and objectives, as well as to assess the implementation of staff development plans by line managers. The purpose of the quality review process is to ensure that staff appraisal is conducted in accordance with UBT Staff Employment, Performance and Progression Policy, and that all staff members have relevant staff development policies developed both individually and at the level of business units.

The Year-End Review is a report that creates a record of staff productivity in the areas of research, teaching, service, and administration. Deans are responsible for conducting the initial staff performance evaluation using a point-based numerical assessment of the distribution of efforts in line with the performance criteria set in the Regulation for Staff Appraisal. To perform this evaluation, Deans gather information on staff teaching performance from the Annual Quality

Assurance Sub-Committee Report, and information on staff research productivity is drawn from the UBT Research Department.

In their evaluation process, Deans should consider staff undertakings as part of the Staff Development Plan and staff self-evaluation. The initial evaluation should be sent to Staff Members for comments and discussion. Finally, the Staff Evaluation Report is sent to the Program Council and UBT Academic Council Committee for Staff Selection, Promotion and Assessment. This process ensures that staff members receive a comprehensive assessment of their performance and are provided with development plans to achieve future goals and objectives.

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

UBT has developed a Teaching and Learning Strategy that is tailored to the specific program and incorporates feedback from both staff and students. In order to ensure teaching quality, the organization employs a range of quality assurance procedures, and the outcomes of these procedures are discussed with staff members. All staff is required to produce Individual Professional Development plans outlining their teaching and learning methods, research, and technical skills.

The Quality Assurance Subcommittee carries out a number of procedures to monitor the ongoing quality of the programs offered. This includes regular program monitoring, Program Councils, and program evaluation. The organization also has procedures in place for the selection, appointment, appraisal, and development of staff members. These procedures ensure that staff members are selected and appointed based on their qualifications and experience, and that they are provided with ongoing professional development opportunities. The overall goal of these procedures is to ensure that the organization provides high-quality teaching and learning experiences for its students. By continually monitoring and evaluating its programs and staff members, the organization can identify areas for improvement and implement changes to ensure that its programs remain relevant and effective.

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.

Staff meets the legal requirements in the Administrative Instruction. Applicable Laws and Administrative Instructions determine when academic staff retires and other procedures. It is not clear if there is the title of professor emeritus, with more status they can be employed.

Standard	Compliance	
	Yes	No
<i>Standard 3.1.</i> Candidates for employment are provided with full position descriptions and conditions of employment. To be presented in tabular form data about full time (FT) and part time (PT) academic/ artistic staff, such as: name, qualification, academic title, duration of official (valid) contract, workload for teaching, exams, consulting, administrative activities, research, etc. for the study program under evaluation.		X
<i>Standard 3.2.</i> The teaching staff must comply with the legal requirements concerning the occupation of teaching positions included in the Administrative instruction on Accreditation.	X	
<i>Standard 3.3.</i> Academic staff do not cover, within an academic year, more than two teaching positions (one full-time, one part-time), regardless of the	X	
educational institution where they carry out their activity.		
<i>Standard 3.4.</i> At least 50% of the academic staff in the study program are full time employees, and account for at least 50% of the classes of the study program.	X	
<i>Standard 3.5.</i> For each student group (defined by the statute of the institution) and for every 60 ECTS credits in the study program, the institution has employed at least one full time staff with PhD title or equivalent title in the case of artistic/applied science institutions.	X	
<i>Standard 3.6.</i> Opportunities are provided for additional professional development of teaching staff, with special assistance given to any who are facing difficulties.		X
<i>Standard 3.7.</i> The responsibilities of all teaching staff, especially fulltime, include the engagement in the academic community, availability for consultations with students and community service		X

<i>Standard 3.8.</i> Academic staff evaluation is conducted regularly at least through self- evaluation, students, peer and superiors’ evaluations, and occur on a formal basis at least once each year. The results of the evaluation are made publicly available..	X	
<i>Standard 3.9.</i> Strategies for quality enhancement include improving the teaching strategies and quality of learning materials	X	
<i>Standard 3.10.</i> Teachers retired at age limit or for other reasons lose the status of full-time teachers and are considered part-time teachers		X

Compliance level: (60%) Partially compliant

ET recommendations:

1. Reducing the percentage of working time for administrative tasks and increasing the time allocated to teaching and research can have a positive impact on the quality of education and research output. This would allow professors to dedicate more time and energy to their primary roles of teaching and research, which are crucial for the development and success of academic institutions.
2. Having longer-term contracts can provide stability and continuity to research projects, and can also encourage staff to invest more time and effort into their work. This can ultimately lead to better research outcomes and can attract and retain high-quality staff members.
3. Developing a specific methodology for investing in the skills of each staff member can help to identify areas of strength and weakness, and can provide a clear path for professional development. This can lead to greater job satisfaction and can improve the overall quality of teaching and research at the institution.
4. Having a high number of staff members who do not have good knowledge of English can pose a challenge, particularly in an international academic setting. It may be helpful to provide language training or other support to improve English language proficiency among staff members, as this can improve communication and collaboration within the institution, as well as with external partners and stakeholders. There is not information if there are specific hours during the week in which students can have a meeting with professors
5. Increasing the number of staff mobility
6. Provide for educational permits for educational staff to participate in training
7. The title of professor emeritus should be established, with more status they can be employed

8. While weaknesses and threats (SWOT Analysis) have been identified, there is no plan on how to address them
 1. *Research and teaching are very important factors for the performance of academic staff and students, and the Faculty of Food and Agriculture Sciences will focus more on this indicator.*
 2. *UBT contractual agreements are automatically renewed after each expiration, and we have applied such a thing to each academic staff. Long-term contracts create stability for the academic staff.*
 3. *UBT offers dozens of specific trainings in various fields to increase professional capacities. Also, the UBT staff through the Erasmus + program and projects from (COST) have developed training in various fields such as: Processing of milk and milk products in Van Hall Larenstein-Holland, sewage treatment in Van Hall Larenstein-Holland, professional development for training with Real-time PCR Systems, etc. The academic staff is constantly in need of professional training and development for the specific areas of the agriculture and food programs.*
 4. *Within the framework of UBT, we have the Institute of Foreign Languages, where we focus on raising the performance of the academic staff for the knowledge of foreign languages.*
 5. *Every year we have an increase in the number of staff mobility and it is necessary to increase the number of staff mobility and cooperation with international universities.*
 6. *The academic staff have full support from UBT for training and participation in conferences that are organized internally and externally.*
 7. *The title of professor emeritus is very welcome for the academic staff of the Food Sciences and Agriculture programs.*
 8. *The labor law and the law on higher education in Kosovo have many inconsistencies with the demands and needs of private colleges and the standard requirements of professional development. The law on higher education is discriminatory for the academic staff of private colleges and professional development such as: Academic calls, support of funds and projects, etc.*

It is expected to see the new indicators for the working time of the academic staff

It is recommended to include specific terms in contracts that explicitly state the conditions of the contract extension in case a member of the academic staff is the research project coordinator or a

member of the research team. This can help to ensure that the research project is completed in a timely and efficient manner and that the intellectual property rights are protected.

Here are some key terms that could be included in such contracts (these are just suggestions):

- **Automatic extension clause:** The contract should explicitly state that it will be automatically extended until at least the end of the research project if the professor is the research project coordinator or a member of the research team. This can help to ensure that the professor's involvement in the project is not interrupted and that the research project can be completed as planned.
- **Scope of work:** The contract should clearly outline the scope of work that the professor is expected to complete as part of the research project. This can include specific tasks and responsibilities, deadlines, and milestones that the professor is expected to meet.
- **Intellectual property rights:** The contract should address the ownership and use of intellectual property rights resulting from the research project. This can include any patents, copyrights, or other intellectual property rights that may arise from the research project.
- **Confidentiality clause:** The contract should include a confidentiality clause that prohibits the professor from disclosing any confidential information related to the research project without the permission of the project sponsor.

By including these key terms in contracts, the rights and responsibilities of the professor and project sponsor can be clearly defined, which can help to ensure that the research project is completed successfully and that both parties are satisfied with the outcome.

As the number of staff mobility is very small, it is not at all clear how the university encourages the professors, what is its strategy to increase the international collaborations, etc.

Although it is reported that there is the Institute of Foreign Languages, it is not clear how UBT encourage the performance of the academic staff for the knowledge of foreign languages. For example is there any credit for staff in case of improving of English?

UBT reports that it has an increase in the number of staff mobility and it is necessary to increase the number of staff mobility and cooperation with international universities. However, the SER shows that the number of staff mobility is very low. Why?

UBT reports that the title of professor emeritus is very welcome for the academic staff of the Food Sciences and Agriculture programs. Is there any legislative framework for it? What are the responsibilities of emeritus professors?

Of course, the opportunities for funding in research programs, etc., should be equal for everyone, regardless of whether the Educational Institution is private or public

Finally, it is expected to see to address the identified issues in the SWOT Analysis which will have an impact on improving the quality of the study and learning outcomes in the next SER

4. Educational Process Content

Standard 4.1. The study program is modelled on qualification objectives. These include subjectrelated 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.

According to the information given in SER:

UBT is committed to providing high-quality education to its students by adhering to European standards and guidelines.

UBT offers ongoing education modules for professionals to stay up-to-date with the latest industry developments. Additionally, the college has signed many “Memorandum of Understanding” and “cooperation agreements” to provide practical training opportunities for its students with farms, industry, and agriculture producing companies, collection centers for fruit and vegetables.

UBT's study programs are organized in modules and weighted by credits, in accordance with the European Credit Transfer and Accumulation System (ECTS) criteria. This ensures that the workload of each subject is clearly defined and reflects the amount of work required to complete a full year of academic study at the institution.

UBT follows a scheduled workload model for academic staff, and additional teaching loads are supported by the college's own resources. This ensures that the study programs are in accordance with academic and infrastructural capacity Overall, it's clear that UBT is committed to providing a high-quality education to its students and preparing them for the labor market by integrating theoretical skills with professional practice.

However, it is not clear if the programme of studies includes practical training. Practical training is very important and it is good to be included in the programme of studies even it is not credited with ECTS.

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

The programme is designed to correspond to the Level 7 of the NQF/EQF and offers MSc degree in Agriculture. The SER outlines the skills that the graduates of the programme will have developed upon the completion of the programme, which is not sufficient to evaluate compliance of the programme with the NQF/EQF. The reason for this is that NQF/EQF describes the learning outcomes in terms of knowledge, skills and Autonomy/Responsibility. Hence, it is necessary for the faculty to define learning outcomes of the programme according to knowledge, skills, and responsibility/autonomy categories that would make it possible to evaluate compliance of the learning outcomes of the programme with the NQF/EQF.

Compliance of the study programme with NQF/EQF also means that the programme offers the methods of teaching and learning and methods of assessment that enable to assess the learning outcomes achieved by students. It is noteworthy that while the programme syllabi contain information on course objectives and learning outcomes, they do not provide description of assessments to be applied in courses. The syllabi mention e.g. colloquia and laboratory work, but it is not clear what does colloquium involve, or what kind of knowledge or skills it assesses. The syllabi do not include assessment metrics either that make it hard for students to know in advance how their learning will be evaluated. Therefore, the experts team recommends that the syllabi include descriptions of assessments for students and reference to the learning outcomes that are being assessed by each assignment. This could also make it possible for the responsible units on quality to justify compliance of the programme with NQF/EQF.

The experts team noted that some study resources in the course syllabi are provided in English. The language of instruction is Albanian but no measures are taken during the process of admission to learn in advance if the students admitted to the programme will be able to engage with the study resources provided in English. If the students level of English is not sufficient, there is risk of individual components of the program (which offer resources in English) failing to best achieved course objectives; also there is the probability that students who do not have English skills may not be adequately engaged in teaching and learning process. Therefore, it is needed that the faculty provides Albanian translation of study resources offered in English for the students who do not speak English, or introduces certificate in English as one of the requirements for admissions. This will allow students to engage with study resources in components of the programme, where resources are in English and enable achievement of qualification objectives.

For evaluating compliance of the programme with NQF/EQF and the competencies relevant to MSc degree it is necessary that the programme has developed learning outcomes for the final thesis and guidelines for the supervision.

Considering the reasons outlined above, it is not possible to determine whether the given information is sufficient to prove that the program components are combined effectively to achieve the qualification objectives and provide for adequate teaching and learning. However, if the documents provided contain a thorough description of the program's components and their alignment with the specified qualification objectives, as well as evidence of the program's compliance with the National Qualifications Framework and the Framework for Qualifications of the European Higher Education Area, it is possible that the information is sufficient to support the claim that the program is designed effectively.

It is important to note that the effectiveness of a program is not only determined by its design but also by its implementation and evaluation. Therefore, ongoing monitoring and evaluation are essential to ensure that the program is meeting its intended outcomes and adapting to changing needs and contexts.

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.

According to SER, Council of the study program in Agricultural and Environmental Engineering, at UBT, has compiled a list of the main learning outcomes, which correspond to the requirements of the curriculum and relevant professional organizations: Public and private institutions of agricultural production, agriculture input suppliers and other actors involved in the agricultural sector.

The following information is provided in details:

- General learning outcomes in the program of agricultural and environmental engineering
- Upon successful completion of the program Agricultural and Environmental Engineering-speciality Plant Production, candidates shall be able to
- Upon successful completion of the program Agricultural and Environmental Engineering-speciality Horticulture, candidates shall be able to
- Upon successful completion of the program Agricultural and Environmental Engineering-speciality Environmental Management in Agriculture, candidates shall be able to
- Other key skills that are required when studying in this field are
- On completion of the programme, they will be able to

It is hard to assess compatibility of the programme with programmes delivered in EHEA, since the competencies to be achieved by students only describe the skills that graduates of the programme will develop, and lack description of what kind specialized or advanced knowledge they will have acquired.

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.

According to SER, the minimum guidelines for syllabus content are determined by the Program Council. The minimum requirements that subject leaders have to abide by include a short description of the course aims and objectives, learning outcomes, course lecture and practice plan, course teaching and learning methods, course ECTS workload and its distribution, course assessment methods, course resource requirements and literature. But by looking at syllabi it can be noted that they do not include description of assessments and of assessment metrics.

Therefore, the expert's team recommends integrating descriptions of assessments in syllabi and explaining achievement of which learning outcomes by students these assessments aim to assess.

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

Not applicable

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. While the majority of courses in the programme involve description of learning outcomes, description of learning outcomes are missing in relation to the final thesis. Outlining of learning outcomes could enhance clarity of expectations in relation to the final thesis, support students better in fulfilling their share of responsibility for reaching the learning outcomes, thus improving student-teacher relationships.

The programme under the review does not include internship as a stand-alone separate component of the programme but the SER mentions that internships are an important part of the programme. The faculty representatives spoke about arrangements to enable students undertake the internship. The SER also mentioned that the Career Office is providing information to students on internship opportunities and manages the process. This has made the experts team to assume that students are encouraged to undertake internships, even though ECTS are not formally allocated to it. Notwithstanding the fact whether undertake internship as part of their programme, or based on their own initiative, it is necessary that in student-teacher relationships internship experiences are reflected on and that expectations on relevant learning outcomes that students will need to aim to achieve during internship is communicated; this could allow them that internship is truly learning experience and not just a formal exercise. The partnership between students and teachers can involve discussions on students' interests in internships and guidance of the staff in relation to learning outcomes of internship. By these students can illustrate their responsibility and ownership on their own learning, while programme staff/faculty and/or Career Office can work together to provide guidance on expected learning outcomes of internship while responding to students interests, thus contributing to positive student-teacher relationships.

A good student-teacher relationship is an important aspect of effective teaching and learning, and there are several strategies and practices that can support its development. Some strategies that can contribute to a positive student-teacher relationship include:

- Building a positive classroom culture: Teachers can establish a classroom culture that promotes mutual respect, collaboration, and open communication. This can be achieved through various means, such as establishing clear expectations for behavior, fostering a sense of community, and recognizing and valuing diversity.
- Encouraging student engagement: Teachers can encourage student engagement by creating opportunities for active participation, providing personalized feedback, and allowing for student choice in their learning.
- Communicating effectively: Teachers can communicate effectively by listening actively, providing clear explanations, and responding to student questions and concerns in a timely manner.
- Providing support and guidance: Teachers can provide academic and emotional support to students by identifying their strengths and weaknesses, providing resources and accommodations as needed, and fostering a growth mindset.
- In addition to these strategies, schools and institutions can also implement policies and procedures to support positive student-teacher relationships, such as providing training and professional development for teachers, establishing clear guidelines for communication and

behavior, and promoting ongoing communication and collaboration between students, teachers, and parents or guardians.

Overall, a good student-teacher relationship is essential for effective teaching and learning, and requires a multifaceted approach that considers the needs and perspectives of all stakeholders involved.

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.

UBT supports its academic staff in their teaching efforts by providing necessary resources and materials. This is an important aspect of promoting effective teaching and learning. The academic staff lists the resources they need as part of the syllabus. This can help ensure that both the professor and the university are on the same page in terms of what is required to achieve the desired learning outcomes. It also helps to prevent any last-minute scrambling or confusion when it comes to preparing for class or lab activities.

Overall, providing the necessary resources and materials is a crucial part of supporting effective teaching and learning. By doing so, UBT is helping to ensure that its students have the best possible educational experience.

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.

There is a clear student assessment system which is according to EU system. However, when it comes to assessments in separate courses, there can be some improvement made in this regard. Firstly, the syllabi should describe details of assessments that will be applied in courses for assessing achievement of learning outcomes of students. The academic staff should have freedom to determine the details of assessment but it is also necessary that these details are communicated to students before the start of the courses. Now the syllabi only mention the names of assessments (e.g. laboratory work, literature review, colloquium etc.) but this does not provide clarity on what e.g. laboratory work or colloquium involve and which learning outcomes they will be assessing. The experts team assumes that the syllabi are the only source through which information on assessment mechanisms are communicated to students, and if that is the case, it is necessary that the syllabi not only mention assessment mechanisms but also describe at least in general terms what they entail. Secondly, in student assessment arrangements there is no practice of involving multiple assessors that could serve as a form of moderation when needed. Thirdly, it is unclear whether point

90 in the course leads to grad A or grade B. According to the SER points 90-100 lead to grade A, and points 80-90 lead to grade B. It is recommended to correct this to avoid confusion around grades.

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.

Examination documents includes: examination register, application, list of students taking the examination in the given examination period, examination report, students' logbook, student files containing information on students' re-examination activities, and final grades earned during these activities. The Examination Log and applications are administered using the Student Management Information System (SMIS). The documents related to student exam application and examination results are kept indefinitely, while colloquium documents are stored for three years.

Firstly, it states that the student has the right to accept the passing grade given by the teacher, and that this decision is final and cannot be changed. However, if the student does not accept the grade but has no objection to the examination procedure, they may apply in writing within 48 hours to the subject leader to annul the examination. It is also mentioned that the student can request to annul the passing grade from the same subject a maximum of three times through written requests. Secondly, it is mentioned that both teachers and students are obliged to behave in accordance with academic principles and the UBT Code of Ethics during the examination process. Teachers are particularly obliged to respect the personal integrity of the students, and any violation of academic norms of behaviour may result in proceedings before the Program Ethics Sub-Committee. Lastly, the statement specifies that students are obligated to conduct themselves in accordance with established rules of conduct during the examination process. Any act of misconduct by the student during the examination process, such as using unauthorized aids, carrying mobile phones or other electronic communication devices, violating the integrity of the teacher or invigilators, or entering the examination process under false identity, will be considered a violation of the Rulebook.

If a student wishes to object to a grade, they must submit their objection to the Vice Dean for Teaching and Learning within 36 hours of the grade being awarded. The Vice Dean will then evaluate the objection and make a decision within 24 hours of receiving it. If the objection is accepted, the student will have the right to retake the examination before the Examination Board composed of three members within three days of receiving the decision. If a student has failed the examination for more than three times, they may request to take the examination before the Examination Board composed of at least three members, which will be appointed by the Dean. It is

important to note that if the student or the Subject Leader has any further complaints regarding the marking process, they may appeal the decision of the Board to the UBT Appeals Committee. The decision of the Appeals Committee is final and cannot be changed.

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. There is a system in place that allows candidates to provide feedback on the evaluation process if they feel it was inappropriate or inaccurate. This can help ensure that the evaluation process is fair and transparent for all candidates. It is important that the process for making a claim or providing feedback is clearly communicated to candidates and that they feel comfortable in doing so without fear of reprisal. The program coordinator should provide clear instructions on how to make a claim, including who to contact and what information needs to be provided. Once a claim has been made, it's important that it is investigated thoroughly and impartially. This may involve reviewing the evaluation process, speaking to the individuals involved, and gathering additional evidence. The candidate who made the claim should be kept informed of the progress and outcome of the investigation.

Overall, having a system in place for candidates to make claims regarding their evaluation can help ensure that the process is fair and transparent, which is important for maintaining trust and confidence in the program.

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

The UTD College uses the system of ETCS credits which is very similar to EU and EHEA system.

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

UBT Institution has established cooperation agreements with farms, agricultural companies, and fruit and vegetable collection centers. This is an excellent way to provide students and graduates with practical opportunities to gain real-world experience in the agricultural sector, and to stay up-to-date with the latest trends and developments in the industry. Internships and research

opportunities with these organizations can be particularly valuable for students, as they allow them to apply their theoretical knowledge to practical situations, and gain hands- on experience in the field. These experiences can also help students to develop important professional skills such as teamwork, communication, and problem-solving. In addition to the benefits for students, these cooperation agreements can also be beneficial for the agricultural sector. By working closely with academic institutions, farms and agricultural companies can gain access to the latest research and innovative ideas, and can benefit from the expertise of academic staff and students. Overall, the establishment of cooperation agreements between UBT Institution and farms, agricultural companies, and fruit and vegetable collection centers is a positive step towards creating a more collaborative and dynamic agricultural sector, and providing students with valuable opportunities for professional development.

However, their usefulness is questionable as the curriculum does not include practical training. Therefore, the question arises as to how these important collaborations will be utilized in the context of studies. Furthermore, there is no provision for inviting them as speakers during teaching.

Standards	Compliance	
	Yes	No
<i>Standard 4.1.</i> The study program is modelled on qualification objectives. These include subject-related and interdisciplinary aspects as well as the acquisition of disciplinary, methodological and generic skills and competencies. The aspects refer especially to academic or artistic		X
competencies, to the capability of taking up adequate employment, contributing to the civil society and of developing the students' personality.		
<i>Standard 4.2.</i> The study program complies with the National Qualifications Framework and the Framework for Qualifications of the European Higher Education Area. The individual components of the program are combined in a way to best achieve the specified qualification objectives and provide for adequate forms of teaching and learning.		X

<p><i>Standard 4.3.</i> 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.</p>	X	
<p><i>Standard 4.4.</i> 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.</p>	X	
<p><i>Standard 4.5.</i> 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.</p>	N/A	
<p><i>Standard 4.6.</i> 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.</p>	X	
<p><i>Standard 4.7.</i> 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.</p>	X	
<p><i>Standard 4.8.</i> 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.</p>	X	
<p><i>Standard 4.9.</i> 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.</p>	X	

<i>Standard 4.10.</i> Policies and procedures include actions to be taken in to dealing with situations where standards of student achievement are inadequate or KAA inconsistently assessed.	X	
<i>Standard 4.11.</i> 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	X	
<i>Standard 4.12.</i> 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>*To be inserted the overview of the program (with all areas to be filled out)</i>		X

Compliance level: (73%) Substantially compliant

ET recommendations:

1. Incorporate measures which will increase the knowledge of foreign language both for the staff and the students
2. Invited speakers from the industry, the relevant authorities or other Academic Institutions so as to inform students about current trends and keep them up to date with novel technologies and regulations.
3. While there is a high number of cooperation with private companies etc. the programme of studies does not include practical training. The programme could explore the opportunity of providing internship experiences to students that have learning outcomes that student will achieve during internship whether these internships are free-standing components in the programme or are integrated in courses.
4. While weaknesses and threats (SWOT Analysis) have been identified, there is no plan on how to address them; it is recommended that the faculty develops the plan for addressing these.

The student expert proposed the additional recommendations (in relation to Standards 4.1 and 4.2 and 4.11) -. These are the following recommendations:

1. Currently the programme description and course syllabi describe learning outcomes only in terms of skills. It is necessary to define learning outcomes of the programme according to knowledge, skills, and responsibility/autonomy categories that can make it possible to evaluate the compliance of the programme with the NQF/EQF;
2. The syllabi mention only the names of assessments (e.g. colloquium, literature review, midterm exam), but it is not clear what they imply and achievement of which learning outcomes they will be assessing. Therefore, it is necessary to ensure that syllabi include descriptions of assessments for students, and that they indicate the learning outcomes that are being assessed by each assignment. This can be another measure to evaluate compliance of the programme with NQF/EQF and also make it clear for students how their knowledge will be assessed;
3. For evaluating compliance of the programme with NQF/EQF and the competencies relevant to MSc degree it is necessary that the programme has developed learning outcomes for the final thesis and guidelines for the supervision; this can also help students understand expectations towards the thesis;
4. Practice components are integrated in different courses but the syllabi do not clearly describe these, and therefore it is was not possible to see how students can learn about them. Since practice components are integrated in courses they are allocated ECTS but the process of monitoring and tutoring in practice components of the study programme still is to be defined.

1. It is an important issue, especially the improvement in a foreign language on both the student and staff side. The management of the program will propose additional training, especially for the staff through the Language Institute in the framework of UBT.

2. Yes, it is highly recommended. The bachelor's program applies this practice, especially with invited speakers from the industry, and in this case, in the application of food safety standards and organic agriculture. The staff of the MSc program will draw up the plan of invitations to speakers from the industry where the role of such guests is very important, which we justify by the invitations we make in the Bachelor program.

3. Regarding the practical training program, it has been estimated that the integration of the practical part in the courses will be more efficient by connecting

the theory and the practical part, as well as the thesis of the master's thesis will involve a long time (one semester) in the sector where the student will have the opportunity to face the problems of the sector. The management of the program and the quality committee will monitor this issue and act in time to improve the learning outcomes that the student will achieve during the internship.

4. The program will design a plan to address the identified issues in the SWOT Analysis which will have an impact on improving the quality of the study and learning outcomes. The student expert proposed additional recommendations (in relation to Standards 4.1 and 4.2 and 4.11) -. These are the following recommendations:

- 1. We will address this concern to the quality committee, where the staff during the preparation of the syllabuses and uploading them to the electronic platform (Moodle) will propose that your proposals be taken into account.*
- 2. The description of the assessment of students in the existing syllabuses is done in percentages based on the activities developed as in the following table:*

<i>Attendance at lectures/exercises (compulsory attending 2/3 of lectures and exercises)</i>	<i>10 %</i>
<i>Seminar-Mandatory Work</i>	<i>10 %</i>
<i>Pre-exam-1</i>	<i>25 %</i>
<i>Pre-exam-2</i>	<i>25 %</i>
<i>Laboratory work</i>	<i>30 %</i>
<i>Final exam</i>	<i>50 %</i>
<i>Total</i>	<i>100%</i>

Also, during the presentation of the syllabus to the students, we also present the evaluation method. We will take the recommendations as a basis and incorporate them into the syllabuses that will be prepared in the future.

3. The MSc. Programme will develop learning outcomes for the final thesis and guidelines for the supervision which can help students understand expectations towards the thesis. These guidelines will be loaded in students' platforms (Moodle) and will be accessible to other interested parties

4. *The practical part of the students incorporated in the subject will be developed in small groups with the participation of the lecturer or assistant. However, this practice approach will be monitored, analyzed, and evaluated for any possible changes in the near future.*

It is expected to see the results of additional training, especially for the staff through the Language Institute in the framework of UBT.

It is expected to see how UBT incorporate the invite speakers in the programme of studies, a specific plan for it etc

It is still not a specific plan how UBT will utilize the network with private agricultural companies for the benefits of students.

Finally, it is expected to see to address the identified issues in the SWOT Analysis which will have an impact on improving the quality of the study and learning outcomes in the next SER

5. Students

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

The study program is open to all students who meet the legal requirements for enrolment in the first year of a Master's program in Kosovo. The program is specifically designed for students and young people who have completed preliminary studies in relevant fields such as Natural Sciences, Agriculture and Environment, Food Sciences, and Biotechnology. This suggests that the program

may focus on advanced studies in these fields or related areas, and may be designed to help students to further develop their expertise and skills in these areas.

The experts team was provided information on admission process to the programme. This involves eligibility criteria and required documents that applicants are expected to submit to the Office for Students Service.

The faculty aims to enrol 60 students per year to the programme but the programme admission description does not include information on the selection criteria. The college representatives explained that if the number of applicants exceeds 60, then they will look on the grades of the applicants, or organise the test of English to determine which applicants will be admitted. But the experts team noted that the text about admission to the programme does not mention provision of transcripts in the application. So, it is unclear how the grades of students will be double-checked. The text on admissions to the programme does not include either the condition when students will have to undergo exam in English, that limits the transparency of the admissions. It is important that during admissions applicants are informed on required proficiency in English, since some study resources in course syllabi of the programme are offered in English, and applicants to the programme are to be made knowledgeable about it. To ensure that the admission to the programme is fit-for-purpose, the faculty needs to have measures in place that will allow them to ensure that enrolled students to the programme have appropriate competence in English that can allow them to progress academically in the programme.

It will also be beneficial if the information on admission to the programme involves information on possibilities of recognizing prior learning, as well as the question on special education needs of applicants, so that the faculty can make appropriate planning to adapt to students with special needs.

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

According to the SER, a candidate seeking admission to the Agriculture and Environment program must: have completed a Bachelor's degree in natural science fields, such as Natural Sciences, Agriculture and environment, Food Sciences and Biotechnology, etc.

The student at the registration stage must bring the documentation in original or notarized form. Required documents for admission are: Bachelor's degree (original or notarized), CV (in Albanian or English), birth certificate, copy of ID card and online application made on the website of UBT.

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

To evaluate effectiveness of dimensioning of study groups the experts team took into consideration several factors such as overall number of students on the faculty, student-staff ratio on the faculty and in the programme, the level of complexity of the subject matter and its orientation on theory and practice.

The involvement of both academic and administrative staff in assisting, serving, and instructing students is crucial for creating a positive and supportive learning environment. The use of a variety of teaching methods, including project work, practical work, problem-based learning, and simulated learning, is an excellent way to promote active learning and enhance interactive learning opportunities for students. These methods allow students to engage in hands-on experiences, develop critical thinking skills, and apply theoretical concepts to real-world situations. The programme plans to enroll 60 students annually to the programme; as there are 25 academic staff members in the programme this makes staff-student ratio favourable for the programme. But considering that academic staff members are also involved in teaching in other programmes of the faculty, the student-staff ratio is different at faculty level, where e.g. by 2023 the overall number of students is 406.

The programme plans to enroll 60 students per year but it was not clear to the experts' team in how many study groups students will be divided. Because most of the courses contain participation in

discussions as the assessment criteria, it is important that in these courses there are smaller study groups to ensure facilitation of discussions and encouragement of peer-to- peer learning. While the number of students (60) could lead to high workload of staff when it comes to supervision of final thesis. While for the beginning this might not be the issue, as the programme starts functioning the faculty will need to develop measures of effective dimensioning of groups considering the goals of the courses, and if necessary ensure availability of needed human resources and infrastructure.

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

The programme does not yet have students enrolled. Based on the information given in SER, it sounds the program is designed to identify and support students who may be at risk of not completing their studies. The program uses a set of criteria to identify these students and assesses their learning styles and abilities to provide appropriate pedagogical support. One of the key components of the program is the learning style inventory, which helps educators understand the learning preferences of their students and adapt their teaching styles accordingly. This also helps students understand their own learning styles, which can be helpful in optimizing their own learning. In addition, the program offers a mentoring program to provide ongoing support to students during their studies. Each student is assigned a mentor who can offer guidance and assistance as needed, and the program also offers workshops and exam preparation activities to help students succeed. Overall, it sounds like the program is focused on creating a supportive learning environment that meets the individual needs of each student, which can help increase the likelihood of their success in completing their studies. While both members of the panel agree to what has been said above in relation of the compliance of the programme with 5.4, the student expert would like to point to certain areas of development which are not seen as areas of development according to the Chair of the panel. These areas are: there are no guidelines developed for working on the final thesis which means that it may not be clear for the students what are the expectations of their performance towards research to be conducted for the thesis. This also means that supervisors do not have framework based on which they will be providing feedback to students while working on the final thesis; the syllabi provide descriptions of summative assessments but there is need to ensure that the students can receive formative assessment and feedback on areas of development and on wellcompleted tasks of the assignment. To get insights on practice of feedback provision to students, and considering that the programme does not yet have students enrolled, the experts team requested provision of 2-3 anonymized assignments completed by students from other programmes of the faculty, that would be accompanied with feedback by academic staff; but these have not been provided which raised the doubts in relation to probability of provision of feedback to the student of the programme in future. It is essential that the feedback provided to students encourages them to study further and possibly provide further reading sources, when needed. It could also be helpful that feedback to student builds on the links between the assignment and learning outcomes, therefore, it is necessary that assignments given in course syllabi indicate which learning outcome they assess.

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

It seems like the program has a comprehensive system in place for assessing students' knowledge throughout the course and at the end of each course. Exams are mandatory for all compulsory and elective subjects, and they test the general knowledge gained during the learning process as well as related subjects. The exam content is determined by the course syllabus, while the Program Council regulates the manner of the exam, evaluation, and duration of some parts of the exam. The practical and theoretical parts of the exam can be done separately or combined; depending on the course. The examination records are only available to persons who can prove their legal interest, ensuring the confidentiality of students' results. The Regulation of the Postgraduate Studies Program governs the organization of the exam conditions, including the number and schedule of exams, as well as the

registration process and the rights and responsibilities of students regarding the exams. Overall, the program appears to have an appropriate system in place for evaluating and assessing students' knowledge, which can help ensure that they are meeting the learning objectives of the course and making progress towards their academic goals.

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.

To review the system in place allowing flexible treatment of students in special situations, the experts team looked at how instruction is tailored to support unique needs of students in special situations. Flexibility in treatment of students in special situations recognizes that these students may require different types of support to succeed in studies. The SER mentioned that there are quality assurance monitoring systems in place that ensure that the needs of students are met. According to the SER, the faculty offers differentiated instruction to students based on their learning styles. The faculty used learning style inventory to support students in understanding their learning styles which is the practice to be commended. However, there can be some ways in which the faculty could provide flexibility for students in special situations. For example, this could be offering individualised education plans that include special accommodations/support that academic staff has to provide to students with special needs in order for them to succeed. Identification of the need of this has to take place as early as possible, e.g. during the admission process. Secondly, students in special situations may require accommodation in assessments that help them to demonstrate their learning. These accommodations may include extra time on exam, alternative format of exam etc. Finally, providing flexibility of treatment to students in special situations require collaboration between academic and administrative staff to ensure that students receive the support that they need to succeed.

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.

The lecturers are following the regulations and guidelines set out in the syllabus for each course, which includes information on student activities such as seminars, projects, attendance, and exams. The program also uses the Student Management Information System (SMIS) for exam registration, and documents related to exams and colloquia are kept for a certain period of time. The evaluation and progress of students are monitored through quality assurance processes implemented by the Quality Assurance Program Subcommittee, which includes a student evaluation procedure and program monitoring procedure. Once a student has completed all the required exams and obligations for their subjects, they will need to work on a diploma thesis that meets the UBT regulations and the specifics of the program.

It's also worth noting that work manuals and regulations for students can be found on the Moodle platform on the UBT website.

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

The faculty uses Turnitin to determine similarities between texts submitted by students with other texts. But by the time of the site visit full implementation of use of Turnitin that would guarantee looking into originality of students submitted work in all courses was not possible to be evidenced. Focusing on checking of originality of work only for the final thesis may be undermining academic integrity and compromise the quality of education while the students are studying the courses before starting to work on the final thesis. The faculty also needs to put in place mechanisms that discourage contract-cheating and decrease other kind of academic fraud behaviour. Therefore, it is important that the faculty works on developing and fostering the culture of academic integrity that could promote a sense of community among students, offer them positive learning environment and celebrate academic achievements throughout the whole study experience.

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.

The students are participating in an orientation meeting prior to the start of each academic year, which is led by the Dean of the program. During this session, the Dean provides information about the program's expected learning outcomes, educational content, schedule, assessment schedule, and course overviews for the upcoming semester. Additionally, teaching and learning strategies are discussed. At the meeting, the students receive a copy of the Student Handbook, which contains the same information covered in the orientation session. The handbook is accessible to students through the student portal and program homepage. The handbook includes details about the program itself, assessment specifications, program equipment, assessment regulations, student support services, code of conduct, student complaints and disciplinary proceedings, deferral information, and other important information. Overall, it seems like this orientation and the accompanying handbook provide students with a comprehensive overview of the program and its expectations, as well as important information to help them succeed academically and conduct themselves appropriately within the program.

It is an obligation for students to follow the academic principles and Code of Ethics during the examination process to maintain the integrity and fairness of the evaluation. Any violation of these norms can lead to proceedings before the Program Ethics Subcommittee. During the examination process, students are obliged to avoid any unauthorized assistance, possession of mobile phones or other electronic devices, or any actions that could compromise the integrity of the teacher and assistants. Entering the examination process with false identity is also prohibited. If a student believes that an examination was not conducted in accordance with the UBT Regulation and Statute, they have the right to submit a grievance to the Deputy Dean for Teaching and Learning within 36 hours of the award. The Deputy Dean will evaluate the objection and make a decision within 24 hours. If the objection is accepted, the student has the right to retake the exam before the Examination Board, consisting of three members, within three days of the decision. If a student fails the examination for more than three times, they may request to take the exam before an Examination Board consisting of at least three members, appointed by the Dean. The decision of the Board can be appealed by the student or the Head of the Entity to the UBT Appeals Committee, in case they register any further complaints about the registration process. The decision of the Appeals Commission is final and cannot be changed.

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

The general transfer requirements for students from other professional institutions are as follows:

Completion of high school and enrolment in the first year of another faculty that is similar to the program for which the student is requesting a transfer.

Submission of a transfer request during the transfer windows designated by the Ministry of Education, Science and Technology.

Attachment of the study program from which the student is requesting a transfer, total number of ECTS credits or total course load, as well as reasons for the transfer

Attachment of the student's course and grade book, or the transcript of records, official report indicating good academic standing, citizenship certificate, photocopy of the passport, and copy of the decision of the temporary residence permit.

For international vocational school transfers, submission of certified translations of credentials and curriculum at the previous institution.

Once the transfer request is submitted, the Transfer Commission reviews the application and makes a decision, which is then reported to the student by the Dean. If the student decides to meet the transfer conditions, they can continue with the registration procedures. If the student is granted a transfer, they have eight days to register for classes. The Dean of Teaching and Learning has the authority to grant the student the right to register for a specific subject. It is necessary that the faculty enables accessibility of guidance for students in relation to transfer to other institutions.

UBT College also needs to make available information on transfer to UBT college on its website, so that students in other institutions wishing to continue studies at UBT college are supported and knowledgeable about the transfer process.

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.

The SER clearly describes the procedures of a variety of consultations and tutoring available to the UBT students. The program uses a set of criteria to identify these students and assesses their learning styles and abilities to provide appropriate pedagogical support. One of the key components of the program is the learning style inventory, which helps educators understand the learning preferences of their students and adapt their teaching styles accordingly. This also helps students understand their own learning styles, which can be helpful in optimizing their own learning. In addition, the program offers a mentoring program to provide ongoing support to students during their studies. Each student is assigned a mentor who can offer guidance and assistance as needed, and the program also offers workshops and exam preparation activities to help students succeed. Overall, the program is focused on creating a supportive learning environment that meets the individual needs of each student, and can help increase the likelihood of their success in completing their studies. However, for enhancing support system for students it is necessary to have in place mechanisms that enable learning on the underlying reasons why students drop out of from the study program. This could involve identifying and addressing any systemic barriers that may prevent students from completing their studies, such as financial constraints, lack of access to resources, or inadequate psychological counselling and support services.

Standard	Compliance based on the review made by the student expert	
	Yes	No
<i>Standard 5.1.</i> There is a clear and formally adopted admission procedure at institutional level that the study program respects when organising students' recruitment. Admission requirements are consistently and fairly applied for all students.		X
<i>Standard 5.2.</i> All students enrolled in the study program possess a high school graduation diploma or other equivalent document of study, according to MEST requirements.	X	
Standard 5.3. The study groups are dimensioned so as to ensure an effective and interactive teaching and learning process.	X	
<i>Standard 5.4.</i> Feedback to students on their performance and results of assessments is given promptly and accompanied by mechanisms for assistance if needed.		X
<i>Standard 5.5.</i> The results obtained by the students throughout the study cycles are certified by the academic record.	X	
<i>Standard 5.6.</i> Flexible treatment of students in special situations is ensured with respect to deadlines and formal requirements in the program and to all examinations.		X

<i>Standard 5.7.</i> Records of student completion rates are kept for all courses and for the program as a whole and included among quality indicators.	X	
<i>Standard 5.8.</i> Effective procedures are being used to ensure that work submitted by students is original.		X
<i>Standard 5.9.</i> Students' rights and obligations are made publicly available, promoted to all those concerned and enforced equitably; these will include the right to academic appeal	X	
<i>Standard 5.10.</i> The students' transfer between higher education institutions, faculties and study programs is clearly regulated in formal internal documents.	X	
<i>Standard 5.11.</i> Academic staff is available at sufficient scheduled times for consultation and advice to students. Adequate tutorial assistance is provided to ensure understanding and ability to apply learning.	X	

Compliance level: (64%) Partially compliant

ET recommendations:

1. To ensure transparency of admissions process, the faculty needs to clarify how selection is made, if number of applicants exceeds 60 or is below this number, and that this information is publicly available.
2. To ensure fitness to purpose of the admissions process, it is necessary to have measures in place ensuring that enrolled students to the programme have appropriate competence to progress academically during studies, including English language competence that can allow students to achieve qualification objectives through courses where study resources are provided are in English
3. As the programme starts functioning, develop measures of effective dimensioning of groups considering the goals of the courses, and if necessary ensure availability of needed human resources and infrastructure
4. Ensure that along summative assessments the students can receive feedback on areas of development and on well-completed tasks of the assignment
5. Develop guidelines for working on the final thesis so that the students have clear expectations of their performance towards research to be conducted for the thesis; this will also provide supervisors framework which they can follow for providing feedback to students while working on the final thesis
6. Ensure that assignments in syllabi refer to learning outcomes achievement of which is being assessed by the assignments, this can be helpful for students to know in relation to which learning outcomes their performance will be assessed
7. Ensure that regulations on studies involve conditions that ensure flexibility in treatment of students in special situations, this could be offering individualised education plans that include special accommodations/support that academic staff has to provide to students with special needs in order for them to succeed. Ensure that information on this is available to applicants during the admission process. Consider introducing accommodation in assessments that can help students in special situations demonstrate their learning. These accommodations may include extra time on exam, alternative format of exam etc. Ensure collaboration between academic and administrative staff to ensure that students in special situations receive the support that they need to succeed.
8. Ensure the originality of students submitted work in all courses rather than in final thesis only, and support academic integrity culture during the overall study period

9. Compiling all student rights and obligations in one document and publishing it on the university's website can help students understand their rights and responsibilities. This can include information on academic policies, disciplinary procedures, grievance mechanisms, and other relevant information. The document should be easily accessible and regularly updated to reflect any changes in policies or procedures. The faculty should also ensure that students are informed about the existence of this document and its contents during orientation and other relevant events.
10. It is necessary that the faculty enables accessibility of guidance for students in relation to transfer to other institutions. UBT College also needs to make available information on transfer to UBT college on its website, so that students in other institutions wishing to continue studies at UBT college are supported and knowledgeable about the transfer process.
11. Ensure that students are provided resources and specialized training on their roles in in programme development and for quality assurance in general.
12. Ensure having in place the system that allows collection of data on complaints from students and use of these data for future development.

6 Research

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

Research activity within the UBT is organized and managed in accordance to international regulations for research and improvement, with overall competence and responsibility. It seems that there are appropriate labs to conduct research. However, there is no a clear strategic plan to attracts more Private, National and International funds. While all staff has PhDs, the research programs carried out are minimal. Also, the number of publications and cross-references is very small. Furthermore, there does not appear to be an organized research fund management unit ***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.*

Based on the given information, it can be understood that academic staff members at UBT are required to conduct research while adhering to legal, ethical, and contractual obligations, as well as

the college's Intellectual Property Policy. Plagiarism checks are conducted on all levels of studies and papers presented at the UBT international conference. The workload distribution mechanisms are approved and implemented by the Dean and made available to academic staff in accordance with the work policy of the Program Council. Academic staff members are required to make at least one publication within the academic year, and they are allotted 20 hours of research time and other assignments during the academic term. A research performance appraisal system is being developed by the Human Resources Department and the Research Support Office to measure staff performance in the coming years. Within the Agriculture with Environment program, there are groups of academic staff responsible for managing the research part in relation to the specializations. This grouping is made to aid students in selecting their mentor, research field, topic, and other aspects related to research within the program. It is evident that UBT places a strong emphasis on research and provides support to academic staff in meeting their research requirements. The college also has policies in place to ensure that research is conducted in an ethical and legal manner. Despite the above, the research results are meager.

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.

According to the SER, Ministry of Education, Science and Technology, pursuant to Article 6 paragraph 1, sub-paragraph 1.13 of the Law on Higher Education in the Republic of Kosovo No. 04 / L-037, article 8 paragraph 1, subparagraph 1.4 of Regulation no. 02/2011 on the areas of administrative responsibility of the Prime Minister and Ministries and Article 38, paragraph 6 of the Rules of Procedure of the Government no. 09/2011 (Official Gazette no. 15, 12.09.2011) has issued the Administrative Instruction (MEST) No. 01 / 2018 on the Principles of Recognition of International Review Platforms and Magazines and the Administrative Instruction on Completion and Precision - Annex - I - (MEST) 7/2018 of AI No. 01/2018 on the Principles of Recognition of International Platforms and Review Magazines. Based on these two administrative instructions of the Ministry of Education, the Program Council is allowed to determine 2 (two) platforms which are equivalent to the coefficient 0.70 (70%) and the Program is allowed 1 (one) scientific journal which is equivalent to coefficient 0.55 (55%), and finally the magazines should be outside Kosovo's neighboring countries.

In accordance with the Administrative Instructions of the Ministry of Education no. 01/2018 and 7/2018, in the meeting of the Program Council (Agricultural and Environmental Engineering - BSc) held on 10.12.2021 were reviewed the recommendations given by the evaluation experts regarding the scientific journals respectively the indexing platforms, and in this It was decided that the WEB

of SCIENCE, SCOPUS, DOAJ, WORLD CAT and EBSCO platforms would be the platforms for indexing scientific journals for bachelor studies.

This was conducted in order to get harmonized with the basic principles (point no.5) of the Accreditation Manual, which provide the criteria set for scientific research and academic titles for program holders at BA / BSc and MA / MSc level, which are:

1. From October 1, 2021, in addition to the criteria set by the AI for Accreditation, program holders entering the accreditation process at the BA / BSc level must have at least 1 (one) scientific publication indexed by the field of study / program, while in MA / MSc level must have at least 2 (two) papers from the field of study / program in scientific journals indexed as first author or correspondent, according to article 3, point 1.1 WEB of SCIENCE core collection (SCIE, SSCI and AHCI) or 1.2 SCOPUS, excluding dubious magazines or publishing houses according to UA01 / 2018 approved by MEST.
2. From October 1, 2021, in addition to the criteria set by the AI for Accreditation, holders of programs entering the process of accreditation, re-accreditation or validation at the BA / BSc level must have at least the academic title Prof.ass., and at least 1 (one) scientific publication indexed from the field of study / program, while at the MA / MSc level they must have at least the academic title Prof.ass., and at least 2 (two) scientific publications indexed from the field of study / program in scientific journals, indexed as first author or correspondent, according to article 3, point 1.1
3. WEB of SCIENCE core collection (SCIE, SSCI and AHCI) or 1.2 SCOPUS, excluding dubious magazines or publishing houses according to UA01 / 2018 approved by MEST.

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

Academic staff publications in the last 3 years are presented in SER: pages 86-95

Standard 6.5.*Academic and research staff publish their work in special journals or publishing houses. Scientific / applied / artistic products are presented at conferences, sessions, symposia, seminars, etc., while contracts, expertise, consulting, conferences, etc. are offered to partners within the country and / or abroad.*

Research publications at UBT are made in the following:

- a. International Journal of Business and Technology, ISSN: Bib ID (66488)
- b. Proceedings of the Annual International Conferences of UBT

- c. Academic Books, Professional Reviews and Reports UBT scientific and professional conferences are as follows:
- d. Annual International Scientific Conference of each UBT
school:konferenca.ubt-uni.net
- e. Host / Organizer of International Conferences: 9.5 - ISTC - SWIIS.
- f. Annual Professional Days: Quality, Project, Media, Safety, etc.
- g. UBT Summer University (every year) / Summer Academies - School: sa.ubt-uni.net

There is the UBT Knowledge Center which is the platform that UBT tracks the publications and research results of its academic staff.

It is strongly recommended academic staff try to publish their research work in high indexing journals.

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

UBT has established a Technology Transfer Office (TTC) to support staff and students in protecting intellectual property, engaging with industry, and commercializing research. It's also exciting to learn about the planned establishment of a Professional Consulting Center that will provide professional consulting services for various food processing industries in Kosovo and beyond, based on research. It's important to note that intellectual property protection is crucial in the commercialization of research, as it ensures that the creators of the intellectual property are recognized and rewarded for their contributions. The TTC will play a crucial role in supporting staff and students in navigating the intellectual property landscape and in commercializing their research. The Professional Consulting Center is also an excellent initiative, as it will provide a valuable service to the food processing industry, both in Kosovo and beyond. By leveraging the research capabilities of UBT, the center can provide innovative and effective solutions to industry problems. Overall, these initiatives demonstrate UBT's commitment to supporting innovation, entrepreneurship, and industry engagement, and will likely have a positive impact on the local economy and society.

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

This requirement indicates that the College places a target on research and encourages academic staff to engage in scholarly activity. It's also encouraging to hear that there is a positive trend towards increasing the number of publications in well-indexed scientific journals and credible scientific conferences. Publishing in reputable journals and conferences is an important measure of research quality and impact, and can contribute to the visibility and reputation of the College and its academic staff. Overall, the publication requirements and exceptions demonstrate the College's commitment to academic excellence and quality assurance, and reflect the importance of research in advancing knowledge and contributing to society.

Standard 6.8. Academic staff are encouraged to include in teaching information about their research and study activities that are relevant to the subjects they teach, along with other important research developments in the field

It is evident from the information provided that UBT places great emphasis on research-based teaching and quality assurance in research activities. The academic staff of the MSc program in Agriculture with Environmental is encouraged to include research components in their curriculum to ensure that they keep up with the latest advances in their fields. UBT also prioritizes transparency and requires that all staff members publish their research activities under the name of UBT. The college tracks staff publications on various platforms such as Google Scholar and Research Gate, and regularly reviews its procedures to ensure compliance with international and national best practices. The college offers various training programs on research methods and research supervision, establishing panels of external experts to review the quality assurance process and make recommendations for improvement. The research training programs are designed to enhance research skills, techniques, environment, management, personal effectiveness, communication skills, networks and teamwork skills, career management skills, and more. Academic writing and methods of scientific research are compulsory subjects in the curriculum of the study program of Agriculture with Environmental (MSc), which is essential for developing effective research skills among the students. Additionally, UBT offers regular training for advanced statistical programs such as Advanced Excel and SPSS, which are important for interpreting research results. Overall, UBT's emphasis on research-based teaching and quality assurance in research activities, as well as providing relevant training programs, reflects its commitment to academic excellence and continuous improvement.

Standard 6.9. Policies are created for mastery of intellectual property and clearly defined procedures for the commercialization of ideas developed by staff and students.

The UBT Technology Transfer Center (TTC) plays a crucial role in supporting UBT staff and students in protecting their intellectual property, engaging with industry, and commercializing research outputs. This is important in ensuring that the research generated at UBT is translated into real-world applications and benefits society. UBT also places great importance on legal, ethical, and contractual obligations in research activities. It is mandatory for academic staff to conduct their research in accordance with these principles. In order to ensure that ethical standards are met, the program in Agriculture and Environmental Engineering has developed a Code of Ethics that outlines the ethical principles and norms that must be adhered to by all academic and technical staff. Such a code of ethics is essential in maintaining the highest standards of integrity, transparency, and responsibility in research activities. It helps to prevent potential ethical breaches and ensure that research outcomes are reliable and trustworthy. By establishing clear ethical guidelines, UBT can maintain its reputation for academic excellence and integrity.

Standard 6.10. Students are engaged in research projects and other activities.

There are not enrolled students yet as the programme of studies is in the junior stage.

Standard	Compliance	
	Yes	No
<i>Standard 6.1.</i> The study program has defined scientific/applied research objectives (on its own or as part of a research 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.		X
<i>Standard 6.2.</i> Expectations for teaching staff involvement in research and scholarly activities are clearly specified, and performance in relation to these expectations is considered in staff evaluation and promotion criteria.		X
<i>Standard 6.3.</i> Clear policies are established for defining what is recognized as research, consistent with international standards and established norms in the field of study of the program.	X	
<i>Standard 6.4.</i> The academic staff has a proven track record of research results on the same topics as their teaching activity.		X

<i>Standard 6.5.</i> The academic and research staff publish their work in 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.		X
<i>Standard 6.6.</i> Research is validated through: scientific and applied research publications, artistic products, technological transfer through consultancy centres, scientific parks and other structures for validation.	X	
<i>Standard 6.7.</i> Each academic staff member and researcher has produced at least an average of one scientific/applied research publication or artistic outcome/product per year for the past three years.		X
<i>Standard 6.8.</i> Academic staff is encouraged to include in their teaching information about their research and scholarly activities that are relevant to courses they teach, together with other significant research developments in the field.	X	
<i>Standard 6.9.</i> Policies are established for ownership of intellectual property and clear procedures set out for commercialization of ideas developed by staff and students.	X	
<i>Standard 6.10.</i> Students are engaged in research projects and other activities.	N/A	

Compliance level: (44%) Partially compliant

ET recommendations:

1. To ensure adequacy of the selection process, ensure informing applicants that knowledge of English may be required for some courses and support and encourage foreign language knowledge and use
2. There is no a clear strategic plan to attracts more Private, National and International funds, it is recommended to strategically plan diversifying of sources of funding
3. While all staff has PhDs, the research programs carried out are minimal.
4. The number of publications and cross-references is very small.

5. There is not an organized research fund management unit
6. Staff must try to publish their research work in high indexing journals
7. While weaknesses and threats (SWOT Analysis) have been identified, there is no plan on how to address them

1. *Your recommendation is welcome and UBT continuously applies the engagement of the academic staff in the teaching process.*
2. *The academic staff in the framework of the Food and Agricultural Sciences program have absorbed dozens of small projects at the national level, also in the past weeks we held an online meeting with IVAN STEFANIC "EIC Program Manager for Food Chain Technologies and Novel & Sustainable Food" ', for the lack of application in grants in AgroFood programs. Your recommendation is welcome to continue the development and application in international projects.*

3. *Some of the academic staff, in the past years have had a smaller number of scientific publications, while in the academic year 2022/23 we have a significant increase in scientific publications, this trend is also continuing in the following days.*

UBT continues with the support of the staff with participation in conferences and publications in various Journals, which has also increased the number of publications.

4. *Only during the academic year 2022/23 we have 50 (fifty) more publications from the academic staff of Agriculture and Food, this will continue with greater intensity, where and as a recommendation we value it very much.*

5. *At the level of UBT and within the framework of the Food and Agriculture Sciences program, we have a research plan, and within this plan is also included the management of scientific research and the management of scientific research funds, but this should increase even more and funds or international projects are absorbed.*

We have also achieved the harmonization of the Agriculture program with the University of Sapienza in Italy, which can also increase the performance of academic staff Publications.

6. *In addition to the number of publications, publication in journals with higher indexes is also very important. The recommendation is also part of the focus of the staff of the Agriculture program and at the level of UBT.*

7. *We have thought about the weaknesses and risks and fortunately the time of the Covid Pandemic did not last. The passing of Covid has facilitated our work and operation, given the nature of the study programs for the experimental part that lasted for months, also the movements of staff and students are more pronounced.*

The support of State Institutions is small for Private Institutions and in many projects we are continuously discriminated against, but we hope that in the future the approach of State Institutions (Ministry of Education) will change, but from last year they started with the support of grants for research and scientific projects.

It is good that the recommendations were accepted from UBT. It is expected to see the results in next SER. Small projects are also important. However, it is strongly recommended the academic staff will develop international collaborations and participate in International Projects (both Research and Educational Projects). Participation in the research projects will also improve the number of scientific publications in high indexing Journals. The above will improve the reputation of UBT offering the chances for new International Collaborations with recognized Universities.

Although UBT reported that there is a research plan, this is not clear in the documents of SER. It is expected to see it in next SER. Of course, the support of State Institutions should be the same to State and Private Institutions

Finally, it is expected to see to address the identified issues in the SWOT Analysis which will have an impact on improving the quality of the study and learning outcomes in the next SER

7 Infrastructure and Resources

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

There are well-equipped laboratories:

- Soil and Water Laboratory
- Plant Physiology and Biotechnology Laboratory
- Agroecology and Sustainable Agriculture Laboratory
- Agricultural Machinery and Mechanization Laboratory
- Agribusiness and Marketing Laboratory
- Environmental Science and Climate Change Laboratory

These laboratories provide students with hands-on experience in their respective fields of study, and also serve as research centers for faculty and staff. The Agriculture with Environments program at UBT is designed to equip students with the necessary knowledge and skills to address contemporary issues related to agriculture and the environment, and the modern infrastructure and facilities available at UBT play a vital role in achieving this goal.

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.

UBT recognizes the importance of financial sustainability in ensuring the quality and longevity of its programs. As such, the Program financial allocation models are designed to reflect the funding systems used in the sector, while also taking into account the strategic objectives of the institution.

UBT recognizes the importance of investing in infrastructure development, and understands that investor capital investments are essential in achieving this goal. However, the institution also recognizes that ongoing operational expenses such as program delivery, research and staff development will have to rely significantly on student tuition fees.

To strike a healthy balance between sources of income, UBT has implemented a financial income model that incorporates a mix of funding sources. This includes revenue generated from tuition fees, as well as funding from government grants, donor support, and corporate partnerships.

Through effective financial management and planning, UBT aims to ensure the financial sustainability of its programs while also maintaining high standards of academic excellence. The institution is committed to providing its students with access to world-class education and research opportunities, while also being mindful of the need to operate within a financially sustainable framework.

However, there is no clear plan for the possibility of financing through research programs. The number of research projects carried out is minimal

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

The SER and the Annex document present the space and the equipment owned by UBT College.

The ET trusts that all requirements from this standard are fully met.

Standard 7.4. The number of seats in the lecture rooms, seminar rooms and laboratories must be related to the study groups' size (series, groups, subgroups); the applicative activities for the

specialty disciplines included in the curricula are carried out in laboratories equipped with IT equipment.

UBT recognizes the importance of information technology in supporting learning and teaching activities. The Agriculture with Environments Program has a computer laboratory that is equipped with 55 computer PCs to provide students with access to the necessary technology resources.

To further support learning and teaching activities, UBT has implemented a Learning Management System (LMS) that provides students and faculty with access to virtual tools and information environments related to the Program. The LMS is designed to facilitate online communication and collaboration between students and faculty, and also provides access to course materials, assignments, and other relevant information.

To ensure easy and comfortable access to the LMS and other virtual tools, UBT has developed a platform that opens automatically and presents all information related to modules, email, and other relevant information. This platform is accessible to all students and provides a centralized location for accessing information related to the Program.

Additionally, UBT has created user accounts for each student on the Program's server as soon as they enter their studies. These accounts provide students with access to a range of online resources and tools that are necessary for their studies, and also provide a secure and reliable platform for storing and accessing important academic information.

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

The Agriculture with Environments Program at UBT provides students with access to a range of facilities and resources that are necessary for their studies. These facilities and resources include:

- a) Reading rooms that provide several seats corresponding to at least 10% of the total number of students in the study program. These reading rooms are designed to provide students with a quiet and comfortable space for studying and research.
- b) Group work rooms that provide several seats corresponding to at least 10% of the total number of students in the study program. These group work rooms are designed to facilitate collaboration and group work among students.
- c) A book stock of Albanian and foreign specialty literature that is sufficient to cover the disciplines within the curricula. At least 50% of these book titles should represent specialty courses of recognized publishers from the last 10 years. This ensures that students have access to the latest and most relevant literature in their field of study.
- d) A library that contains enough books to cover the needs of all students in the cycle and year of study in the respective discipline. This ensures that students have access to the necessary resources for their studies.

e) Subscriptions to Albanian and foreign publications and periodicals that are sufficient to support the stated mission of the program. This ensures that students have access to the latest research and developments in their field of study.

f) Infrastructure and facilities that are adapted to students with special needs. This ensures that all students have access to the necessary facilities and resources for their studies, regardless of their physical abilities or disabilities.

UBT has a very resourceful library with literature from various fields of study and beyond. The library provides access to traditional and online literature in Albanian and English, and it is stocked with about 80,000 titles. Additionally, UBT offers its students full access to electronic academic platforms such as EBSCO host, J-Store, and Sage journals, which provide students and staff the opportunity to be up-to-date with the recent developments regarding academic affairs.

Annex D shows the books at the UBT Library for Agriculture with Environments Program.

Standard	Compliance	
	Yes	No
<i>Standard 7.1.</i> The adequate long-term implementation of the study program is ensured in quantitative terms as regards premises, human resources and equipment. At the same time, it is guaranteed that qualitative aspects are also taken into account.	X	
<i>Standard 7.2.</i> There is a financial plan at the level of the study program that would demonstrate the sustainability of the study program for the next minimum three years.		X
<i>Standard 7.3.</i> The higher education institution must demonstrate with adequate documents (property deeds, lease contracts, inventories, invoices etc.) that, for the study program submitted for evaluation it possesses the following, for the next at least three years: a) owned or rented spaces adequate for the educational process; b) owned or rented laboratories, with the adequate equipment for all the compulsory disciplines within the curriculum, wherever the analytical syllabus includes such activities; c) adequate software for the disciplines of study included in the curriculum, with utilisation licence;	X	

d) library equipped with reading rooms, group work rooms and its own book stock according to the disciplines included in the curricula.		
<i>Standard 7.4.</i> 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.	X	
<i>Standard 7.5.</i> The education institution's libraries must ensure, for each of the study programs: a) a number of seats in the reading rooms corresponding to at least 10% of the total number of students in the study program; b) a number of seats in the group work rooms corresponding to at least 10% of the total number of students in the study program; c) their own book stock from Albanian and foreign 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; d) a book stock within its own library with a sufficient number of books so as to cover the needs of all students in the cycle and year of study the respective discipline is provided for; e) a sufficient number of subscriptions to Albanian and foreign publications and periodicals, according to the stated mission	X	
<i>Standard 7.6.</i> The infrastructure and facilities dedicated to the implementation of the program is adapted to students with special needs.	X	

Compliance level: (80) Substantially compliant

ET recommendations:

These are all recommendations for improving the study programme and increasing its impact on the academic and professional community.

- Increasing the income from research projects can provide the programme with additional resources to further enhance its research capabilities and infrastructure. This can also provide opportunities for students to engage in research activities and gain practical experience in their field of study.
- Continuously enhancing laboratory equipment is crucial to maintain the quality and relevance of research activities. This can also attract more researchers and students to the programme, as they will have access to state-of-the-art facilities and equipment.
- Developing a unique budget plan for the study programme is important to ensure that it is tailored to the specific needs and objectives of the programme. This can also help to avoid any unnecessary expenses and ensure that resources are allocated efficiently.
- Signing agreements with public and private companies to enrol their employees in the study programme can provide a steady stream of students and support industry- academic partnerships. This can also increase the visibility and reputation of the programme in the professional community.
- Developing job-related exchange or experience programmes for graduates and alumni can enhance their professional skills and employability. This can also create opportunities for networking and collaboration between the academic and professional community.
- While weaknesses and threats (SWOT Analysis) have been identified, there is no plan on how to address them.

o The program takes into consideration such a recommendation where the staff is engaged both in projects financed by the Ministry of Education, Science, and Technology and also in inter-state projects. Recently, UBT is also interested in projects financed by the European Union. Access to projects has the opportunity to offer students research activities and gain practical experience in their field of study, as well as benefits in laboratory equipment, which improves the quality of the study.

o UBT always considers updating the laboratory with new equipment as well as with reagents and other necessary tools to make the study program as attractive as possible for students. An update of the working conditions will generally maintain the quality and

importance of the program's research activities. Such a recommendation from the evaluation team will be implemented precisely from the beginning of the program.

o A recommendation for budget planning is also requested by the UBT center on an annual basis before the beginning of the academic year in order to better manage a budget line planned by the program.

o Such a recommendation would ensure the stability and efficiency of the program, as well as strengthen the relationship between the program and the industry, and the cooperation would be longer. During the promotion of the program, we will take into consideration that we offer the sector this proposed opportunity.

o Recommendations for such programs of experience exchange will have an effect on the updating of capacities as well as easier employability. Such programs will also keep the academic and professional community very close. The proposed recommendation will be in the interest of the study program as well as of UBT in general.

o The faculty dean will establish a working group to design a plan to address the identified issues in the SWOT Analysis which will have an impact on improving the quality of the study and learning outcomes

Although UBT reports affords to win projects financed by the Ministry of Education, Science, and Technology and European Union, there are very few small projects mentioned in the SER. Academic staff of UBT is encouraged to continue the work on it and it is expected to see the results of this work in next SER. Funding from research projects can help UBT to enhance laboratory

equipment, to attract more researchers and students to the programme. The above also improve the reputation of the UBT and give the chance to attract more private funds for research

Finally, it is expected to see to address the identified issues in the SWOT Analysis which will have an impact on improving the quality of the study and learning outcomes in the next SER

1. FINAL RECOMMENDATION OF THE ET

Overall, the program responds to needs of development in the field of Agriculture specifically to the situation in Kosovo. However, there are certain areas of development that the ET would like to highlight. These are the following:

1. The links provided in most of the cases are not working, so basic information is not available
2. Extend collaboration with foreign universities from countries with highly developed economies, such as Germany, England, France, and the Netherlands,
3. Incorporating courses focused on entrepreneurship, startups, and other emerging areas can help to prepare graduates for the evolving needs and demands of the job market.
4. Lack of Internationalization. BTU must try to increase the number of exchange staff and students. Also, BTU must increase collaborations of academic staff with foreign

research group. Finally, BTU must include in strategic plan how it attract foreign students

5. The methodology of self-evaluation is not clear and difficult to be under evaluation. Overall, the methodology of self-evaluation should be a collaborative and iterative process, involving all stakeholders, and aimed at improving the quality and effectiveness of the program.
6. It seems that there is no organized quality assurance office and other related units
7. It is important for the HEI to have a clear plan for how the information produced from both internal and external evaluations will be managed to improve weaknesses.
8. The percentage of administrative work for academic staff (30-40%) is very high.
9. 30% of research work is a high percentage, but it does not correspond to a high number of publications and research projects carried out.
10. Longer-term contracts can provide stability and continuity to research projects, and can also encourage staff to invest more time and effort into their work. This can ultimately lead to better research outcomes and can attract and retain high-quality staff members
11. Including practical training in the programme of studies should be considered
12. There is no provided link to check the online platform. It seems that the online platform is not ready to accept applicants
13. No clear information about the selection procedure that should be addressed by the faculty
14. Improving English level of both staff and students
15. There is no a clear strategic plan to attracts more Private, National and International funds
16. The number of publications and cross-references is very small. High indexing Journals should be selected for publications
17. There is not an organized research fund management unit

1. *We immediately forwarded the recommendation for the links to the responsible officials, and we believe that they will soon reflect;*
2. *We continue to increase cooperation with international universities every year within the framework of the Food and Agriculture Sciences program, and at the level of UBT. With some of the Universities in the framework of countries such as Germany, the Netherlands, and Italy, we have the mobility of students and staff such as Hochschule Anhalt Germany, Erasmus+ Mobility, Van Hall Larenstein Holland Erasmus+ Mobility. The increase in cooperation with other Universities is welcome and the efforts will continue as a recommendation it is welcome;*

3. *The subject course is also related to the part of startups in the framework of Industries/Companies producing and processing food. We have also followed this practice with active Master's students in the framework of the Food Sciences program. Cooperation with the agricultural - sector and processing industry/companies will continue with higher intensity, perhaps due to the harmonization of good practices, it is also a good opportunity for self-employment;*
4. *UBT will continue to work in cooperation with international universities for the exchange of staff and students for the transfer of the best experiences. The academic staff is constantly in need of professional training and development for the specific areas of the agriculture and food programs.*
5. *The self-evaluation of the program is necessary and we will also apply it within the framework of the program in the future;*
6. *The main objective in the work of quality assurance at UBT is the continuous improvement of quality growth, reflecting in all activities as well as internships, internationalization etc. as important activities in the quality assurance process, as well as we will take into account the identification of the appropriate frequency of conducting. UBT has the quality office and the members who continuously manage the process, also at the faculty level we have the Quality Subcommittee that cooperates with the quality office during the evaluation of the quality process.*
7. *UBT is a very serious Educational Institution and external and internal assessment information is regulated by Regulations and Work Manuals. The recommendation is good for the institution and the faculty.*
8. *We will take the recommendation for the activity of the academic staff as a basis and avoid it, maybe it is necessary to increase the capacities in the scientific activity, the implementation of projects, internationalization, etc.*
9. *Only during the academic year 2022/23 we have 50 (fifty) more publications from the academic staff of Agriculture and Food, this will continue with greater intensity, where and as a recommendation we value it and they have to continue with this intensity in the future in order to improve their and our reputation as education and research institution.*
10. *UBT contractual agreements are automatically renewed after each expiration, and we have applied such a thing to each academic staff. Long-term contracts will create stability for the academic staff and we will present to management level this recommendation.*
11. *Professional practice is very important in the framework of the study program and in the framework of each subject, the last part is incorporated, there will also be practice and*

internship with the parties of interest, including manufacturing companies, various associations, etc.

12. *For the Master of Agriculture program, as soon as we receive the confirmation from the Accreditation Agency, we will open the announcement and application data for new candidates, because without receiving the confirmation from the Accreditation Agency of Kosovo, we do not have the right to post the data for new applicants. Requirements for new applicants will be in harmony with the Self-Evaluation Report (SER) document.*
13. *The procedures for the solution of both the academic staff and new applicants are regulated at the level of UBT, while in the framework of the faculties, the requirements for new applications are specified, based on the administrative part as well.*
14. *We focus on the recommendation in question so that the academic staff performs better in the knowledge of the English language, where we have addressed it within the framework of the Institute of Languages within the framework of UBT.*
15. *At the level of UBT and within the framework of the Food and Agriculture Sciences program, we have a research plan, and within this plan is also included the management of scientific research and the management of scientific research funds, but this should increase even more and funds or international and local projects are absorbed. We have also achieved the harmonization of the agriculture program with the University of Sapienza in Italy, which can also increase the performance of academic staff Publications. The support of State Institutions is small for Private Institutions and in many projects, we are continuously discriminated against, but we hope that in the future the approach of State Institutions (Ministry of Education) will change, but since last year they started with grant support for research and scientific projects.*
16. *Some of the academic staff, in the past years have had a smaller number of scientific publications, while in the academic year 2022/23 we have a significant increase in scientific publications, this trend is also continuing in the following days. UBT continues with the support of the staff with participation in conferences and publications in various Journals, which has also increased the number of publications. Only during the academic year 2022/23 we have 50 (fifty) more publications from the academic staff of Agriculture and Food, this will continue with greater intensity, where and as a recommendation we value it very much. In addition to the number of publications, publication in journals with higher indexes is also very important. The recommendation is also part of the focus of the staff of the agriculture program and at the level of UBT.*

17. At the level of UBT and within the framework of the Food and Agriculture Sciences program, we have a research plan, and within this plan also included the management of scientific research and the management of scientific research funds, but this should increase even more and funds or international projects are absorbed.

We have also achieved the harmonization of the agriculture program with the University of Sapienza in Italy, which can also increase the performance of academic staff Publications.

It is expected to see the update of the website including all the required links

The good relations of UBT with the private agricultural give a lot of chances. However, there is NO clear plan how these chances are utilized? The planning for market research on the needs for skilled personnel will depend on the specific goals and objectives of the research. Overall, market research on the needs for skilled personnel requires careful planning and execution to ensure that you gather accurate and relevant information that can inform decision-making in your organization.

It is clear that UBT has a good network with stakeholders. However, there is no clear plan HOW this network can be utilized to benefit all parts.

The guide for the final thesis must be available before starting the registration of the first students so that all students know everything about their studies

It is also expect to see the corrected version in which no discrepancies are between the SER and the official website. Similarly, it is expected to see the corrected outcome indicators

It is expected to see the new indicators for the working time of the academic staff

It is recommended to include specific terms in contracts that explicitly state the conditions of the contract extension in case a member of the academic staff is the research project coordinator or a member of the research team. This can help to ensure that the research project is completed in a timely and efficient manner and that the intellectual property rights are protected.

As the number of staff mobility is very small, it is not at all clear how the university encourages the professors, what is its strategy to increase the international collaborations, etc.

Although it is reported that there is the Institute of Foreign Languages, it is not clear how UBT encourage the performance of the academic staff for the knowledge of foreign languages. For example is there any credit for staff in case of improving of English? It is expected to see the results of additional training, especially for the staff through the Language Institute in the framework of UBT.

It is necessary to increase the staff mobility and cooperation with international universities.

UBT reports that the title of professor emeritus is very welcome for the academic staff of the Food Sciences and Agriculture programs. Is there any legislative framework for it? What are the responsibilities of emeritus professors?

Of course, the opportunities for funding in research programs, etc., should be equal for everyone, regardless of whether the Educational Institution is private or public

It is expected to see how UBT incorporate the invite speakers in the programme of studies, a specific plan for it etc

Small project are also important. However, it is strongly recommended the academic staff will develop international collaborations and participate in International Projects (both Research and Educational Projects). Participation in the research projects will also improve the number of scientific publications in high indexing Journals. The above will improve the reputation of UBT offering the chances for new International Collaborations with recognized Universities.

Although UBT reported that there is a research plan, this is not clear in the documents of SER. It is expected to see it in next SER. Of course, the support of State Institutions should be the same to State and Private Institutions

Although UBT reports affords to win projects financed by the Ministry of Education, Science, and Technology and European Union, there are very few small projects mentioned in the SER. Academic staff of UBT is encouraged to continue the work on it and it is expected to see the results of this work in next SER. Funding from research projects can help UBT to enhance laboratory equipment, to attract more researchers and students to the programme. The above also improve the reputation of the UBT and give the chance to attract more private funds for research


Finally, it is expected to see to address the identified issues in the SWOT Analysis which will have an impact on improving the quality of the study and learning outcomes in the next SER.

The MSc programme of Agriculture with Environments offered by UBT College can be overall considered as Partially compliant with the standards included in the KAA Accreditation manual.

On the current situation, the ET recommends not to accredit the above study programme.

Expert Team

Member



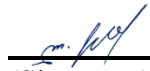
Dr. Thomas Thomidis
Professor

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Prof Dr Thomas Thomidis

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Lali Giorgidze

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