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**UBT COLLEGE
PRIZREN
FOOD SCIENCE AND BIOTECHNOLOGY, B.Sc., 180 ECTS
(with specializations: 1. Food Technology, 2. Nutrition)**

Re-ACCREDITATION

REPORT OF THE EXPERT TEAM

April 4, 2024, Prizren



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1. INTRODUCTION

1.1. Context

Programme Accreditation Procedure at UBT College, branch in Prizren	
Programmes:	Food Science and Biotechnology, BSc, (with specializations: 1. Food Technology, 2. Nutrition), 180 ECTS (Re-accreditation)
Site visit on:	04 April 2024
Expert Team:	Dr. Reiner Doluschitz Dr. Damir Magdic Nadia Manzoni, Student Expert
Coordinators of the KAA:	Ilirjana Ademaj Ahmeti, KAA Shkelzen Gërzhaliu, KAA

Sources of information for the Report:

- SER
- Syllabus
- Staff CVs
- Annex 1-13

Criteria used for program evaluation:

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

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



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1.2. Site visit schedule

Time	Meeting	Participants
09:00 – 10:00	Meeting with the management of the faculty where the programme is integrated	Fidan Feka Violeta Lajqi Ismet Babaj
10:05 – 10:55	Meeting with quality assurance representatives and administrative staff	Fisnik Laha Artan Tahiri Ibush Luzha Emine Daci Lorike Salihu Murat Retkoceri
11:00 – 12:00	Meeting with the heads of the study program Food Science and Biotechnology, BSc, with 2 specializations Dr. Reiner Doluschitz, Dr. Damir Magdic, Nadia Manzoni, Student Expert	Flutura Ajazi Ilmije Vllasaku Laura Binxhija Gentiana Balaj Veton Haziri
12:00 – 13:10	Lunch break	
13:10 – 14:00	Visiting Facilities	//////////
14:00 – 14:50	Meeting with teaching staff	Cengiz Cesko Demokrat Nuha, Besa Veseli, Shkelzim Ukaj, Sami Gashi, Pajtim Bytyqi, Gani Kastrati, Nora Rrahimi, Aulona Sfishta,
14:55 – 15:40	Meeting with students and graduates	Delvine Hoxha, students Flutura Cikaqi, students Dua Kabashi, students Diellona Ukaj, students Venera Salihu, students Ornela Zhuniqui, students Hatixhe Susuri, students Neila Kadrija students



15:45 – 16:35	Meeting with external stakeholders	“Sharri” SHPK, “Illyrian Wine” ”G-DEMA” “Jege shpk” “Euro Food” “Qumshtorja Rudina”
16:35 – 16:40	Internal meeting of KAA staff and experts	
16:40 – 16:50	Closing meeting with the management of the faculty and program	

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

Please find this overview of the institution and the program under evaluation as a summary from SER: “UBT College Prizren was established in Pristina, Kosovo in October 2004 by Prof. Dr. Edmond Hajrizi. The institution was built on the previous experience of the Institute of Enterprise Engineering and Management (IEME). The College holds the license of the Ministry of Education, Science and Technology (MEST) No.808/02-1 dated 18.10.2004 and it is also supported by its centers in various other cities in Kosovo.

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

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



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

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

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

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



2. PROGRAM EVALUATION

2.1. Mission, objectives and administration

1 Mission, objectives and administration	CL
<p>Standard 1.1. The study program mission is in compliance with the overall mission statement of the institution.</p> <p>The study program Food Science and Biotechnology, BSc, 180 ECTS (with specializations: 1. Food Technology, 2. Nutrition) is new in Prizren branch (from 2021) and its mission is in compliance with the overall mission statement of the UBT College Prizren college. UBT College Prizren is committed to enhance its participation as an active member of community by providing learning opportunities driven by teaching and research excellence, intellectual interaction and creativity. The mission of the Food Science and Technology study program is to cultivate dynamic and innovative leaders in the 21st century academic environment. The program is dedicated to advancing knowledge and expertise in food science and technology, fostering a multidisciplinary approach to address current and future challenges in the field.</p>	A
<p>Standard 1.2. Relevant academic and professional advice is considered when defining the intended learning outcomes which are consistent with the National Qualifications Framework and the Framework for Qualifications of the European Higher Education Area.</p> <p>The program learning outcomes, content and teaching methods are designed on the basis of Kosovo Qualification Framework (NQF level 6) and the Framework for Qualifications of the European Higher Education Area (level 6). All stakeholder representatives were involved, the draft with definition of learning outcomes was circulated electronically from the members of Working Group on Definition of Learning Outcomes and Program Industrial Board. Each stakeholder provided feedback electronically with email and the final input was included by the Working Group, which was submitted to the Faculty Council for approval. The consultations conducted with the respective stakeholders (19 in total from different and important field areas and 20 international universities). Consultations mostly focused on definition of program learning outcomes, didactic methods used to achieve the program learning outcomes, and curriculum overview.</p>	A



<p>Standard 1.3. The study program has a well-defined overarching didactic and research concept.</p> <p>Approximately 40% of the study activities for students are based on experimental and practical work. In this multidisciplinary study program all relevant didactic method included (lectures, seminars, laboratory work, industrial visits, ...) also as internship. Continuous track record of student work and success established in a form of the Student Management Information System (SMIS) and work properly. There are no students with recognized physical disabilities nor necessary adaptations in facilities.</p>	A
<p>Standard 1.4. There are formal policies, guidelines and regulations dealing with recurring procedural or academic issues. These are made publicly available to all staff and students.</p> <p>There are 77 documents in Regulations and Policies listed at a web site as a formal policies, guidelines and regulations but only few of them with real links to documents. Based on a fact that study program of Food Science and Biotechnology is the Prizren branch of well recognized and few times accredited study program from Pristine, expert team assumed that all documents really exist. Most of them described in SER with links inserted. Based on evidences witnessed in communication with different participants in the process of evaluation the ET assured that all relevant procedures conduct in full range.</p>	C
<p>Standard 1.5. All staff and students comply with the internal regulations relating to ethical conduct in research, teaching, assessment in all academic and administrative activities.</p> <p>The Code of Ethics of UBT College Prizren advocates the values of integrity, co-operation, responsibility, knowledge and academic freedom. The Faculty Council has established an Ethics Sub-Committee. The established body is responsible for the implementation and promotion of responsible ethical code. A student representative is a member of the Committee.</p>	A



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<p>Standard 1.6. All policies, regulations, terms of reference and statements of responsibility relating to the management and delivery of the program are reviewed at least once every two years and amended as required in the light of changing circumstances.</p> <p>All relevant activities are under persistent internal self-evaluation and allowed correcting activities (at least one time per semester). Knowledge base from study program from Pristine used for avoiding mistakes. Management plan to do final review after 2023/2024 academic year after first generation in Prizren pass whole first study cycle.</p>	B
Overall	B

Compliance level: Substantially compliant

ET recommendations:

1. All official documents and procedures must be publicly available at the web site (even as a links on documents published in central UBT College Prizren unit in Pristine) and/or in the library.
2. Key performance indicators should be captured and analyzed permanently in a way adequate for self-evaluation and accreditation processes.
3. Academic cooperation should be extended to research-oriented Universities



2.2. Quality management

Quality management	CL
<p>Standard 2.1. All staff participate in self-evaluations and cooperate with reporting and improvement processes in their sphere of activity.</p> <p>It is claimed in the SER that the staff and every member of UBT College Prizren's College Prizren academic community is engaged in planning, implementation and decision-making and that they also share good practices and engage in continuous evaluation.</p>	A
<p>Standard 2.2. Evaluation processes and planning for improvement are integrated into normal planning processes.</p> <p>It is confirmed in the SER that the Faculty undertakes the following quality reviews at the program level and produces the following quality reports: Course evaluation by students, which is done in Moodle; Semester reviews of programs based on course evaluation by students; Annual review of programs of the Faculty against performance indicators; Program and Faculty evaluation by alumni, which surveys are distributed electronically; Program and Faculty evaluation by industry, which surveys are distributed electronically;</p> <p>All these evaluations become part of the final Annual Faculty Self-Evaluation Report that is approved by the Quality Sub-Committee and Faculty Council.</p> <p>It has been indicated during the on-site-visit that all evaluation and planning processes are fully integrated into normal planning processes. This comprehensive process demonstrates the Faculty's dedication to ongoing improvement and adherence to the best practices in quality assurance.</p>	A
<p>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.</p> <p>Yes. See also Standard 2.2.</p> <p>It is mentioned in the SER that a UBT College Prizren a Quality Manual envisaged/developed and implements. However, the SER does not report upon the</p>	B



stage of operability of this document. Therefore, this standard can only be evaluated on good faith.	
<p>Standard 2.4. Quality evaluations provide an overview of quality issues for the overall program as well as of different components within it; the evaluations consider inputs, processes and outputs, with particular attention given to learning outcomes for students.</p> <p>The SER claims at least at the end of the section that evaluations of inputs, processes and outputs with particular focus on learning outcomes are performed. Several mechanisms that UBT College Prizren Faculty of Food Science and Biotechnology employs in order to implement QA measures are explained in the SER.</p>	B
<p>Standard 2.5. Quality assurance processes ensure both that required standards are met and that there is continuing improvement in performance.</p> <p>This issue was already addressed in Standard 2.2.</p>	A
<p>Standard 2.6. Survey data is being collected from students, graduates and employers; the results of these evaluations are made publicly available.</p> <p>The SER claims that a number of survey data are collected, analysed and used to produce periodic reports. In addition, since BSc Food science and Biotechnology is a new course with no graduates, and the first graduate cohort expected in 2025, it is advisable that graduate surveys are done specifically for this programme immediately starting from the first generation.</p>	B
<p>Standard 2.7. Results of the internal quality assurance system are taken into account for further development of the study program. This includes evaluation results, investigation of the student workload, academic success and employment of graduates.</p> <p>It is confirmed in the SER that evaluations of student workload, progression and achievement are performed and that surveys among graduates on employment rates are systematically conducted.</p>	B



<p>Standard 2.8. The institution ensures that reports on the overall quality of the program are prepared periodically (eg. every three years) for consideration within the institution indicating its strengths and weaknesses.</p> <p>It is claimed in the SER that a self-evaluation under involvement of the Dean, Chairs of Programs, two academic staff members, student representative, alumni representative, programme administrator, student services officer and industry representatives is performed on a regular basis.</p>	A
<p>Standard 2.9. The quality assurance arrangements for the program are themselves regularly evaluated and improved.</p> <p>It is explained in the SER that the existing quality management framework is regularly reviewed in terms of the appropriateness and effectiveness.</p> <p>By engaging in these rigorous audits, the Faculty ensures that its quality assurance processes are not only robust and effective but also subject to continuous scrutiny and improvement, thus fully aligning with the intent and requirements of Standard 2.9.</p>	A
Overall	B

Compliance level: Substantially compliant

ET recommendations:

1. Please increase transparency of all outcomes from QA-processes, including results from self-evaluation of QA-measures and processes..
2. Please precisely indicate State of the Art of Quality Manual at UBT College Prizren level and put into place as soon as possible.
3. Please increase number of indicators used for QA-purposes, e.g. students enrolled, drop-out rates, etc.



2.3. Academic staff

3 Academic staff	CL
<p>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.</p> <p>All academic staff (29) employed as full-time staff. In the structure of academic staff are full professor (1), associate professors (9), assistant professors (25) and lecturers (9). Sixteen of them are female. Their workloads and duration of contracts described precisely in SER. During conversation with different groups with academics involved in, expert team convinced that employees are fully familiar with conditions of employment, their obligations, rights and options for carrier development.</p>	A
<p>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.</p> <p>The staff engaged in the programme includes only staff that have previously been certified by the Kosovo Accreditation Agency.</p>	A
<p>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.</p> <p>The staff of the program is engaged full time and covers only full-time teaching positions with only few in both, full-time and part-time positions in UBT College Prizren.</p>	A
<p>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.</p> <p>In terms of numbers, 100 % of academic staff in the study program are full-time. The full-time staff assigned as course bearers cover 100 % of the teaching workload (ECTS</p>	A



<p>credits workload), including obligatory and elective subjects. The electronic system automatically does not allow professors to add more than two teaching positions one full time and one part-time in E-Accreditation system.</p>	
<p>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.</p> <p>The list of staff, their employment status and their qualifications have been approved by the National Quality Council. In the program Food Science and Biotechnology are employed at least six (ull time professors with PhD and academic titles of Associate (3) and Full Professor (3). Presented in SER: Flutura Ajazi, Ilmije Vllasaku, Laura Binxhija Qeska, Pajtim Bytyqi, Gentiana Balaj, Veton Haziri; as bearers of the program who cover 180 ECTS credits of the study program as required by the Administrative Directive of MEST on Accreditation of Higher Education Institutions.</p>	A
<p>Standard 3.6. Opportunities are provided for additional professional development of teaching staff, with special assistance given to any who are facing difficulties.</p> <p>The Faculty is committed to increasing diversity, promoting research skills, and ensuring that staff are engaged in community services and faculty development. The Staff Development Plan is integrated with human resource policies, rewarding higher academic achievements with corresponding compensation. In communication with academic staff it became obvious that they have full academic freedom and institutional support.</p>	A
<p>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.</p> <p>The mechanisms for the allocation of workloads include administration, research, service to the professional discipline, and service to the wider community. The</p>	A



<p>workload allocation policy also takes into account the following aspects: course coordination, lectures, tutorials, organisation and teaching of performances and workshops, field trips, the organisation of practicums, marking loads, student supervision, diploma theses supervision, student consultation hours, and academic community and community services.</p>	
<p>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.</p> <p>Academic staff adopts their Individual Development Plans at the beginning of the academic year and performs self-evaluation of achievement of goals at the end of academic year. Academic staff is also evaluated by the students, peers and Dean. Results published anonymously on the web site of UBT College Prizren.</p>	A
<p>Standard 3.9. Strategies for quality enhancement include improving the teaching strategies and quality of learning materials.</p> <p>All staff are required to produce Individual Professional Development plans outlining teaching and learning methods, research and technical skills. These plans include a section for staff to propose advancements in teaching strategies and learning material development, fostering a culture of continuous innovation. An annual workshop of Faculty takes place to facilitate the sharing of best practices in teaching. Learning materials refresh on regular basis. There are lot of books for students written by academic staff from UBT College Prizren.</p>	A
<p>Standard 3.10. Teachers retired at age limit or for other reasons lose the status of fulltime teachers and are considered part-time teachers.</p> <p>The UBT College Prizren has a retirement age limit of 65 after which professors lose their full time status but are used in advisory roles curriculum development and teaching pedagogies.</p>	A
<p>Overall</p>	A



Compliance level: Fully compliant

ET recommendations:

1. Keep established good practice and support for staff development.
2. Establish fund for supporting young scientists at the beginning of their careers.
3. Increase support for international cooperation in the aim of increasing number of scientific papers in the most relevant journal from fields of food science and biotechnology.

2.4. Educational process content

Educational process content	CL
<p>Standard 4.1. The study program is modelled on qualification objectives. These include subject-related and interdisciplinary aspects as well as the acquisition of disciplinary, methodological and generic skills and competencies. The aspects refer especially to academic or artistic competencies, to the capability of taking up adequate employment, contributing to the civil society and of developing the students' personality.</p> <p>The information provided in the SER under Standard 4.1 does not really comment on the issues and questions raised in this Standard. However, the necessary information can be found under Standard 4.3, where the qualification objectives are well described.</p>	B
<p>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.</p> <p>First part of Standard 4.2 concerning compliance with National and EU frameworks is already asked and answered in Standard 1.2.</p> <p>It can be quoted from the SER: "The Food Sciences and Biotechnology study program at bachelor level is in accordance with the National Qualification Framework and the Qualifications Framework of the European Higher Education Area. UBT College Prizren follows the model of progressive differentiation of student learning, the components of the program are combined in a way that the overall skills and</p>	A



competences are intertwined into the more specific advanced skills and competencies that the Food Sciences and Biotechnology study program has planned.”	
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.	A
The curriculum as presented in the SER under Standard 4.1 provides a logical flow of subjects and allows specialisation in the third year. Learning outcomes structured in disciplinary knowledge, professional capabilities and generic skills are well defined.	
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. All required course information is provided in a well-arranged format in the syllabus found in Annex of the SER.	A
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. Language of instruction is Albanian.	n.a.



<p>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.</p> <p>Students receive an induction session at the beginning of each academic year. The Dean delivers this induction session and the student handbook is distributed at this session. Students receive general and programme specific information at this session including the expected programme learning outcome. There was no evidence that students co-create the curriculum or participate on an equal footing with professors in the crafting of their learning. It appeared to be more of a passive relationship from the side of the students. The one aspect of studying that students appeared to negotiate is the timetabling or scheduling of lessons/exams.</p>	B
<p>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.</p> <p>Teaching and assessment methods are well-defined on course level in the syllabus. No evidence was provided about catering to the needs of different types of learners but it can be assumed that the pedagogical training that the academic staff is exposed to will have prepared them for such challenges.</p>	A
<p>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.</p> <p>It is indicated in the SER that the process of assessment and selection of assessment types of the Faculty observing the specifics of the study programs are guided by Guidelines for Student Assessment of UBT College Prizren.</p> <p>The administration of exams is regulated by Regulation of Administering the Examinations.</p>	A



<p>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.</p> <p>The information provided under Standard 4.9 misses the point. However, the necessary information can be found under Standard 4.8, where the grading system is described in much more detail.</p>	B
<p>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.</p> <p>Procedures in the event that candidates feel that the evaluation was inappropriate are established and more comprehensively described under Standard 4.9 in the SER.</p>	A
<p>The Faculty has established a set of criteria to help identify students at risk of noncompletion. Actions to deal with situations where standards of student achievement is inadequate are listed in the SER.</p>	
<p>Standard 4.11. If the study program includes practice stages, the intended student learning outcomes are clearly specified and effective processes are followed to ensure that those learning outcomes and the strategies to develop that learning are understood by students. The practice stages are allocated ETCS credits and the work of the students at the practical training organisations is monitored through activity reports; students during practice stages have assigned tutors among the academic staff in the study program.</p> <p>The contents of the SER are not very precise concerning the issue raised. An internship of 4 ECTS is included in semester 6 (third year) of the curriculum. The more detailed information is given in the SER as follows: “Professional practice can follow in different sectors of food production and processing or in the framework of the field of nutrition, students perform practical work in Kindergartens, hospital centres, nutritional clinics and spaces where different nutritional recipes are made for different age groups.”</p>	B



Standard 4.12. In order to facilitate the practice stages, the higher education institution signs cooperation agreements, contracts or other documents with institutions/organisations/practical training units. A quite comprehensive list of cooperation stakeholders of the labour market is provided in the SER. The number of stakeholders listed is sufficient concerning students requests. This has been confirmed in the on-site-visit by students and by stakeholders as well.	A
Overall	B

Compliance level: Substantially compliant

ET recommendations:

1. More information about the internship and the Bachelor thesis should be provided on the web site of UBT College Prizren.

2.5 Students

General remarks:

The catchment area of students entering the programme is approximately half from the city of Prizren and half from the region around Prizren. Many of them already have a very good idea upon entry of the kind of specialisation they want to take in the third year– Food Technology or Nutrition. Many students also work part-time to sustain themselves financially during their studies but they take up student jobs or internships which give them the flexibility to put priority on lectures and only work outside of formal commitments at the university. With the absence of student dormitories, they live at home and travel to the university campus only on days when they attend compulsory lectures. It was clearly stated by the student representatives that, should there have been no Food Technology study programme in the vicinity of Prizren, they would not have enrolled in the same course in Prishtina due to the time and money investment of commuting to or living in the capital city.

Low lecture attendance was not considered an issue and the impression of the expert team was that students regularly attend classes and actively participate in them, although no hard evidence was provided to that effect (attendance sheets or online records). Student dropout



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was estimated to be around 5% which is not problematic. On the notice board at the entrance to the Faculty there are very few announcements to events/activities/gatherings pointing to a weak culture of student engagement, student organisations and common extra-curricular activities. This may be a natural consequence of many students working alongside studying and many commuting to the campus just for attending lectures.

In the academic year 2023/2024 the first cohort of third year students enrolled in their third year and the faculty does not yet have experience with the graduation of BSc students nor with the Bachelor theses or with alumni relations or graduate tracking for this programme. This limits to some extent the effectiveness of the evaluation of the expert team and should be kept in mind – only three years have passed since the first accreditation of the programme and the first generation of students has not yet completed the full Bachelor cycle in this time.

There is a substantial element of practical learning and teaching in this BSc programme, confirmed by both students and academic staff. This does not only concern practical work in the well-equipped laboratories of the Faculty building and the study trips to partner organisations in the area, but also group work and interactive exercises within lectures that foster critical thinking, team work and experiential learning. A small number of students are involved in 4 currently ongoing research projects of the academic staff and all students are required to do an internship as part of their Bachelor degree. The Faculty maintains relations and has agreements with a large number of companies in the region that employ students for internships and a number of local employers recognise the importance of internships and support the students in their studies with a view to employing them full time after their studies finish. The employers and stakeholders from the area have expressed a positive view of the programme and the theory that students learn in the programme, but have emphasised the crucial element of the application of theory and the need for practical training in the production lines for students to be really employable.

Projects such as the Summer Academy and the Food Fair bring a lot of added value to the students and the involved staff and opportunities for advancing learning and creating connections with the industry. The strength of this course seems to be its strong link with the producers and factories in the area and this link should be continuously strengthened and enhanced.

Student representation in governance bodies of the Faculty is well organised. Students elect, around October of every academic year, the representative of the study programme to be present in all the “Subcommissions” that are established at the level of the programme, such as the quality assurance subcommission, the ethics subcommission and others. The Quality



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assurance subcommittee student representatives are mostly active when discussing timetabling and scheduling of lectures.

Students	CL
<p>Standard 5.1. There is a clear and formally adopted admission procedure at the institutional level that the study program respects when organizing students' recruitment. Admission requirements are consistently and fairly applied for all students.</p> <p>Student admission to the study program is regulated by Article 29 of the Law on Higher Education of Republic of Kosovo, Article 54 of the Statute of UBT College Prizren, and Faculty Council Admission Regulation. All applicants within the enrolment quotas for full-time students who have completed the secondary education and successfully passed the Matura Exam are eligible to enrol in the program. Admission of students is carried out based on the public call for enrolment, after which the candidates must submit the application to UBT College Prizren and other documents, which application is subject to review based on the admission criteria set out by the Faculty Council. The process of admission appears to be transparent and there is no concern for fairness. A procedure is in place for recognition of qualifications from non-Kosovo secondary schools and students without Matura exams. There is a procedure in place for transfer of students from other institutions.</p>	A
<p>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.</p> <p>There is no admission test and the threshold for admission to UBT College Prizren is a Grade Point Average of 3.0 which is a relatively low threshold. It leads to high numbers of applications and the expert team is informed that some candidates had to be turned down and that there is space to increase the capacity of the programme from the current limit of 40 students per year to 60 students per cohort.</p>	A



<p>Standard 5.3. The study groups are dimensioned so as to ensure an effective and interactive teaching and learning process.</p> <p>The size of the entire student cohort is 40 students per year while in the third year, students split into two specialisations and accordingly, the size of each group is approximately 20 students. The size of classrooms and laboratories is adequate for the number of students enrolled in the programme and enables a student-centred approach and plenty of interaction in the classroom. Students confirmed the accessibility of professors, their availability to answer questions and their openness to critique and open dialogue.</p>	A
<p>Standard 5.4. Feedback to students on their performance and results of assessments is given promptly and accompanied by mechanisms for assistance if needed.</p> <p>Students receive feedback on their performance in a timely manner, though the expert team could not assess to what extent students receive continuous improvement-focused feedback on their performance. It is clear from the syllabus that a variety of assessment methods are used and that efforts are made to use computer-based assessment as well as presentations, project work and other forms of assessment, which is commendable. IT tools are regularly used and the Faculty recognises the importance of developing and enhancing students' digital skills. The Faculty provides one Computer Science lab, equipped with more than 40 computers that is used in specialised IT classes. Student evaluation and progress are subject to the quality assurance processes implemented by the Faculty Subcommittee on Quality Assurance and the committee confirmed that they regularly discuss student progress in their meetings.</p>	A



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<p>Standard 5.5. The results obtained by the students throughout the study cycles are certified by the academic record.</p> <p>An online Moodle portal is used regularly and available for students to receive feedback and track their academic progress continuously. The results obtained by students throughout their study cycles are formally documented and certified in their academic records. All the requirements of the course and grades are uploaded in the Moodle system and in the end are recorded as a grade in the Student Management Information System. The students are aware of the meaning and significance of ECTS credits and they feel that the credits are distributed correctly and aligned with the workload, but there seems to be little knowledge of the Diploma Supplement, which according to the Law on Higher Education in Kosovo should be available to any student and provided by the institution upon student's request.</p>	B
<p>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.</p> <p>Procedures seem to be in place. To ensure equal treatment with respect to deadlines and formal requirements, UBT College Prizren College has implemented policies that allow for deadline extensions, alternative examination formats, and adjusted assessment methods for students in special situations. These accommodations are assessed and granted on a case-by-case basis via the Faculty Appeals Sub-Committee. The expert team could not verify whether students are sufficiently aware of this possibility and whether they use it frequently. The building used by the Faculty is not barrier-free therefore potentially problematic for people with physical disabilities, but the expert team could not verify whether there are measures in place to address the shortcomings.</p>	B



<p>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.</p> <p>Faculty maintains a list of student registries: exam log, application, list of students taking the exam in the designated exam period, exam report, student book, student files containing information on student review activities and grades. Final results obtained during these activities, as well as the list of students involved in international projects and collaborations. The exam log and applications are administered using the Student Management Information System (SMIS).</p> <p>Documents related to exam results are kept indefinitely while colloquium documents are stored for one academic year. UBT College Prizren College records and reviews student completion rates for each course and the program overall, utilizing these statistics as critical quality indicators to assess educational effectiveness and inform continuous improvement initiatives.</p>	A
<p>Standard 5.8. Effective procedures are being used to ensure that work submitted by students is original.</p> <p>No software is used at UBT College Prizren to test whether the work submitted by students is their original work, although the headquarters of UBT College Prizren in Pristina apparently have put at the disposal a software to its branches. ChatGPT appears not to pose problems as it is not yet as advanced in Albanian as it is in English, but this will potentially become an issue in the future, already before the next accreditation.</p>	B
<p>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.</p> <p>UBT College Prizren Code of Ethics is in place and published on the institute website. Violating of academic norms of behaviour are handled by the Ethics Sub-Committee. Students are made aware during orientation classes and via the Student Handbook. To what extent the measures are enforced could not be verified by the expert team.</p>	A



<p>Standard 5.10. The students’ transfer between higher education institutions, faculties and study programs is clearly regulated in formal internal documents.</p> <p>There is a procedure in place for students’ transfer from other institutions or countries. The team could not verify to what extent this procedure has been used in the past.</p>	A
<p>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.</p> <p>Despite this being a branch of the university based in Prishtina, the majority of professors only teach in this branch while a minority teaches both in the central headquarters in Prishtina and in the UBT College Prizren branch. There are also locally based administrative offices that provide support to students. There is no student office per se, but administrative and academic staff address student’s concerns.</p> <p>Consultation hours of professors are held in their cabinets regularly and students confirm the accessibility and availability of staff to answer their questions and concerns.</p> <p>The career service centre is based in the central campus in Prishtina and there is no responsible structure for encouraging students to seek psychological counselling in case of problems and no cases of students reporting issues to the responsible psychological counsellor. The expert team was informed that this is due to stigma surrounding the issue of mental health.</p>	A
Overall	A

Compliance level: Fully compliant

ET recommendations:

1. Increase the number of enrolled students to 60 per year.
2. The faculty should plan a mechanism for tracking employment outcomes of graduates from the BSc programme already before the first generation of students graduates in 2024 and continue running the tracking every year. This can take the form of a graduate survey, which according to best practice should be sent out to graduates 1, 5 and 9 years after graduation from the programme and contain questions on their employment status



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or education status (if they continued studying), type and place of employment, position, salary and alignment between the knowledge and skills the programme has taught them compared to what is needed in their workplace. The results of the survey should be analysed, discussed in relevant committees and used to revise the course content, teaching methods or study programme curricula.

3. A stronger culture of student engagement in activities outside of the classroom and beyond the syllabus should be actively encouraged by the Faculty, via better organisation of physical spaces for students to meet and gather and better provision of spaces where students can quietly learn. This provides opportunities for students to practice their organisational skills, critical thinking skills, presentation skills, communication skills and work ethic, which will prepare them better for entering the future labour market.
4. Enhance international exposure of students to advanced technologies and methods of food production and nutrition by creating agreements with companies abroad that can provide internships. Seek out and offer opportunities for staff and student exchanges with Food Technology universities abroad.
5. Boost the aspect of the curriculum that focus on environmental sustainability, organic farming, protection of ecosystems and ecology as future jobs are likely to require human resources with expertise in these areas. Also focus more on advanced digital skills of students. Continuously boost foreign language skills in the curriculum and provide opportunities for students to actively practice foreign languages in real-life situations (in presence or online).



2.5. Research

6 Research	CL
<p>Standard 6.1. The study program has defined scientific/applied research objectives (on its own or as part of a research centre or interdisciplinary program), which are also reflected in the research development plan of the institution; sufficient financial, logistic and human resources are allocated for achieving the proposed research objectives.</p> <p>The research strategy is comprehensively described in the SER and even more extensively in the Annex. It can be assumed, that the research activities are also reflected in the various courses and in the final thesis. Predominantly, the focus set on the research of substances and agents that are important for the agricultural and food production, food safety in Kosovo, as well as researches related to the main sectors of agricultural and food production. The topics updates from time to time and reflect global scientific and market goals, as described in SER.</p>	A
<p>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.</p> <p>Teaching staff is strongly supported to research and publish results in prestigious journals. Institutional politics and main research area are in the field of agriculture, food science and biotechnology and all researchers work in multidisciplinary fields complementary with institutional goals. Every step in that process is transparent and during annual plans and self-evaluation continually checked and confirmed.</p>	A
<p>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.</p> <p>The research and scientific work of UBT College Prizren and organization of research is regulated by Regulation on Research work and Publications of UBT College Prizren. Rules are made public and transparent. Quality of publication records is not defined at high international level. Only one publication in UBT College Prizren journal, peer reviewed book, UBT College Prizren or other journals that are not cited in Web of</p>	A



<p>Science (WOS) or similar services recognized as sufficient for annual scientific record. In spite of such low demands academic staff published numerous articles in journals cited in WOS.</p>	
<p>Standard 6.4. The academic staff has a proven track record of research results on the same topics as their teaching activity.</p> <p>The research results of the staff are in conformity with their teaching activity. Scientific records for researchers presented in Annexes / Research Strategy. In communication with researchers during on-site-visit full academic freedom recognized and witnessed on several samples. List of projects of recent years presented in SER without mentioning years when research work was conducted. Expert team members can not recognize those data as relevant in this accreditation cycle.</p>	B
<p>Standard 6.5. The academic and research staff publish their work in speciality magazines or publishing houses, scientific/applied/artistic products are presented at conferences, sessions, symposiums, seminars etc. and contracts, expertise, consultancy, conventions, etc. are provided to partners inside the country and/or abroad.</p> <p>The academic staff of UBT College Prizren presents their scientific work in the Annual UBT College Prizren Conference and in indexed journals in Clarivate or Scopus EBSCO, DOAJ or WorldCat or other journals that are accepted by the Academic Council of UBT College Prizren. During years academic staff presented and published 630 papers in scientific journals cited in WOS or Scopus.</p>	A
<p>Standard 6.6. Research is validated through: scientific and applied research publications, artistic products, technological transfer through consultancy centres, scientific parks and other structures for validation.</p> <p>The Research Office continuously records staff performance with scientific research publications and creates special research files for staff. UBT College Prizren emphasizes the commercialization of research as a specific validation mechanism, where faculty members are encouraged to collaborate with the industry to translate their research into patents, prototypes or research with community impact.</p>	A



<p>Standard 6.7. Each academic staff member and researcher has produced at least an average of one scientific/applied research publication or artistic outcome/product per year for the past three years.</p> <p>Publishing track record presented in Annex / Research strategy for 52 researchers with 630 papers published in journals cited in WOS or Scopus. Twenty two of them fulfill criteria of one paper per year in last three years while 30 staff member don't.</p>	C
<p>Standard 6.8. Academic and research staff publish under the name of the institution in Kosovo they are affiliated to as full-time staff.</p> <p>Academic staff publishes results under the UBT College Prizren name and in their Google Scholar and Research Gate profiles the institution name mentioned.</p>	A
<p>Standard 6.9. Academic staff are encouraged to include in their teaching information about their research and scholarly activities that are relevant to courses they teach, together with other significant research developments in the field.</p> <p>The staff is required to include in the curriculum all the publications as part of students' readings too. Examples presented in SER.</p>	
<p>Standard 6.10. Policies are established for ownership of intellectual property and clear procedures set out for commercialization of ideas developed by staff and students.</p> <p>Issues concerning the protection of intellectual property arising out of the research Staff is regulated by the Code of Ethics of UBT College Prizren. Any breach or violation of intellectual property rights is punishable by the Code of Ethics of UBT College Prizren. If the research is funded under any research grant provided by the College it becomes the intellectual property of UBT College Prizren. The rules foresee that even the smallest form of contribution is acknowledged even if the student, staff, or external stakeholder did not contribute directly to the research, but only to the provision of data. UBT College Prizren has a comprehensive policy called the Intellectual Property and Commercialization Policy that regulate this area.</p>	A



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Standard 6.11. Students are engaged in research projects and other activities. Students are encouraged and continuously involved in research and publishing. Some examples of teacher-student collaborations and publishing presented in SER.	A
Overall	B

Compliance level: Substantially compliant

ET recommendations:

1. Some members of academic staff should be engaged/supported stronger in achieving of recommended publishing results.
2. Data presented in SER should be presented according to rules of scientific paper citation, with all necessary information about published papers.
3. List of projects in SER should contain years, name of the main researcher and source of financing.
4. Budget for research activities should be empowered in collaborations with industry and other partners.
5. Budget and administrative support for carrier development and international project preparation should be taken into consideration as permanent activity of management.
6. Research strategy and other relevant and official documents should have the date of acceptance and number of session from relevant committee, council, Rector or Dean.



2.6. Infrastructure and resources

Infrastructure and resources	CL
<p>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.</p> <p>The Experts feel themselves not in the position to comment on such long term developments.</p>	n.a.
<p>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.</p> <p>A budget for the next three years (2024-2026) is presented in the SER, based mainly on student fees, but also on donations and services delivered to industry and the public sector. The expenditure plan covers program operation, staff retention and recruitment, initiation of applied research and improving student services.</p>	A
<p>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:</p> <p>a) owned or rented spaces adequate for the educational process; a) this request is fulfilled as it could be confirmed during the on-site visit.</p> <p>b) owned or rented laboratories, with the adequate equipment for all the compulsory disciplines within the curriculum, wherever the analytical syllabus includes such activities; b) Adequate laboratories are explicitly available for the Prizren campus. The on-site-visit confirmed that those are well equipped.</p> <p>c) adequate software for the disciplines of study included in the curriculum, with utilisation licence;</p> <p>d) library equipped with reading rooms, group work rooms and its own book stock according to the disciplines included in the curricula.</p>	B.



Points c) and d) are fulfilled to some extent but could be improved.	
<p>Standard 7.4. The number of seats in the lecture rooms, seminar rooms and laboratories must be related to the study groups' size (series, groups, subgroups); the applicative activities for the speciality disciplines included in the curricula are carried out in laboratories equipped with IT equipment.</p> <p>For the group of (40 students, max.) students planned for the study program (Food Science and Biotechnology), sufficient lecture rooms are dedicated according to the SER. During the on-site-visit it became visible that there is no student common room or a seating space outside of classrooms in the Faculty where students can informally meet, exchange experiences, hang out and relax between classes, nor is there an outside area where the students or the staff could sit and interact. This can have a negative effect on the sense of community and the propensity of students to selforganise and academic and administrative staff to feel a sense of belonging to the collective.</p>	B
<p>Standard 7.5. The education institution's libraries must ensure, for each of the study programs:</p> <p>a) a number of seats in the reading rooms corresponding to at least 10% of the total number of students in the study program;</p> <p>The SER claims that the Library at UBT College Prizren Campus in Prizren has 60 seats with more than 10,000 book titles. With 60 seats the Library covers very well the 10 % of the total number of students in the study program as required by Standard 7.5 of KAA Manual Section a). The library contains a reading room that is not particularly conducive to independent quiet learning and it contains no computers for students to use, but they have to use their own laptops if they need them.</p> <p>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;</p>	B



It can be quoted from the SER: “The UBT College Prizren Faculty of Food Science and Biotechnology has allocated the (6) group work rooms with (10) seats which accounts to (40/60) seats for group work, which exceeds multiple times the necessary requirement of 10 % of the total number of students in the study program as required by Standard 7.5 of KAA Manual Section b).”

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;

It is mentioned in the SER that the list of books designated for Food Science and Biotechnology contains 550 items and cover all the needs of students during the life cycle and during one year academic study of the program as required by Section d) of Standard 7.5 of KAA Manual.

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;

See point c)

e) a sufficient number of subscriptions to Albanian and foreign publications and periodicals, according to the stated mission.

The Experts trust the SER concerning this issue: “UBT College Prizren College provides access to thousands of e-books, journal articles, and other publications through the electronic library of UBT College Prizren such as EBSCO, Bione, Cambridge journals, and JSTOR, SAGE through following links.”

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

Standard 7.6 was not explicitly addressed in the SER. Concerning disabled students, UBT College Prizren is offering special support. The impression from the on-site-visit is that there is



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quite space for improvement. The ET could not verify this 100%, but on first sight the campus of the Faculty does not appear to be barrier-free for students with physical disabilities, for instance in wheelchairs or with impairments. The classrooms are distributed over many floors and the building is also accessed via a set of stairs.	
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Overall	B
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Compliance level: Substantially compliant

ET recommendations:

1. No further recommendations



3. OVERALL EVALUATION AND RECOMMENDATION OF THE ET

	Standard	Overall compliance level
1	Mission, objectives and administration	B
2	Quality management	B
3	Academic staff	A
4	Educational process content	B
5	Students	A
6	Research	B
7	Infrastructure and resources	B

In conclusion, the Expert Team considers that the new study program **Food Science and Biotechnology, B.Sc.** as applied by the University of Business and Technology (UBT) for the Prizren campus is **substantially compliant** with the standards included in the KAA accreditation manual in terms of the general aspects of the program. During the on-sit-visit the ET could develop a clear picture of the infrastructure and resources of the Prizren campus. The Expert Team recommends **to accredit** the study program for a duration of **3 years** with a number of **40** students to be enrolled in the program.

EXPERT TEAM

Chair

(Signature)

Dr. Reiner Doluschitz

(Print Name)

21.04.2024

(Date)

Member

(Signature)

Dr. Damir Magdić

(Print Name)

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Nadia Manzoni

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22.04.2024.

(Date)



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4. APPENDICES (if available)

No Appendix