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***UNIVERSITY OF PRISHTINA “HASAN PRISHTINA”
FACULTY OF AGRICULTURE AND VETERINARY***

**B.Sc. ANIMAL PRODUCTION
Reaccreditation**

REPORT OF THE EXPERT TEAM

December 2024, Pristina

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INTRODUCTION

Members of the Expert Team

- *Dr. Reiner Doluschitz*
- *Matej Drobnic, Student Expert*
- *Dr. Joachim Müller*

Sources of information for the Report:

- *SER*
- *Syllabus*
- *Staff CVs*
- *Annexes*

Site visit schedule

Programme Accreditation Procedure at UP Faculty of Agriculture and Veterinary Medicine	
Programmes:	Agriculture Economics, BSc, 180 ECTS (Re-accreditation) Agriculture and Food Economics, MSc, 120 ECTS (Re-accreditation) Animal Production, BSc, 180 ECTS (Re-accreditation) Applied Animal Sciences, MSc, 120 ECTS (Re-accreditation)
Site visit on (hybrid):	04 and 05 December 2024
Expert Team:	Dr. Joachim Muller Dr. Reiner Doluschitz Matej Drobnic, PhD Student
Coordinators of the KAA:	Ilirjana Ademaj Ahmeti, KAA Officer Fjollë Ajeti, KAA Officer

Site Visit Programme

04 December 2024

Time	Meeting	Participants
08:30 – 09:00	Meeting at KAA Office	
09:30 – 10:30	Meeting with the management of the faculty where the programme is integrated	Arben Musliu Sali Aliu Altane Kryeziu Fatgzim Latifi
10:35 – 11:25	Meeting with quality assurance representatives and administrative staff	Ardita Kastrati Shkumbin Tafilaj Iliriana Miftari Gezim Hodolli
11:30 – 12:30	Meeting with the program holders of the study programme Agriculture Economics, BSc	Arben Musliu Jehona Shkodra Fatos Krasniqi
12:30 – 13:30	Lunch break	
13:30 – 14:30	Meeting with the program holders of the study programme Agriculture and Food Economics, MSc	Iliriana Miftari Njazi Bytyqi
14:35 – 15:25	Meeting with teaching staff	Arben Musliu, Jehona Shkodra, Prespa Ymeri, Fatos Krasniqi, Njazi Bytyqi, Iliriana Miftari, Lindita Ibishi, Ardit Sertolli, Albiona Pestisha, Dukagjin Zeka, Esat Behrami, Mustafe Pllana, Muje Gjonbalaj, Skender Muji, Bajram Berisha, Muhamet Kamberi, Alltane Kryeziu, Blerta Mehmedi, Hysen Bytyqi, Fatos Krasniqi, Arben Mehmeti, Muhamet Zogaj.
15:25 – 16:30	Visiting Facilities at FAV	Arben Musliu, Alltane Kryeyiu, Fatgzim Latifi, Gezim Hodolli

05 December 2024

Time	Meeting	Participants
08:30 – 08:50	Visiting Facilities (classrooms) at UP FECE	Arben Musliu Gezim Hodolli
09:15 – 09:25	Meeting with the management of the faculty where the programme is integrated	Arben Musliu Alltane Kryeziu Fatgzim Latifi
09:25 – 10:25	Meeting with the program holders of the study programme Animal Production, BSc	Muhamet Kamberi Alltane Kryeziu Skender Muji
10:30 – 11:30	Meeting with the program holders of the study programme Applied Animal Sciences, MSc	Bajram Berisha Blerta Mehmedi Kastrati
11:30 – 12:30	Lunch Break	
12:30 – 13:20	Meeting with students	Adonis Pacolli, Parid Cena, Antigona Kastrati, Sara Hoxha, Miranda Gashi, Edi Ajvazaj, Egzon Nikaj, Hidajete Nikaj Msc: Qerim Hoxha, Gjergj Jashari, Imrije Shabani
13:25 – 14:15	Meeting with graduates	Egzon Bajrami, Lavdije Sopi, Genta Kadriu, Yllka Dibrani, Blenda Fazliu, Arjeta Murati, Bekrije Jenuzi, Rabiye Shkodra, Besa Bilalli, Donika Dumani, Msc: Blerina Hoti, Vehbi Seferaj, Arbërtina Xharrahi,
14:20 – 15:10	Meeting with employers of graduates and external stakeholders	Agriculture Economics: MAFRD – Delvina Hana, Pestova, Eurolona Animal Production and Science: IADK, KAMP, BMI Agroprodukt SHPK, KON-SONI
15:10 – 15:20	Internal meeting of KAA staff and experts	
15:20 – 15:30	Closing meeting with the management of the faculty and program	Arben Musliu Iliriana Miftari Muhamet Kamberi

A brief overview of the programme under evaluation

The Faculty of Agriculture was founded on August 26, 1973. The aim of this foundation has been the faster development of the agricultural sector in Kosovo by graduating well educated people with superior qualifications in agriculture. By decision of the Senate of University in Prishtina in 1996, the veterinary section was established with the aim of educating professionals in veterinary medicine that would serve animal health, food industry, food security and food safety in general. In 2001, the Senate of the University of Prishtina approved curricula based on the Bologna Declaration for Bachelor Degree. In 2006 the Faculty Council and its academic staff proposed expanding the Faculty of Agriculture to the Faculty of Agriculture and Veterinary (FAV). The proposal became approved by the Senate of the University of Prishtina (UP) and subsequently the Minister of Education, Science and Technology issued an amending Decision no. 883/01-B, on December 2006. In 2023 a total of 2239 students (BSc and MSc) graduated according to the report of the Student Services of FAV

The statistics for students at Bachelor programs, Faculty of Agriculture and Veterinary grouped by programs and academic years (from 2016/17 up to 2024/25).

Table 1: Number of students enrolled in Bachelor's degree programs at the Faculty of Agriculture and Veterinary Medicine divided by Department:

Department	2016/ 17	2017/ 18	2018/ 19	2019/ 20	2020/ 21	2021/ 22	2022/ 23	2023/ 24	2024/ 25
Agricultural Economics	145	133	125	76	66	26	26	16	19
Veterinary Medicine	57	43	52	41	27	18	13	9	14
Plant Production	124	124	117	56	52	27	34	35	48
Food Technology	105	99	97	78	91	81	68	66	44
Business Management in Zootechny	56	31	21	8	4	/	/	/	/
Animal Production	/	/	/	/	/	5	1	11	8

Table 2. Number of students enrolled in Master's study programs at the Faculty of Agriculture and Veterinary Medicine divided by Departments:

Department	2016/1 7	2017/1 8	2018/1 9	2019/2 0	2020/2 1	2021/2 2	2022/2 3	2023/2 4	2024/2 5
Agriculture and Food Economics	24	19	19	19	19	17	20	19	19
Plant Protection - phytomedicine	12	14	10	10	10	10	9	8	5
Pomology and Viticulture	11	12	10	10	14	7	9	10	7
Urban Agriculture	/	/	/	/	/	15	16	/	/
Crop Science	/	/	/	/	/	/	12	10	12
Horticulture-Fruits and Vineyards	12	11	11	10	17	/	/	/	/
Food Sciences	/	/	/	40	40	30	/	/	/

Public Health	11	/	/	/	/	/	/	/	/
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The program under evaluation for reaccreditation is a 3-year B.Sc. study program with 180 ECTS. The number of students on FAV degree programs is generally declining. One important reason for this is the demographic development in Kosovo and the decreasing interest of the young generation in agriculture.

PROGRAMME EVALUATION

1. MISSION, OBJECTIVES AND ADMINISTRATION

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

The mission of the study program is in line with the missions of FAV and UP as it is stated in the SER and confirmed in the on-site-visit discussion. The agricultural sector in Kosovo is still under development and an important element of the national economy. Therefore, agriculture related study programs are of special high importance for Kosovo.

A particular positive aspect of the study program under evaluation is the close collaboration with local enterprises. This is generally of high relevance in order to provide internships, topics for B.Sc.-theses and foster subsequent job opportunities for students. This is of extraordinary importance in Kosovo due to the difficult situation of its labor markets. The SER confirms that the study program has a long-term vision of fulfilling its function and mission, in creating a perspective for the new generation, modernizing and reforming the education system in accordance with the requirements of the labor market in Kosovo, as well as with regional and European integration in the fields of Agriculture, Veterinary, Food, and Agribusiness.

The program under evaluation is based on a thorough analysis of the labor market, including employment prospects for graduates. This analysis was developed in cooperation with actors from the labor market and agricultural organizations.

The intended learning outcomes of the study program are in line with the missions of FAV and UP as stated in the SER.

The infrastructure, in particular the provision of premises has improved significantly compared to the former situation from springtime 2024 when the last evaluation took place.

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

It is indicated in the SER that the study program follows specific procedures for handling cases of plagiarism, informing staff and students about the course of the process. Students and staff are informed about the appropriate steps to follow after a positive result from the software appeared.

Ethical standards are published on the university website, included in handbooks for staff and students, and are rigorously monitored. This is confirmed by the SER. In summary it can be concluded that there are clear ethical regulatory standards that govern teaching and research.

According to the statement in the SER it can be confirmed that the Ethics Commission and other structures are active in monitoring and dealing with cases of unethical behavior, and their decisions are distributed anonymously to ensure transparency and fairness. Based on the Statute, the Regulation, and the Code of Ethics, the Department of Agroecconomics continually shows the rights and obligations of the students.

Discussions with representatives from all levels of the study program confirmed that the information management system (SEMS) includes relevant, updated and reliable information. Furthermore, concrete action plans are mentioned during the on-site-visit to monitor the implementation of the study program. This is not explicitly confirmed in detail in the SER.

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

The information management system (SEMS) includes relevant, updated and reliable information. Furthermore, concrete action plans are in place to monitor the implementation of the study program).

It is confirmed in the SER that there are clear ethical regulatory standards that govern teaching and research.

Recommendations for improving the study program, given by previous quality assurance procedures, are analyzed and implemented effectively (SER).

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

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

The SER also confirms that the administrative staff is subject to continuous professional training, which is important for the performance of their duties. Staff trainings are held 3 times a year, which are organized and financed by the rectorate. This has been confirmed by the on-site-visit discussion.

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

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

Recommendations for improving the study program, given by previous quality assurance procedures, are analyzed and partially implemented (SER). Action plans have been developed to address issues identified by experts and concrete improvements have been made based on these recommendations. Examples include increase the number of staff in the department, Action Plan for gender equality. However, these activities should be increased and improved

It is claimed in the SER that reviews of policies and regulations are conducted “as appropriate in the circumstances of the change”, however, there is no fixed schedule for a regular review.

ET recommendations:

1. *Increase student involvement in the respective procedures*
2. *External comments and recommendations should become considered more intensively and efficiently.*
3. *Specific budget allocation to additional professional development of teaching staff is recommended*
4. *Intensified exchange with comparable programs in international level is recommended*

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

2. QUALITY MANAGEMENT

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

UP Senate in February 2007 decided to establish the Office for Quality Assurance. By the Law on Higher Education and the Statute of UP University of Pristina "Hasan Prishtina" has developed its internal system for quality assurance. The position of a quality assurance coordinator has been installed. The quality of education provided is monitored and reviewed by the Office of Quality Assurance (OFQA). This is confirmed in the SER and in the on-site-visit discussion.

There is a quality assurance policy. However, it is not mentioned explicitly in the SER whether this is publicly available and fully implemented.

Internal quality assurance procedures for the study program are defined by the internal regulations of HEI (for example, quality assurance regulation, quality assurance guideline, etc.).

The policies and processes of the internal quality assurance system forming a cycle for continuous improvement (PDCA) should become further elaborated and more efficiently used.

The position of a quality assurance coordinator has been installed. However, it is not mentioned explicitly in the SER whether this coordinator does also have teaching obligations. The SER indicates that the program must have a dedicated staff to oversee and ensure quality, independent of other teaching obligations.

The SER confirms that UP each year prepares electronic questionnaires for students through which it measures quality, complaints, suggestions or student requests. Aspects of academic staff performance are included as well.

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

It has been repetitively confirmed that the study program fulfils this request. It aligns with the institution's/academic unit's mission and strategic goals.

The study program under evaluation underwent an adequate and transparent internal quality assurance process and was formally approved by the designated strategic management bodies of the institution. Its continuous improvement is planned. Such a process is explained in the SER in detail. A continuous improvement system should be further elaborated and implemented.

The process for the development and approval of the study program is well-defined by internal procedures as well as external procedures, e.g. submission of the program description to KAA where it undergoes an evaluation and accreditation procedure including international experts from suitable fields of expertise.

From the SER it can be quoted that Principal Performance Indicators for this level of study program have been established. These performance indicators are measured through the forms set out in the respective regulation. However, key performance parameters should become highlighted more prominently.

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

There is a Stakeholder Board established at the faculty. Discussions with members of this board have been taken place during the on-site-visit. International experts and evaluators had the impression that this board is quite active and attentive. The monitoring includes surveys of employers to determine the competences needed in the labor market, analyzes carried out in

collaboration with stakeholders and examples of improvements based on stakeholders' evaluations of the study program.

The study program undergoes regular checks to establish whether the estimated workload allocation (ECTS) of students and the defined learning outcomes are achievable, realistic and adequate. The course syllabus determines regular assessments of students' achieved results in the course.

It is confirmed in the SER that FAV established the AGRO Career Center for Jobs, since its establishment 40 young graduates in agriculture have been placed in private agribusiness companies. The department maintains constant contact with graduates and often mediates their employment through cooperation with private companies and agencies.

There is a stakeholder survey established. Each academic year, the UP through SEMS assesses the academic staff. The assessment results are made public. Student visits, organized by the Department of Agricultural Economics, to agricultural businesses, allow constant contact with employers from whom feedback is received as well as from employed students and also a list of cooperation with private companies and agencies is provided by the Department. The ET trusts this statement and recommends to keep up with this integrated system of information flow.

In the SER it is announced that processes for monitoring and improving the quality of student placements are clearly defined, consistently implemented and include stakeholder assessments such as student, mentor and employer questionnaires.

The collected information is analysed and concrete actions are taken to ensure that the program is up to date.

All monitoring results and action plans are publicly announced on the website of UP, and all stakeholders are kept informed of changes or improvements in the program.

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

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

Information on admission criteria, recognition of qualifications, enrolment quotas, syllabuses, learning outcomes, credits, assessment methods, and final qualification are published in a respective regulation accessible by a website.

It is clearly mentioned in the SER that pass rate and dropout rate information can be found through SEMS. Students who decide to leave the faculty are obliged to deregister as detailed in the respective regulation.

The responsible units for the maintenance of publicly available information on the study program is accurate and is in place and it provides reliable, objective and updated information. It is convincing and the ET trusts that UP and FAV regularly update all published information and make it accurate according to the needs of the program and society. This information is easily accessible on the website of the FAV and the website of UP. This is confirmed by respective statements in the SER as well as it has been reported during the on-site-visit discussions.

ET recommendations:

- 1. Reports of surveys and evaluations should be exemplarily provided as documents in the Appendix of the SER.*
- 2. A monitoring system for measuring continuous progress should become further elaborated.*
- 3. Key quality parameters of the study program such as number of applications, enrolment, completion rate, duration of the study and grade overview should be included into the QA mechanism on a regular basis and also provided in the SER continuously.*
- 4. Aggregated results of the course evaluations should be provided to the teaching staff, the FAV management and included in the SER.*
- 5. Office for Quality Assurance should be better staffed on UP and FAV level*

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

3. ACADEMIC STAFF

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

In the SER, it is claimed that UP and FAV ensure clear, objective, and transparent recruitment processes, including vacancy announcements, the formation of selection committees, committee reports, and decisions made by expert bodies. However, the corresponding documents were not attached as an appendix to the SER. Additionally, there was no information provided regarding whether international announcements are typically made.

The selection procedures for candidates applying for each position are governed by the legal acts of the UP and are aligned with the strategic goals of the FAV as well as the specific needs of the study program. Successful candidates are offered employment contracts that clearly

outline the terms of employment, including all requirements stipulated in the internal regulations of both the FAV and the UP.

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

The number and qualifications of academic staff are adequate for the implementation of the study program and for conducting research at the required level. This is demonstrated by a list presented in the SER, which includes 16 staff members who teach in the program and hold doctoral degrees. Fifty percent of them have permanent employment contracts with UP. During the on-site visit, it was confirmed that the academic staff for the study program do not cover more than two teaching positions within an academic year (one full-time and one part-time).

The workload for academic staff with regular employment contracts is 40 hours per week, consisting of 10 hours per week of direct teaching for teaching assistants and 6 hours per week for professors. This workload is less than what is typically found in other institutions in Europe, indicating that the staff is not overburdened by teaching obligations. UP has employed eight staff members with doctoral degrees for the study program, which offers 180 ECTS, resulting in a ratio of 2.7 staff members per 60 ECTS. For the 2024/25 academic year, there are 16 docents available for just 13 students, meaning the ratio of full-time academics to students is significantly better than 1:30. Given the current low number of students, the study program is even overstaffed.

As demonstrated by the CVs provided in the Appendix, the qualifications of the academic staff teaching in the study program are adequate and relevant to the courses they teach.

According to the SER, the workload of the academic staff complies with relevant legislation. The distribution of teaching responsibilities - including student mentoring, scholarly work, professional development, administrative duties, and community service - is well balanced and responsibly managed. Due to the low student-to-staff ratio, a sufficient number of qualified mentors are available to guide students in the study program, including support for internships and BSc theses.

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

The procedures for advancement of the teaching staff are outlined in UP's special regulations. According to these regulations, a competition for promotion or reappointment is announced before the expiration of an existing contract. A candidate is promoted based on the

recommendation of a credible review committee. However, the corresponding documents were not included as an appendix to the SER.

According to the SER, advancement candidates must meet specific requirements, including publications indexed in Web of Science or Scopus, strong teaching performance demonstrated through student evaluations, supervision of final theses, successful acquisition of research projects, and involvement in international activities within their scientific discipline.

Feedback from students and management is considered in the advancement and reappointment of teaching staff, as well as in the renewal of contracts.

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

UP provides support for the professional development of the academic staff involved in the study program. It ensures participation and guarantees equal opportunities for all academic staff to engage in professional development programs aimed at strengthening their competencies and skills, including language training. To facilitate this, UP has established the Center for Excellence in Teaching (QPM), which offers comprehensive training for newly hired teachers. Existing staff members are required to attend two training sessions before the expiration of their first contract. The training provided by QPM includes lesson preparation and delivery, assessment methods, mentoring, and management of the entire educational process in higher education.

The UP actively supports participation in international research and education programs as part of the professional development of its academic staff. During the on-site visit, it became clear that many academic staff members engage in international activities; however, the support for these endeavors should be further strengthened.

According to the SER, the UP also aids academic staff in developing their research programs through various mechanisms, including mentoring by senior colleagues, participation in project teams, assistance with research proposal development, and funding for research projects.

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

As assured during the on-site visit, external collaborators from the industry occasionally engage in teaching within the study program. By sharing their practical experience, they positively contribute to the teaching process and the achievement of expected learning outcomes. The FAV management would welcome specific didactic training for external instructors, although it has not yet been implemented.

External collaborators from industry and agencies also contribute to practical internships and final theses, as examples shared during the on-site visit demonstrated. However, a formal agreement regarding workload and expectations is not yet in place. Nonetheless, FAV has prepared a practical training implementation guide that outlines the expectations for external collaborators during these activities.

ET recommendations:

1. *Intensified exchange with similar programs on international level is recommended*
2. *In future SERs, it should not only be stated that the indicators are fulfilled, but also how they are fulfilled, supported by corresponding documents in the Appendix*

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

4. EDUCATIONAL PROCESS CONTENT

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

The mission of the Faculty of Agriculture and Veterinary is stated in the SER as “transfer of knowledge and competences to future experts in all branches of the agro-food chain” including “Production and processing of raw materials of plant and animal origin and food security”. The mission of FAV does not provide further details on the vision regarding specific fields such as the study program currently under evaluation. It can therefore be said that as a whole, the learning outcomes and the goals of the study programme are aligned with the overall institution's mission, in more detail this has to be proved.

The intended learning outcomes cover all study programme objectives. Specific program objectives are well presented in the SER, and the intended learning outcomes are also detailed in the appendix. The alignment is not so obvious and clear in the SER, but it is easy to find. However, the potential for acquisition of disciplinary, methodological and generic skills and competencies is rather low in the study program.

The intended learning outcomes, listed in the Appendix to the SER, are written from a student's perspective, focusing on what the student will know and be able to do upon completing the program.

The intended learning outcomes are designed to be comparable with similar programs in the European Higher Education Area (EHEA). The faculty has conducted a detailed comparison

of the curriculum and learning outcomes with those of similar programs at universities such as the Biotechnical Faculty, University of Ljubljana.

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

The learning outcomes of the B.Sc. study programme in Animal Production are correctly attributed to EQF level 6 and the European Qualifications Framework (EQF). This is confirmed in the SER and the syllabus. The intended learning outcomes of the individual subjects and overall course reflect the Bachelor-level requirements.

It is confirmed by the SER that intended learning outcomes for the Animal Production are following a structure which avoids overlaps with other study programs, and providing contents which clearly can be linked to each qualification level. The syllabus is divided into modules focusing on various areas such as breeding, nutrition, animal health, and management systems.

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

The curriculum as presented in the SER under provides a logical flow of subjects and allows two elective courses. A total of 7 ECTS for the Diploma thesis is appropriate. Study program Animal Production is comparable with Program of Animal Production, University of Ljubljana. The flow of courses should be expressed more clearly and the distinction between general and specific competences should become further elaborated. As a result from the on-site-visit discussions, it is also not evident that the learning outcomes of previously passed courses are sufficient to continue with higher level courses.

The core disciplines necessary for achieving the learning outcomes and acquiring competencies in the respective fields are adequately covered by the program courses.

These disciplines are adequately covered by the courses in the program. Foundational courses such as animal biology, food and nutrition, breeding, and management cover the essential knowledge that students must master to achieve both general and specific competencies in animal production. These statements are confirmed by the SER.

The SER states that this study program is designed on such a way which allows students to compete in the European and global job markets, as its content and structure align with international standards. The program comparison was based on accredited study programs at

internationally recognized universities, such as University of Ljubljana, Slovenia, which offer similar programs.

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

The study programme does not lead to a regulated profession.

However, the study program is compatible with prescribed conditions defined in EU Directives.

The contents of the study program and other aspects of its delivery have taken into account and applied the recommendations issued by professional associations (opinion of the professional chamber, possibility of license examination, etc.).

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

The curriculum includes practical work in VI-th semester. The detailed elaboration of the learning outcomes and assessment methods for internship is well presented in syllabus. Although there is no faculty internship regulation related to practical work of students, the Animal production program has created a guide for it. In this guide, main specifics including the rights and responsibilities of all involved parties (students, mentors, and internship institutions), as well as the models for the documents necessary to complete the internship were outlined. The learning outcomes of the internship are clearly specified and appropriate.

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

For practical work students receive 5 ECTS credits. Evaluation methods are appropriate and clearly specified; they include midterm evaluations, final evaluation, final presentation and final exam.

The FAV has signed cooperation agreements with main stakeholders and the department has a strong collaboration with the private sector and is frequently contacted for professional consultation, pointing to the fact that it has a good reputation in the real sector, which is growing.

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

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

There is no evidence of teaching methods being adapted though there is a central office at the University of Prishtina which offers pedagogical skills upgrade training to professors at the Faculty.

However it is confirmed in the SER that the program utilizes various pedagogical methods, which are aligned with the intended learning outcomes and the level of study. These methods include Interactive teaching, Research-based and problem-solving learning.

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

The program clearly describes the relation between the overall intended learning outcomes (knowledge, skills and competences) and the contribution made by each individual module to achieve those learning outcomes.

This is confirmed by a statement in the SER that the study program has established a clear structure that links the intended learning outcomes (knowledge, skills, and competencies) with each individual module offered.

The evaluation methods are too heavily reliant on written and oral exams, according to the detailed syllabus. Where courses have a heavy component of skills development and practical knowledge, the assessment methods should be adapted accordingly, and students' applied knowledge and skills should be assessed through applied and practical tests, both in group teamwork assignments and individual assignments.

From the SER it can be quoted that "the program implements systematic assessment methodologies that ensure a comprehensive evaluation of individual learning outcomes. These methodologies cover all relevant areas of knowledge, skills, and competencies, and are adapted to assess student progress in line with the program objectives. The assessment methods are modified as needed to meet the learning outcomes required for each module."

It is confirmed in the SER that "students are informed in a timely manner about their assessment results and are provided with feedback on the strengths and weaknesses of their performance.

Furthermore, if necessary, students receive additional guidance and support to improve their learning process, helping them to address areas where they may face difficulties.”

The SER confirms that “the program has functional appeal procedures in place, allowing students to raise concerns and complaints regarding assessments or fulfillment of program requirements. These procedures are transparent and accessible to students, ensuring that complaints are handled fairly and promptly.” The experts trust this statement.

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

The study program ensures objective and reliable grading of students.

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

The SER clearly remarks: „ECTS credits are assigned to each module based on the number of hours of engagement required by students to achieve the learning outcomes. For example, a module with 6 ECTS involves approximately 150–180 hours of total student work (including lectures, exercises, individual preparation, and assessments). The calculation for 1 ECTS is based on 25 hours of student activities.” The expert team trusts this vote.

ET recommendations:

- 1. Define the role of program coordinators in assessing the adequacy of overall learning outcomes of students, and the responsibility in monitoring student progress, completion rates and graduation rates of enrolled students.*
- 2. Officially designate the program holders to be responsible for and empowered to follow-up on recommendations in this expert report pertaining to the study program, learning outcomes and curriculum and define their reporting lines and frequency of reporting to the hierarchy.*
- 3. Revise the evaluation methods in the syllabus to reflect the proportion of knowledge, skills and competences that students are required to obtain at the end of each course.*

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

5. STUDENTS

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

Students are admitted under the rules set by the University of Pristina (Regulation for basic-bachelor studies and Statute of UP), with a public announcement of the admission contest published through national media by the University itself. These regulations clearly define the conditions for the enrolment of both national and international students. Students are familiar with the enrollment requirements and know where they are published.

The enrolment conditions are appropriate. For students wishing to enroll at the bachelor studies, the requirement is to have successfully passed the State Matura exam, while for international students, special conditions are set out in the statute.

The selection of the candidates is based on the public call criteria – it is based on the success in the admission test and the score earned in State Matura exam.

The admission requirements are set in a non-discriminatory manner towards all candidates for admission, and the group of experts believes that they are being followed accordingly.

The conditions for continuing studies after interruption and the recognition of previous studies are also appropriately and clearly defined.

In the self-evaluation report, this standard is poorly and very incompletely described. The expert team suggests that the faculty include all relevant data in the future SER for individual sub-standards and explain in detail the fulfillment of the standard.

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

The expert team assumes that students will get feedback on their results according to UP internal regulations (Regulation for basic-bachelor studies and Statute of UP). The feedback and exam results are provided soon after the exams. The assistance is in a form of consultation meetings with the teachers available twice per week, yet there is no record about it. During the interviews, the group of experts found that professors are also available to students for additional explanations or advice, if necessary. They can be contacted via e-mail, other communication channels and in person.

According to the information provided, there are processes in place to collect and analyse data referring to the student progression and drop-out rates. The SER shows the number of student

enrolments for each academic year and the number of students who dropped out, which allows us to conclude what the student progression rate is between academic years. However, the group of experts suggests that the faculty analyze student progression rates more systematically. The analysis of student completion rates for each academic year is also well presented. The faculty states that they take appropriate actions in case of detected deviations, which was also confirmed during the interviews.

The results of student progress monitoring are regularly shared with staff and students. During the interviews, the expert team found that staff in particular are aware of the results of student progression and the number of enrolled students. The faculty is responding appropriately, which is also confirmed by the activities it carries out, e.g. to promote the study, given the decline in the number of new students.

Students are aware of the options for continuing their studies, and many of them continue their studies. The students' transfer among the higher education institutions, faculties and study programs is regulated at University level, with Regulation 2/111 of 14.7.2017, which is public available on the University website. The ET considers this statement compliant to the standard. Students are also aware of the conditions in the case of change of the study.

In the self-evaluation report, this standard is poorly and very incompletely described. The expert team suggests that the faculty include all relevant data in the future SER for individual sub-standards and explain in detail the fulfillment of the standard.

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

The Regulation on the student academic mobility in the University of Prishtina "Hasan Prishtina" (2017) clearly describes available possibilities and procedures. The regulation is public available on the University web site. Informations for student mobility through programs such as Erasmus+ and Ceepus are available on faculty webpage and facebook profile. The number of academic exchanges and short mutual study visits for students to share experiences at farms and agricultural companies in Kosovo confirms the findings that students are adequately informed about exchanges. Recognition of ECTS credits is appropriately regulated by Regulation on the student academic mobility in the University of Prishtina "Hasan Prishtina" (2017).

For foreign (incoming) students information on application procedures and conditions are available also in English language. However, no foreign language study program has been organized so far. The faculty offers support to international students during their studies, including assistance with accommodation, advice on administrative matters, and cultural support.

The faculty does not offer foreign language courses for foreign students. However, the majority of professors speak fluent English and can offer additional explanations in English. The expert team believes that it would be sensible to consider offering at least some of the courses in English as well, as this could help to attract a larger number of incoming students.

In SER, the faculty states that it collects and analyses feedback from national and international students who were on exchange and data on their number, but it did not present this data in the SER. The expert team therefore recommends regular monitoring and analysis of this data and the inclusion of these analyses in future SERs.

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

The Faculty of Agriculture and Veterinary Medicine currently has, according to SER, 50 permanent members of staff, 15 of whom are full professors, 15 associate professors, 10 assistant professors and one assistant. An additional 50 academic staff are employed part-time. This ensures the adequate number of staff required for the implementation of the studies.

Students are informed about the service offerings through information packages for new students, study rules and the internal organization of the faculty. They also receive information about studies and individual courses at the beginning of the semester and at the beginning of each course. Information and rules are publicly available on the university or faculty website, some also in English. This was confirmed by students during interviews.

Students receive advice about their studies mostly from professors. The SER states that the academic staff is obliged to publish the consultation schedule at least twice a week. These consultations are going on daily. During the interviews, students confirmed that academic staff is available for consultation and they have no problems reaching them. Besides consultations, they are also available via e-mail and closed groups on social networks. However, there is no data about consultation hours and no records of such an assistance. The peer-to-peer mentoring system does not exist.

According to the SER, the student rights and obligations are publicly available and equitably enforced. The Statute of the University of Prishtina (Article 145) defines clearly student rights and obligations. The document is publicly available. The evaluation, in particular the on-site-visit discussions, process has confirmed the presence of information, outside the documents supplied in advance of the visit, that demonstrate institution-wide arrangements for student admissions, rights of representation, student's transfer, student feedback via 'satisfaction

surveys', complaint procedures and similar. There is an established mechanism for students' rights ensured. In certain situations, students also use the legal opportunity for academic appeals, respectively, to undergo a specific examination before the members of the commission set by the academic unit. The rights and obligations of students are made available to the public, promoted to all interested parties, and applied equally; this will include the right to academic appeals. Regarding student complaints, there are two levels: the first level is FAV and the second level is UP. Both institutions comply with the Code of Ethics (2013) and the recently adopted Regulation on Procedures and disciplinary phases against student Misbehaviour (2021) presided over by the Ethics Council and the Disciplinary Committee. In addition, there is a student union that provides several services for gathering student rights, such as student elections for participation in decision-making processes, filing complaints, and the like. The union organizes elections of student representatives for participation in decision-making through participation in various committees of faculties and study programmes.

Faculty inform students about extracurricular activities to support their initiatives. Spaces for sports and recreation activities are available for students, as are opportunities for cultural activities and volunteering. The expert team suggests that the faculty should support these activities even more and, within its capabilities, also financially.

ET recommendations:

- 1. The expert team believes that it would be sensible to consider offering at least some of the courses in English as well, as this could help to attract a larger number of incoming students.*
- 2. The expert team recommends regular monitoring and analysis of feedback and numbers of outgoing and incoming students. These analyses should be included in future SERs.*
- 3. To support extracurricular activities even more, both with premises, staff and financially - within the limits of capabilities.*

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

6. RESEARCH

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

The study program aligns with the missions of UP and FAV. It may also have defined research objectives that are reflected in the institution's research development plan; however, neither the research objectives nor the research development plan is presented in the SER.

The study program is supported by a sufficient teaching staff. A budget plan is included in the SER, but it only extends through the year 2022. In terms of logistics, lecture halls are provided by FME on a temporary basis. As the FAV laboratories are still located at the previous premises and the research farm is situated at the new FAV building, students must travel to three separate locations, which is time-consuming due to city traffic.

The policies for promoting scientific research within UP are only addressed superficially in the SER. During the on-site visit, it was revealed that research is supported by financial rewards for publications.

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

The academic staff of the study program is actively engaged in scientific research, as evidenced by their publications in international peer-reviewed journals indexed on platforms such as Web of Science and Scopus. The CVs indicate that the majority of academic staff members have published at least two articles in the last three years.

All academic staff members of the study program hold doctoral degrees and have more than five years of teaching experience.

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

The department staff actively provides expertise to government and public institutions in the areas of animal production and related public health issues. They engage in collaborative research projects with other higher education institutions at both national and international levels.

The FAV has established cooperation agreements with various industry partners in Kosovo and encourages teaching staff to collaborate with local companies and agencies on joint research projects, as well as the shared use of equipment and resources. According to the SER, staff members receive support to engage in technology and knowledge transfer with industry and the public sector. This was also confirmed through discussions with stakeholders during the on-site visit.

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

Academic staff incorporate research findings into their courses. Students in the study program participate in research during their internships and in their final theses. They are frequently acknowledged as co-authors in the resulting scientific publications.

ET recommendations:

- 1. The UO/FAV should find additional funding to further boost research within the programme*
- 2. The FAV should pay special attention that all academic staff respect the criterion of an average of one publication per year*

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

7. INFRASTRUCTURE AND RESOURCES

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

As the new teaching, research and office building of the FAV is still not completed and the recent provisional accommodation in a secondary school was no longer acceptable, the UP has provided lecture halls at the Faculty of Mechanical Engineering (FME) on Rruga Agim Ramadani Street, near the city center. This current temporary solution is much better than the one encountered by the ET during the on-site visit in spring 2024.

The lecture halls, provided by FME on a temporary basis, are adequate in number and quality for the study program under evaluation. The rooms are in the basement of the building and are accessible via elevators for students with walking disabilities

As the FAV laboratories are still located on the previous premises and the research farm is located on the premises of the new FAV building, the students have activities at three distant locations, which requires time consuming traveling through city traffic. The FAV management is making an effort to cluster the teaching activities in a way to reduce traveling during the day. The current situation is not optimal but temporarily acceptable until the new FAV building is ready for occupancy. FAV management was able to credibly demonstrate through correspondence that the endangering power lines would be relocated in the foreseeable future, and the move to the new building is expected within the years 2025/2026.

The FAV laboratories, still located on the previous premises of the FAV, are in good structural condition and well equipped. The computer training room is well equipped with student workplaces. State-of-the-art software is available with valid licences.

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

According to the SER, the Central University Library and the FAV Library offer reading rooms with a sufficient number of seats and easily accessible support services. The FAV Library provides good internet coverage, enabling students to access electronic resources. Additionally, the opening hours extend beyond regular lecture times. The book collection includes a sufficient amount of Albanian and foreign professional literature, and the libraries maintain an adequate number of subscriptions to both domestic and international journals.

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

According to the SER, funding for basic infrastructure and operational expenditures related to the study program is incorporated into the overall UP budget, which is allocated by the Assembly of Kosovo through the national budget law, in conjunction with revenues generated by the institution. The FAV operates with an annual budget designated for materials and services. Beside this regular budget, equipment is occasionally purchased through acquired projects.

ET recommendations:

- 1. The move to the new FAV research, teaching and office building has top priority. While the power lines are being moved, the building must be renovated and completed simultaneously.*

Timeline: Immediate start and completion before the end of 2026

OVERALL EVALUATION AND RECOMMENDATION OF THE ET


Standard	Compliance level
1. Mission, objectives and administration	Substantially compliant
2. Quality management	Substantially compliant
3. Academic staff *Mandatory	Substantially compliant
4. Educational process content	Substantially compliant
5. Students	Substantially compliant
6. Research	Substantially compliant
7. Infrastructure and resources *Mandatory	Substantially compliant
Overall compliance	Substantially compliant

In conclusion, the Expert Team considers that the study program B.Sc. Animal Production offered by the University of Prishtina “Hasan Prishtina”, Faculty of Agriculture and Veterinary is *substantially compliant* with all Standards as included in the *KAA Accreditation manual* and, therefore, recommends *to accredit* the study program for *3 years*, with 40 students to enroll each academic year.

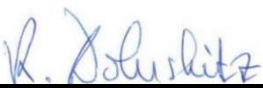
However, the Expert team strongly recommend that the faculty invest all efforts in improving material conditions - renovation and moving to the new building should be top priorities.

Expert Team


Chair

	Prof. Dr. Joachim Müller	31.01.2025
(Signature)	(Print Name)	(Date)

Member

	Prof. Dr. Reiner Doluschitz	31.01.2025
(Signature)	(Print Name)	(Date)

Member

	Matej Drobic, Student Expert	31.01.2025
(Signature)	(Print Name)	(Date)