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

UNIVERSITY OF PRISHTINA "HASAN PRISHTINA"

FACULTY OF MATHEMATICAL AND NATURAL SCIENCES

STUDY PROGRAM: FOOD CHEMISTRY, BSc, 180 ECTS (Accreditation)

REPORT OF THE EXPERT TEAM

May 21, 2024, Prishtina

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1. INTRODUCTION

1.1. Context

Date of site visit: April 23, 2024

Expert Team (ET) members:

- *Prof. Bruno Zelić, PhD*
- *Prof. Andriana Surleva, PhD*
- *Juraj Bogat*

Coordinators from Kosovo Accreditation Agency (KAA):

- *Leona Kovaçi, KAA Officer*

Sources of information for the Report:

- *KAA Accreditation Manual (2022)*
- *KAA Manual for external evaluation of higher education institutions (2021)*
- *KAA Manual Annex 4.4. Template of the External Review Report*
- *Compliance calculation template*
- *Self-evaluation report (SER) of BSC Chemistry (2023)*
- *University web page*
- *Course Syllabuses*
- *Teaching staff CVs*
- *Additionally requested documents*

Requested Documents

1. Table according the standard 2.3.1 (including *workload for teaching, exams, consulting, administrative activities, research, etc. for the study program under evaluation).*
2. List of available books for the program, including open access, databases links, etc.
3. Public report of evaluation of teaching staff and links (to prove it is publicly available).
4. Internal reports/recommendations from QA coordinators to program authors.

Received documents

1. Tables according the standard 2.3.1 (including *workload for teaching, exams, consulting, administrative activities, research, etc. for the study program under evaluation)* for BSc Food Chemistry.
2. List of available books for Bsc Food Chemistry Program, including open access, databases links, etc., the presented list is not informative. The titles of the books are not presented.

3. Public report of evaluation of teaching staff and links (to prove it is publicly available). The provided links connect to the Center for Teaching Excellence. Any direct connection to public reports. A copy of a SEMS report of evaluation of the academic staff is provided.
4. Internal reports/recommendations from QA coordinators to program authors.

Criteria used for institutional and program evaluations

The experts team followed the program accreditation assessment areas and respective performance indicators, developed by Kosovo Accreditation Agency that are presented in Accreditation Manual – 2022.

1.2. Site visit schedule

Insert site visit schedule (as provided by KAA)

Time	Meeting	Participants
09:00 – 09:50	Meeting with the management of the faculty where the programme is integrated	
09:50 – 10.35	Meeting with quality assurance representatives and administrative staff	
10:35 – 10:45	*Short break*	
10:45 – 11:45	Meeting with the heads of the study programme: **Food Chemistry, BSc 180 ECTS, Prof. Bruno Zelic**	
10:45 – 11:45	Meeting with the heads of the study programme: **Material Science, MSc 120 ECTS, Prof. Andriana Surleva**	
11:45 – 12:45	*Lunch break* (provided at the evaluation site)	
12:45 – 13.45	Meeting with teaching staff	
13:45 – 14:30	Visiting Facilities	
14:30 – 14:40	*Short break*	
14:40 – 15:30	Meeting with employers of graduates and external stakeholders	
15:30 – 15:35	Internal meeting of KAA staff and experts	
15:35 – 15:45	Closing meeting with the management of the faculty and program	

1.3. A brief overview of the institution under evaluation

Insert general information about the institution, its legal status, is mission, the study programs it is offering, and others.

The Faculty of Mathematical and Natural Sciences (FMNS) at the University of Prishtina "Hasan Prishtina" (UP) was established in 1971, by the decision of the Assembly of Kosovo (Official Gazette Republic of Kosovo no. 37/71). The studies of natural sciences and mathematics (chemistry, biology, physics and mathematics) began eleven years earlier within the Faculty of Philosophy, founded in 1960. FMNS organizes higher education (HE) studies in five departments: chemistry, biology, physics, geography and mathematics. Several bachelors, master and PhD programs are currently offered. Having European study standards as its objective of achievement and aims for better cooperation with European universities, the model of studies according to the Bologna agreement (3+2+3) was initiated in the academic year 2001/2002.

FMNS, in accordance with the Statute of UP, for each academic year determines the criteria for the admission of new students. The number of students is proposed by the academic unit, namely the relevant department based on the human and material resources it possesses and is approved by the Council of FMNS followed by the UP Senate. Currently, in all study programs that are offered at the three levels of study at FMNS, the number of new students has been completed according to the plans.

Teaching at FMNS is organized regularly (with a full schedule) and includes a multitude of planned activities to achieve the objectives of the subjects and the program. These activities include lectures, laboratory, theoretical and practical exercises, seminars, scientific research, student mentoring, etc. All teachers at FMNS have high academic and scientific qualifications adequate for the courses they teach. Teaching methodologies are different, depending on the nature of the subject being taught. Within UP there is a Centre for Excellence in Teaching which offers regular training and other resources to increase the effectiveness of classroom teaching and stimulate learning. Every year, UP organizes the evaluation of teachers by students, the purpose of which is to continuously improve the quality of teaching. In the Department of Chemistry, each study program ends with a diploma thesis. The departments of Chemistry at FMNS offers the following programs: BSc Chemistry, BSc Engineering Chemistry, MSc Organic Chemistry, MSc Analytical and Environmental Chemistry, MSc Physical and inorganic chemistry, and PhD in Chemistry.

The students are actively involved in the learning process through activities that are organized in order to achieve the expected results and their professional development. At the beginning of each course, teachers are obliged to present to students teaching/learning program (syllabuses) which include all the activities planned by the teacher that help students acquire the content of the subject/course in order to develop knowledge, skills and abilities defined for

the given course. Attendance of lectures and exercises is mandatory and is recorded regularly (through the electronic system). In addition to classroom activities, students also have individual and group work in the form of projects or homework. The achievements and progress of students for each course are permanently evaluated through the intermediate and final evaluation. The evaluation criteria and deadlines are determined by the Statute of UP and by regulations of FMNS.

The Bachelor's study program in Food Chemistry offers specialized courses and training to prepare students to solve numerous specific problems in the field. This primarily concerns the food industry, research institutes and universities, environmental protection, drinking water preparation and wastewater treatment processes, various institutions dealing with the nutritional properties of food, laboratories covering the field of chemical toxicology, cosmetics and forensics, as well as all other public and private institutions where the analysis of food is carried out from the preparation of raw materials through production to distribution and sale. The study program is organized in three academic years for 180 ECTS; 60 ECTS per year (25 hours per ECTS). The Bachelor's study program in Food Chemistry has not yet been accredited. The procedure is the initial accreditation of the Bachelor's study program in Food Chemistry, which is carried out at the request of the Department of Chemistry of the FMNS.

2. PROGRAM EVALUATION

The institutional evaluation consists of 7 subheadings through which the administration, organisation and management of the institution, as well as teaching and research are assessed.

2.1. Mission, Objectives and Administration

Standard 1.1. The study program mission is in compliance with the overall mission statement of the institution.

The aim of the Bachelor's study program in Food Chemistry is to equip students with the knowledge, skills and interdisciplinary approaches necessary to prepare them for independent employment in a field primarily related to the food industry, with an emphasis on understanding the composition, structure and properties of raw and processed foods and their components. In addition, the study program aims to enable students to understand the chemical and biochemical changes that take place during the production, distribution and use of food and to provide the key skills required to analyze the ingredients of food, for the protection and improvement of public health and food quality. The program is fully in line with the mission of the FMNS and the UP, which states that “The University shall be an autonomous public institution of higher education, engaged in academic education, scientific research, artistic

work, professional consultancy, as well as in other fields of academic activity." (Article 6 of the UP Statute).

The objectives of the Bachelor's study program in Food Chemistry are: (i) to prepare graduates for employment in the food industry, in research institutes and universities, in control laboratories for water and wastewater management, in institutes for forensic analysis or criminal investigations, in institutions for nutritional counselling, in laboratories for chemical toxicology, in laboratories for the production of cosmetics, etc.; (ii) to produce graduates who are well prepared, both theoretically and practically, for careers as teachers in primary and secondary schools; and (iii) to enroll in master's degree programs inside and outside the Republic of Kosovo. The above objectives are fully in line with the UP objectives described in the Strategy of the University of Prishtina - Strategic Plan 2023 - 2025 and the UP Statute, where the strategic goals are (i) to increase the quality of teaching and learning; (ii) to promote science, innovation and better connectivity to the labor market; (iii) to improve the position and role of UP on the international stage; (iv) to improve infrastructure and the use of digital technologies; and (v) to strengthen governance, integrity and funding.

It should also be emphasized that this is the only study program in the Republic of Kosovo that offers an undergraduate degree in the field of food chemistry. The Bachelor's study program in Food Chemistry is of great importance for the future development of research work in the field of food chemistry, including the development of the Master's study program in the field of food chemistry, as well as a necessary prerequisite for the development of gastronomy and new food products at the national level.

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.

The intended learning outcomes of the Bachelor's study program in Food Chemistry are in line with the National Qualifications Framework and the Framework for Qualifications of the European Higher Education Area. There are several ways to provide relevant academic and professional guidance in defining the intended learning outcomes, which can be divided into institutional and those based on self-assessment of the implementation of the teaching process by the teaching staff and discussions at FMNS level in the study program committee and the Faculty Council. Institutional support in defining the intended learning outcomes is provided by the UP Centre for Excellence in Teaching (UPCET). For example, UPCET organizes and conducts activities that ensure the further development of skills and competencies of academic staff at UP and other higher education institutions; promotes the creation of a culture of academic excellence through the implementation of standards and best practices in teaching; provides services to UP and other higher education institutions in the area of excellence in teaching (curriculum development, creation of teaching materials, student engagement and continuous assessment, application of hybrid classes in teaching, learning on electronic

platforms, etc.); support faculty and academic staff in the implementation of innovative and best practices in teaching, mentoring and assessment of students; promote and provide services for the implementation of ethical standards in teaching.

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

The BSc Food Chemistry takes three years and is divided into six semesters, for each of which 30 ECTS credits are credited, so that a total of 180 ECTS credits are earned on completion of the study. The study program ends with a defence of the final thesis and is fully aligned with the recommendations of the Bologna system. Various teaching methods are used to implement the study program and promote active learning, such as interactive lectures, laboratory work, case studies, design work, problem solving, group work, project-independent work, independent practice, etc. The teaching methods are described in the curricula of the individual study course. In addition to group work, special attention is paid to individual work with students, which is particularly evident in the preparation of final theses and preparation for various forms of knowledge tests. In this way, students are prepared to present their knowledge, skills and competences orally and in writing, both independently and in groups. Teaching staff are supported by UPCET in the organization of lessons and in the assessment of student achievements.

According to the experts, the Bachelor's study program Food Chemistry is based on relevant scientific knowledge from the field of chemistry and related disciplines with a particular focus on skills, knowledge and competences in the field of food chemistry.

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.

The most important document setting out formal policies, guidelines and regulations on recurring procedural or academic issues is the Statute of the University of Pristina (UP Statute). In addition to the UP Statute, there are other important documents that regulate procedural and academic issues at the UP and its academic units, of which the Regulations for Disciplinary Measures at the UP, the Regulations for Academic bachelor Programmes, the Regulations for Quality Assurance, Guidelines for the Evaluation of Subjects by Students, the Regulations for reaccreditation preparation procedures, the Regulation for the academic mobility of students and the Code of Ethics should be highlighted. Different regulations at the faculty level should also be considered. All these documents are publicly accessible to all interested parties via the UP website.

Each faculty has a studies committee that serves as an advisory body to the faculty council. The faculty studies committee is responsible for designing new study programs and for approving and revising existing study programs. The work of the Faculty Studies Committee is governed by the provisions of the UP Statute. The organization of teaching, research, quality assurance and student assessment is the responsibility of the faculty management. The faculty

management is also responsible for monitoring the progress of students during their studies. The head of department is responsible for coordinating and monitoring the learning process at departmental level. The Studies Committee at the UP level serves as an advisory body to the Senate of the UP on general issues related to the development of new study programs and their approval, as well as for the revision of existing study programs.

It should be noted that due to the highly interdisciplinary nature of the Bachelor study program in Food Chemistry, several teaching staff from the Faculty of Agriculture and Veterinary Medicine (FAVM) are involved in its implementation with the approval of the FAVM management. Teachers from the Department of Biology, the Department of Physics and the Department of Mathematics of the FMNS are also involved in the implementation of the program, as it is necessary for students to acquire basic knowledge in the field of natural sciences.

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.

The internal regulations on ethical conduct in research, teaching and assessment in all academic and administrative activities at the UP have been drawn up and are publicly accessible to all interested parties. Ethical issues at the UP are regulated in the following documents: Code of Ethics for Academic Staff (Code of Ethics), Code of Actions and Disciplinary Procedures against Academic Staff, Regulation on Disciplinary Actions and Procedures, Regulation on the Establishment and Principles of the Committee for Ethics in Scientific Research, Regulation on Prevention and Protection Against Sexual Harassment and Bullying at the University of Pristina. According to the experts, management, teaching staff, administration and students at FMNS work in full compliance with and within the framework of UP documents regulating ethical behaviour in research, teaching and evaluation.

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.

Discussions with the faculty management during the on-site visit revealed that all policies, regulations, terms of reference and statements of responsibility relating to the administration and implementation of the study programs are being revised at UP level. This will take into account all relevant changes to the legal framework that defines all aspects of the work of higher education institutions, including teaching, research and labour relations. For example, the Strategy of the University of Prishtina, the Strategic Plan 2023-2025, is in line with the Strategic Plan of Higher Education of Kosovo 2022-2026.

In addition, all relevant policies and documents related to the quality improvement system are aligned with the guidelines set by the Kosovo Accreditation Agency.

Standard	Compliance	
	Yes	**No**
Standard 1.1. The study program mission is in compliance with the overall mission statement of the institution.	**X**	
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.	**X**	
Standard 1.3. The study program has a well-defined overarching didactic and research concept.	**X**	
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.	**X**	
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.	**X**	
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.	**X**	

Compliance level: Fully compliant (100%)/Substantially compliant/Partially compliant/Non-compliant

ET recommendations:

1. *Graduates and employer representatives should be more involved in the development of the study program and the definition of strategic research guidelines at the FMNS. This can be done through the development of the Alumni Association or through appropriate questionnaires for graduates and employer representatives, which should be carried out systematically (and regularly, at least annually).*

2.2. Quality Management

Standard 2.1. All staff participate in self-evaluations and cooperate with reporting and improvement processes in their sphere of activity.

Procedures have been established and clearly defined that provide for the involvement of all staff in self-evaluation and collaboration for the purpose of reporting and improving teaching, academic and administrative activities at FMNS.

The Dean of FMNS ensures the involvement and responsibility of all relevant factors of the institution's quality assurance system in accordance with the action plan, provides access to the data required to carry out the self-analysis in accordance with the relevant quality regulation, prepares an appropriate action plan and provides a budget for the improvement of institutional processes, including a fund to reward examples of good practice, all based on the results of the evaluation process.

The Committee for Quality Assurance and Evaluation, which includes representatives from the Faculty Administration, the Faculty Coordinator for Quality Assurance Coordinator, students and academic staff, is crucial to the quality assurance system at FMNS. In addition to liaising the quality assurance system at FMNS with the UP Office for Academic Development, the Coordinator supports teaching staff and students in the development of all elements of the quality assurance system, including the development of new and revision of existing study programs, coordination of all stakeholders relevant to study program development (including alumni and employers), prepares data and reports on the scientific work of the Faculty's organizational units in consultation with the FMNS management, informs and advises teaching staff and students on student mobility, is responsible for all activities related to the quality assurance system and reports to the Vice-Rector for Academic Development on all elements of its own work.

The only potential shortcoming of the quality assurance system is the absence of graduate and employer representatives in the Committee for Quality Assurance and Evaluation. Their participation in this body would enable effective and faster implementation of the proposals of these stakeholders on the overall quality assurance system of the FMNS.

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

The UP quality assurance system is based on the Law on Higher Education in the Republic of Kosovo and the UP Statute. Based on the UP Statute, the UP Senate has adopted the Regulation on Quality Assurance and Evaluation. The Regulations define the role and responsibilities of all stakeholders at the level of UP and all faculties, as well as their participation in evaluation and quality assurance activities. In addition, the Regulation defines the mechanisms and processes by which the UP complies with the ENQA standards for quality assurance and

evaluation. This document forms the basis for the implementation of the quality assurance system and evaluation at the FMNS.

The development of the study program and the research potential of the institution is based on the contribution of all relevant stakeholders. Teaching staff, for example, provide information relevant to development via a teaching staff self-evaluation questionnaire comprising three parts: the institution, teaching and research. Administrative staff complete a questionnaire that focuses on the professional preparation of administrative staff, their working conditions and their relationship with academic staff. Students complete two questionnaires: one in which they evaluate the institution as a whole, and one in which they evaluate each study course and the teaching staff involved in teaching individually. In addition, there are surveys for graduates and employee representatives, which are carried out every three years. The results of the surveys are processed and deficits and opportunities are identified in relation to individual study courses and the entire study program. Identified deficits are eliminated through regular changes to the study program and its study courses in order to achieve the expected learning outcomes. There is a broad discussion about the need for change, taking into account reasoned suggestions from all stakeholders, including teaching staff, administrative staff, students, graduates and employer representatives.

Based on an insight into procedures and on-site meetings with stakeholders, it is clear that although there is an appropriate process, the role of graduates and employers in the development of study programs and research areas is formal rather than actually used to improve all areas of the institution's activities.

Standard 2.3. Quality assurance processes deal with all aspects of program planning and delivery, including services and resources provided by other parts of the institution.

The quality assurance process is based on the Law on Higher Education in the Republic of Kosovo, the UP Statute and the Regulation on Quality Assurance and Evaluation. An internal and external evaluation of the quality assurance system has been developed.

While the external evaluation system is linked to the evaluation conducted by independent experts for the Kosovo Accreditation Agency, the internal evaluation involves all levels of the UP, including the Senate, the Rector, the Central Commission for Quality Assurance and Evaluation at the University level, the Office for Academic Development at the University level, the Deans of the Faculties, the Committee for Quality Assurance and Evaluation at the academic unit level, the Coordinator for Quality Assurance and Evaluation at the academic unit level, and the academic and administrative staff and students. The internal quality assurance system is established and the roles and responsibilities of all those involved are clearly defined. As mentioned above, the Regulation on Quality Assurance and Evaluation at the UP aims to define the mechanisms and procedures of quality assurance and evaluation at the UP, as well as the role and responsibility of the organizational and academic units - faculties - for the implementation of quality assurance and evaluation activities. The procedures for accreditation of study programs are established and clearly defined, instruments for assessing

the quality of the study program/course are in place and implemented through quality assurance mechanisms (different types of questionnaires for academic and administrative staff and students). Supporting mechanisms for quality improvement have also been established, e.g. publication of scientific papers in journals by teaching staff and participation in international and national scientific conferences are monitored and evaluated. In addition, data on student performance is collected and monitored, e.g. the percentage of exams passed, the organization of colloquia, the duration of studies, etc. When a new study program is developed, it must first be approved at faculty level, and only then is it discussed and approved by the UP Senate.

According to the experts, the quality assurance process takes into account all aspects of program planning and implementation. In addition to the quality of teaching and learning, the quality of scientific activity, international cooperation, graduates' perception of the quality of their studies, employers' perception of the quality of graduates, the quality of services for students and the quality of organizational culture and management are monitored.

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.

Internal and external evaluations are regularly carried out at study program level for all study programs offered at the UP, in accordance with the legal framework. Internal evaluations are based on the Regulation on Quality Assurance and Evaluation, while the external evaluations are carried out according to the standards set by the Kosovo Accreditation Agency.

The results of the assessment after the internal and external evaluation are used not only for the improvement of the curriculum, but also for the improvement of all elements of the quality assurance system. Since the continuous improvement of the curriculum is the responsibility of the teachers, there is a regular procedure that describes how the study program is updated. In addition to the feedback obtained via the various questionnaires, the opinions of experts obtained as part of the external evaluation also play an important role. In this way, not only the content of the study courses is improved, but also the way and forms in which students acquire the learning outcomes.

Standard 2.5. Quality assurance processes ensure both that required standards are met and that there is continuing improvement in performance.

According to the Regulation on Quality Assurance and Evaluation of UP, the objectives of the quality assurance system include the identification and promotion of good practises, the identification of elements that need to be changed to improve the current situation, the continuous improvement of quality at the UP and faculty level and the fulfilment of the requirements of the accreditation system in the Republic of Kosovo, as defined by the Accreditation Agency of Kosovo.

According to the experts, the way the Regulations define the quality assurance process ensures that the required standards are met and that there is continuous improvement in the performance.

Standard 2.6. Survey data is being collected from students, graduates and employers; the results of these evaluations are made publicly available.

Surveys are regularly carried out among students which, in addition to evaluating the individual study courses and the teaching staff involved in their implementation, also include a survey on student satisfaction with the overall course of studies at the UP. Although the results of the student surveys are evaluated and used to improve the overall study process at FMNS and UP, the reports on the survey results are not made publicly available. Therefore, measures should be taken to make appropriate reports summarizing the results of the student surveys, as well as all other surveys conducted at FMNS, publicly available. Although the quality assurance system stipulates that graduate and employer surveys are carried out regularly every three years, there is no clear evidence that the results of these surveys are used to improve the quality assurance system, teaching and scientific work. This is evident from the discussions held during the site visits with representatives of graduates and employers who have either never participated in surveys or were unclear about their role in the quality assurance system. In view of this, the role of alumni associations, i.e. former students, needs to be strengthened at both UP and FMNS level.

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.

According to the experts, the results of the internal quality assurance system are taken up with due care and used to improve all elements of teaching, scientific and administrative activities at FMNS and UP level. In general, the improvement of all study programs conducted at FMNS is closely linked to the results of all surveys conducted, including those conducted with teaching and administrative staff and students, while the influence of graduates and employer representatives in this area is more formal, as mentioned above. The academic success of students, their academic and research performance and, to some extent, the employment dynamics of graduates are also monitored. All of this is discussed in the FMNS Committee for Quality Assurance and Evaluation and used to improve the curriculum of existing study programs through changes and revisions of the content of the study courses and the way in which each study course is organized and delivered.

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.

The dynamics of producing reports on the overall quality of study programs is closely related to the accreditation procedures carried out by the Kosovo Accreditation Agency. For example, the existing study programs of the Department of Chemistry at FMNS were reaccredited this year, and on this occasion, detailed self-evaluation reports were prepared, which form the basis for the external evaluation. The report on the overall quality of the study program is therefore prepared periodically, usually every three years.

Standard 2.9. The quality assurance arrangements for the program are themselves regularly evaluated and improved.

All issues related to the quality assurance system are regularly discussed within the teaching staff, but also in regular meetings of the Central Commission for Quality Assurance and Evaluation of the UP and the Committee for Quality Assurance and Evaluation of the FMNS. The questionnaires used to assess student satisfaction, as well as the questionnaires used by other stakeholders in the quality assurance system, are constantly updated and improved as a result of the internal and external evaluations carried out at regular intervals at the FMNS and the UP.

Standard	**Compliance**	
	Yes	**No**
Standard 2.1. All staff participate in self-evaluations and cooperate with reporting and improvement processes in their sphere of activity.	**X**	
Standard 2.2. Evaluation processes and planning for improvement are integrated into normal planning processes.	**X**	
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.	**X**	
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.	**X**	
Standard 2.5. Quality assurance processes ensure both that required standards are met and that there is continuing improvement in performance.	**X**	
Standard 2.6. Survey data is being collected from students, graduates and employers; the results of these evaluations are made publicly available.		**X**
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.	**X**	

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.	**X**	
Standard 2.9. The quality assurance arrangements for the program are themselves regularly evaluated and improved.	**X**	

Compliance level: Fully compliant/**Substantially compliant (89%)** /Partially compliant/Non-compliant

ET recommendations:

1. *Include a graduate and employer representative on the Committee for Quality Assurance and Evaluation Committee and generally ensure their greater influence on the overall quality assurance system at FMNS.*
2. *The results of surveys conducted among students and representatives of graduates and employers should be made publicly available after they have been processed and the corresponding reports have been prepared.*
3. *The role of graduates and employers' representatives needs to be more emphasised and utilised in the overall quality assurance system; one of the ways to achieve this is to support the work of alumni associations at the FMNS and the UP level.*
4. *The SER must be written in an evidence-based manner, i.e. each statement must be supported by an appropriate procedure or example.*
5. *Funding for workshops and seminars dedicated to the development of new study programs and the revision of existing ones should be provided by the FMNS management.*

2.3. Academic Staff

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

Based on an insight into the UP Statute and the Regulation on Selection Procedures Regarding Appointment, Reappointment and Advancement of the Academic Staff at the University of Prishtina "Hasan Prishtina", which are available on the UP website, it can be concluded that all relevant information is available to all applicants applying for public tenders for positions at UP.

For all staff involved in the program of the BSc Food Chemistry, the members of the expert team were provided with data showing their name, qualification, academic title, duration of their official (valid) contract, workload for teaching, examinations, consultancy, administrative activities and research. A total of 29 members of the academic staff are involved in teaching the BSc Food Chemistry, of whom 27 (93%) hold a PhD (mainly in chemistry) in the relevant scientific field related to the content of the study programme in which they are involved. In addition, 21 teachers have been appointed full professor, associate professor or assistant professor, 6 are assistants with a PhD in the relevant field, and two assistants have completed a Master's degree. All teaching staff are full-time employees at the UP. This suggests that the teaching staff is highly qualified and competent to teach undergraduate study courses; on average, 7 professors are involved in undergraduate chemistry teaching each year, which is more than sufficient for efficient and fluent teaching of Food chemistry at undergraduate level.

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.

The management of the FMNS confirmed that the teaching staff comply with the legal requirements concerning the occupation of teaching positions included in the Administrative instruction on Accreditation**.**

Standard 3.3: Academic staff do not cover, within an academic year, more than two teaching positions (one full-time, one part-time), regardless of the educational institution where they carry out their activity.

The academic staff of the program do not have another full-time employment contract at any other university.

Standard 3.4: At least 50% of the academic staff in the study program are full time employees, and account for at least 50% of the classes of the study program.

All members of the academic staff are full-time employees (100 %).

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.

Twenty seven out of 29 members of the academic staff hold a PhD (93%) and 100% of the teaching staff are full-time employees. On average, 7 professors are involved in the BSc Food Chemistry program each year, which is more than sufficient for efficient and fluent undergraduate Food chemistry teaching.

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

A Centre of excellence in teaching is established in the UP. The teachers are supported to develop their pedagogical competences by training in a line of basic and modern pedagogical courses. The training is mandatory for all assistants and assistant professors. The teaching staff highly appreciate this support and declare to implement the acquired skills and knowledge in their teaching activities. All interviewed members of teaching staff confirmed that they participated in at least one training. For those who experienced difficulties, more than one training is offered by the UPCET.

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.

Academic services are presented by reviews for high ranked journals, as well as a membership in the Editorial Boards of prestigious journals. During discussions the participation in the advisory, scientific or organising committees of scientific conferences of teachers was confirmed. Consultations of students are regulated in the teachers' workload, however during the discussion with the teachers it was confirmed that teachers are ready to provide additional and flexible consultation slots for the students. The community services are presented by expert advising of governmental institutions, participating in advisory committees or working groups of the Ministry of Education or other governmental institutions. The teachers confirmed that they are fully available for experts advising FMNS graduates to solve professional issues connected with their work activities in the industry.

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.

Academic staff is evaluated two times per year by the students. Additionally, the teachers are regularly self-assessed. There is a well proven procedure to improve the teachers' performance in case of low estimation by the students. Additional pedagogical training is mandatory in this case; the improvement is monitored by the Faculty management; the Dean is directly involved in the procedure. In case of lack of advancement, the teacher contract is terminated. The results of assessments are not publicly available. The existing promotion process is mainly based on research achievements. A new assessment methodology is currently in a process of preparation. International advising is used in the assessment procedure drafting. The new assessment methodology includes the teaching activities and advancing in teaching of individual members.

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

Strategies for quality enhancement include improving the teaching strategies and quality of learning materials. The applied strategy is not in the form of a regulation or another official

document, however the team gets the impression during the discussion that the procedure and the strategy is well proven and well accepted by the teaching staff and the management of the Faculty. The interviewed members of teaching staff are familiar with all steps of the strategy/mechanism for quality enhancement. The teachers consider the improvement of learning materials and teaching methodology as a part of the academic ethic. The management is highly determined to follow the established strategy.

Standard 3.10: Teachers retired at age limit or for other reasons lose the status of full-time teachers and are considered part-time teachers.

According to the UP regulations the teachers who retire at age limits or for other reasons lose their status as full-time teachers and are considered part-time teachers. There is a procedure to assign a title "Professor emeritus" for the retired professors. Any of the academic staff members in this program are part time.

Standard	**Compliance**	
	Yes	**No**
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.	**X**	
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.	**X**	
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.	**X**	
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.	**X**	
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.	**X**	
Standard 3.6. Opportunities are provided for additional professional development of teaching staff, with special assistance given to any who are facing difficulties.	**X**	
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.	**X**	

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.		**X**
Standard 3.9. Strategies for quality enhancement include improving the teaching strategies and quality of learning materials.	**X**	
Standard 3.10. Teachers retired at age limit or for other reasons lose the status of full-time teachers and are considered part-time teachers.	**X**	

Compliance level: Fully compliant/**Substantially compliant (90%)**/Partially compliant/Non-compliant

ET recommendations:

1. *Develop a procedure to make publicly available the results of regular evaluations at the level of the Faculty.*

2.4. Educational Process Content

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.

The BSc Food Chemistry provides students with an excellent basis for acquiring knowledge in the following areas: organic chemistry, inorganic chemistry, analytical chemistry, physical chemistry and food chemistry, which, together with the knowledge acquired in mathematics, physics and biology, fully meets the requirements of a modern education in the field of food chemistry at undergraduate level. Most of the teaching staff involved in the implementation of the study program are permanently employed at the FMNS; a smaller number of teaching staff come from the Faculty of Agriculture and Veterinary Medicine at the UP, where they are also permanently employed. Teaching staff have the necessary competences to teach in higher education institutions, as evidenced by their CVs and the presentation of their scientific background, the research they have carried out and the related appropriate dissemination of research results. The program provides students with adequate knowledge, skills and competences required for undergraduate studies in the field of chemistry through compulsory (to a greater extent) and elective courses. At the end of the program, students also acquire adequate communication skills. All together, this enables them to work in the food industry, to continue their studies in a Master's program or to continue their professional career in different laboratories and to work as chemistry teachers in primary and secondary schools, but

also in other institutions such as public administration, other governmental and non-governmental organizations, etc.
According to the experts, the BSc Food Chemistry study program is geared towards qualification objectives that include technical and interdisciplinary aspects. The acquisition of technical, methodological and interdisciplinary skills and competencies is mainly based on mandatory subjects.

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

The BSc Food Chemistry takes three years and comprises 180 ECTS credits. Teaching is organized in six semesters, with each semester comprising 60 ECTS credits. There are a total of 25 mandatory and 3 elective study courses, and each student must prepare and write a final thesis.
The study program and corresponding learning outcomes of the Bachelor's study program Food Chemistry are in line with the National Qualifications Framework and the Framework for Qualifications of the European Higher Education Area. The individual study courses of the program are combined to achieve the specified qualification objectives. The study program includes various forms of teaching, such as interactive lectures, laboratory work, case studies, design work, problem solving, group work, project-oriented work, independent practice, etc. An insight into the curriculum shows that teaching methods are limited to traditional lectures and laboratory work. Project and program-oriented learning is practically limited to the preparation of a final thesis based on laboratory work and closely linked to the scientific interest of the mentor. In order to improve the teaching process, it is necessary to introduce modern teaching methods such as project and problem-based learning and flipped learning in most study courses.

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.

Although the study program covers all content that is essential for an undergraduate study program in the field of food chemistry, some of the study courses are not logically included in the study program. This mainly concerns the Thermodynamics and Electrochemistry course, which is too demanding for the 2nd semester of study, especially as courses such as Physical Chemistry and Analytical Chemistry, which are taken in the second year of study, are required to acquire the competencies envisaged in this subject. Likewise, it is not appropriate for the logical acquisition of skills that students first do laboratory exercises in physical chemistry

(Practical of Physical Chemistry in the 3rd semester) before acquiring the corresponding theoretical knowledge (Physical Chemistry II in the 4th semester). In addition, it would be necessary to include content on the technological processes in food production in the subjects Food Chemistry I, II and III, without knowledge of which it is not possible to satisfactorily apply the appropriate analytical methods required to monitor these processes, but also to determine the location of sampling in an appropriate manner. In addition, the range of electives should be extended to include content that has more to do with food and its production or with checking different systems to ensure the quality of processes and products, but also with the nutritional aspect of food. It should also be noted that the large number of ECTS points allocated to the Food Chemistry I and II and Practical Organic Chemistry courses is not common in the EHEA. Therefore, it would be desirable to divide subjects characterized by an extremely high workload into two subjects (in the case of Food Chemistry I and II) or to consider whether it is justified to allocate a large number of ECTS points to a subject that usually involves only practical work, such as Practical Organic Chemistry, where students do not really need a large number of hours for independent work by preparing exercises, processing results and writing appropriate reports, in addition to the many hours of work in the laboratory.

It should be noted that the proposed study program is almost completely identical in structure, content and student workload to the study program offered at the Faculty of Biology and Chemistry at the University of Giesen, but this in itself is no guarantee that the study program is of high quality and well-designed.

It is not clear from the self-evaluation report which learning outcomes relate to this study program. The learning outcomes formulated under Standard 4.3. of the self-evaluation report are too general and can be used in any undergraduate study program, the learning outcomes formulated under standard 1.2. of the self-evaluation report are too focused on the acquisition of knowledge and too little on the acquisition of competencies and skills. The refinement of the learning outcomes of the study program is necessary to obtain a balanced proposal that equally reflects the knowledge, skills and competencies relevant to the field of food chemistry. According to the experts, it is necessary to make additional efforts to develop a balanced study program that allows students to acquire the learning outcomes in the field of food chemistry in a logical and systematic way. This needs to take into account the student workload, which is not adequately defined for all study courses. The learning outcomes must be refined to cover in a balanced way the knowledge, skills and competences that are essential for undergraduate study in the field of food chemistry. The range of electives needs to be complemented by those that are more food-oriented.

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.

From the data available in SER and the attached syllabi for each study course, it can be concluded that the BSc Food Chemistry study courses have analytical curricula that include: the study course's objectives, the basic thematic content, the learning outcomes, the distribution of classes, seminars and applied activities, the assessment system for students, the minimum bibliography and any other relevant information that allows all those involved in the educational process to gain insight into the specificities of all disciplines within the curriculum.

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.

The language of instruction is Albanian. According to the data available in SER and collected during the site visits, there are currently no courses or modules taught or prepared for teaching in English. Since most of the teaching staff speak English well, this leaves open the possibility that in the future some of the study courses or modules will be offered in English as part of an increased internationalization of the program, which will certainly attract students from abroad (and perhaps visiting professors as well).

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.

The data from the self-evaluation report and interviews with the holders of the study program and teaching staff during the site visits indicate that teachers in all FMNS and UP study programs provide students with information about the learning outcomes and the method for achieving them, as well as other general information about the subject, in the introductory lectures of each study course. In the interviews during the site visit, teachers indicated that they readily accept students' suggestions and incorporate all suggestions based on subject facts and advanced methods for acquiring learning outcomes into daily practice.

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.

An insight into the course content, i.e. the curriculum of the individual courses, shows that the majority of study courses take the form of traditional ex-cathedra lectures, seminars and laboratory work. Some of the study courses also use modern techniques to achieve learning outcomes, such as problem-based or project-based teaching. This is particularly emphasized in the context of the final thesis and in the subjects that are generally carried out as laboratory exercises. Irrespective of this, the teaching strategies used in the BSc Food Chemistry are

appropriate and enable the acquisition of all learning outcomes envisaged in the study program. From discussions with lecturers, it can be concluded that in other study programs currently offered at the Department of Chemistry, the learning strategies are adapted to the needs of the students as required. The same applies to the assessment of student performance, which is clearly defined at FMNS and UP level. In all study programs at the Department of Chemistry, at the beginning of the semester in each study course, teachers define not only the learning outcomes, but also the way in which they will be acquired and assessed, giving students the opportunity to make the necessary adjustments with their suggestions to meet the needs of different groups of students. This system has proved to be very effective, so it is expected that it will be applied in the same way within the BSc Food Chemistry.

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.

The assessment system currently used in the study programs of the Department of Chemistry at FMNS includes various forms of assessment of student performance. The proposals for each BSc Food Chemistry study course clearly emphasize the forms of assessment of student performance, but also include the assessment of students' practical skills acquired during laboratory work. In general, all study courses include regular knowledge reviews during the semester and a final examination, and this form of assessment can be considered appropriate and an incentive for students to achieve appropriate learning outcomes. Teachers determine and present the method of student assessment at the beginning of the semester, and throughout the semester this information is available in the electronic system used to support all elements of the teaching process. In the event that students are not satisfied with the grade of the examination, there is an appropriate appeals process that is publicly available on the FMNS website. For the mathematics and physics study courses, a different distribution of the various forms of examination should be taken into account, whereby in addition to the final examination, semester-long partial examinations should also be included in an appropriate ratio.

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.

The SER and the corresponding syllabi have shown that appropriate, valid and reliable mechanisms are used to check the standards of student performance. The standard of work required for the various grades has been consistent over time for other study programs conducted at the Department of Chemistry at FMNS and is comparable to the student evaluation system in other study programs at highly respected institutions. Since most of the teaching staff involved in the delivery of the BSc Food Chemistry study program are from the

Department of Chemistry at FMNS and are also involved in the delivery of other study programs in the Department, it is expected that student assessment in the BSc Food Chemistry study program will be consistent across all study courses.

Standard 4.10. Policies and procedures include actions to be taken in to dealing with situations where standards of student achievement are inadequate or KAA inconsistently assessed.

The basic document setting out the policies and procedures for situations where student performance is inadequate or inconsistently assessed is the UP Statute, particularly in the parts relating to the determination of academic success (Articles 108-116) and student status, rights and responsibilities (Articles 145-163). Discussions with management and teaching staff during on-site meetings indicate that students should be familiar with relevant policies and procedures. In addition, students can count on the help of student representatives on various FMNS and UP committees in appropriate situations. According to the data obtained during the on-site meetings with the FMNS management, no situations requiring the use of such procedures were recorded in the Department of Chemistry of the FMNS. On the other hand, lecturers emphasize their willingness to help and support students in exam preparation in the form of additional consultations as well as exam analysis and the adoption of planned learning outcomes.

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 ECTS 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.

The BSc Food Chemistry does not include a professional internship. This is compensated to some extent by laboratory work mainly related to the study courses in the field of chemistry, where students acquire the necessary practical skills. Practical skills related to food production are not integrated into the practical work in the laboratories within the study program. Therefore, it is necessary to include the student internship as a mandatory part of the study program, which provides students with a good foundation for working in their future workplaces.

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

Although there have been serious contacts with representatives of the relevant industry and public institutions about various forms of future cooperation, not a single contract has yet been signed that would improve the practical forms of student work.

Standard	Compliance	
	Yes	**No**
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.	**X**	
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.		**X**
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.		**X**
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.	**X**	
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.	**X**	
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.	**X**	

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

Compliance level: Fully compliant/Substantially compliant /**Partially compliant (67%)**/Non-compliant

ET recommendations:

1. *The learning outcomes must be refined to cover in a balanced way the knowledge, skills and competences that are essential for undergraduate study in the field of food chemistry.*
2. *It is necessary to change the study structure so that the Thermodynamics and Electrochemistry study course is moved to the second or third year of study and that the theoretical content of the Physical Chemistry course is taught before the students start with laboratory exercises.*

3. *It would be desirable to divide subjects that are characterized by an extremely high workload into two subjects (in the case of Food Chemistry I and II) or to consider whether it is justified to allocate a large number of ECTS points to a subject that usually only involves practical work, such as Practical Organic Chemistry.*
4. *The range of electives needs to be complemented by those that are more food-oriented.*
5. *The study program is to be further expanded, not only through the continuous introduction of new content into existing study courses, but also through the creation of some of the study courses in English, which will increase the interest of foreign students in exchange and study at the UP.*
6. *In order to improve the teaching process, it is necessary to introduce modern teaching methods such as project- and problem-based learning and flipped learning in most study courses.*
7. *The professional internship must be included in the study program as a mandatory subject for all students.*
8. *The management of the FMNS and the UP must ensure the intensification of the students' practical work through signed cooperation agreements with institutions/organizations/practical training units, and thus create the prerequisite for the introduction of a professional internship in the study program.*
9. *Update the literature to refer to up-to-date sources of information.*

2.5. Students

It has to be mentioned in the very beginning, since this is a new study programme, some of the standards could not be evaluated or at least not evaluated in their full extent. Some standards, such as 5.4-5.7 are evaluated solely on the statements from the SER since no other proof could have been presented to the ET.

The admission procedure and the required documentation is regulated and thought out by MEST, UP and the Faculty on the basis of already familiar and well tested praxis from other institutions. Admission procedure seems to be transparent and fair for all applicants.

With the requested quota of 30 students per year, the ET believes there might be some issues with study group dimensions. It is up to faculty and staff to make sure the study group dimensions are not too big in order to enable an efficient study process and knowledge transfer.

For standards 5.4 through 5.7, the final decision on compliance is made from the statements in the SER and from the examples from other studies. In this particular case, assessment based on examples from this study programme is not possible since this is the first evaluation and there are no students who can confirm or deny statements in the standard. Additionally, in standard 5.6, the SER only refers to additional examination terms, but nothing is stated in a narrower

sense, for example special treatment in case of prolonged sickness, work obligations or other. For this reason, the ET is stating, in good faith, compliance with the standards with a remark for future evaluations to look more closely at these standards in order to assess them properly.

Standard 5.8 is not met since no plagiarism software is at the teachers disposal.

Standard 5.9 is met because student rights are publicly available and the students have several bodies where they can place their appeals.

As for the final two standards, they are also deemed compliant in good faith since no exact examples are available yet.

While many of the standards could not be fully and/or properly assessed because there are no students, the ET is aware of some good and fair practices from BA studies and firmly believes they will also be applied to the new study. However, it should be noted that even those practices can always be upgraded and made more efficient.

Standard	Compliance	
	Yes	**No**
Standard 5.1. There is a clear and formally adopted admission procedure at institutional level that the study program respects when organizing students'recruitment. Admission requirements are consistently and fairly applied for all students.	**X**	
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.	**X**	
Standard 5.3. The study groups are dimensioned so as to ensure an effective and interactive teaching and learning process.	**X**	
Standard 5.4. Feedback to students on their performance and results of assessments is given promptly and accompanied by mechanisms for assistance if needed.	**X**	
Standard 5.5. The results obtained by the students throughout the study cycles are certified by the academic record.	**X**	
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.	**X**	
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.	**X**	
Standard 5.8. Effective procedures are being used to ensure that work submitted by students is original.		**X**
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.	**X**	

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

Compliance level: Fully compliant (91%) / Substantially compliant / Partially compliant / Non-compliant

ET recommendations:

1. *Acquire plagiarism detection software*
2. *Make sure to provide tangible and indisputable proof (in english languge) for the next evaluation, especially regarding the administrative documentation*

2.6. Research

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.

The study program has defined scientific/applied research objectives. The objectives 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. (Regulations for the financing of research - scientific, artistic and sports activities at the University of Prishtina, 2020; Financial plan FMNS 2024).

The University of Prishtina provides continuous support to the staff in the development of research programs through workshops, involvement in project teams, assistance in the preparation of funding applications, etc. The list of the presented projects of the staff of the Program include researchers at different levels of career development.

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.

During the discussions with teaching staff of the program the expert team gets the impression that the expectations for teaching staff involvement in research and scholarly activities are clearly specified. The research performance of the teaching staff is considered in staff evaluation and promotion criteria. The corresponding regulatory documents are developed and publicly available. None of the interviewed teachers showed any concerns about his/her

professional development based on research activities. The publications in high ranked journals are specially supported by the University (Statute of UP; Regulation on the establishment and functioning principles of the committee for ethics in scientific research, last amendment 2023; Research regulations and sponsored programs, last amendment 2019; Regulations for the selection procedures related to the appointment, re-appointment and advancement of academic staff in UP, last amendment 2022; Regulations for the establishment and principles of the commission for ethics in scientific research, last amendment 2023; Regulations for disciplinary measures and procedures against the academic staff of the University of Pristina, 2017; Regulations for the financing of research - scientific, artistic and sports activities at the University of Prishtina, 2020).

The University of Prishtina, through the Office for Foreign Relations and all other administrative offices, offers full support for the establishment of cooperation relations with universities and international research institutes. The teaching staff is satisfied with the support received. Staff participated in national and international projects.

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.

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 (Statue of UP; Regulation on the establishment and functioning principles of the committee for ethics in scientific research, last amendment 2023, etc). The corresponding regulations are presented and publicly available on the University web page.

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

The academic staff has an impressive list of research publications in highly ranked journals on the same topics as their teaching activity.

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.

According to the data available in the SER and in the CVs of the teaching staff, the teaching staff involved in the BSc Food Chemistry study programme publish a considerable number of publications in scientific journals. In the period from 2018 to 2023, the teaching staff published 163 papers in journals listed in the SCOPUS database and actively participated in national and international scientific conferences. This means that each member of the teaching staff published at least one paper during the period for which data is available and attended a conference every other year. It should be noted that teaching staff avoid publishing their work

in predatory journals. In addition, the teaching staff provide their expertise in the form of advice and expert opinions for national and international partners, including in the form of expert functions for government agencies.

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.

As already described, the scientific research activity of the teaching staff can best be demonstrated by the number of publications in scientific journals, which are recorded in the SCOPUS database, for example, and by participation in scientific conferences. Technology transfer is not reported or communicated in discussions during on site meetings, although appropriate procedures are in place. Collaboration with research groups from the region and Europe as part of the CEEPUS and/or ERASMUS+ program and other international programs is well developed and demonstrates the quality and validation of research.

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.

Taking into account the data available in SER and CVs of key members of the teaching staff, involved in the implementation of the BSc Food Chemistry have published a total of 101 papers in journals cited in the SCOPUS database in the period from 2021 to 2023. In view of the fact that 29 teachers are involved in the implementation of the study program, it follows that on average a teacher published at least one scientific paper during the period mentioned.

Standard 6.8. Academic and research staff publish under the name of the institution in Kosovo they are affiliated to as full-time staff.

Academic and research staff publish under the name of the institution in Kosovo to which they belong as full-time employees.

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.

Academic staff shared during the discussions that they include in their teaching activities and materials information about their research and scholarly activities that are relevant to courses, together with other significant research developments in the field. The staff demonstrated experience in offering research-based teaching, influencing the development of students' skills in research work, building hypotheses, testing them, planning work, etc (Research based teaching AWARD 2023, 2023; Liridon Berisha, Tahir Arbneshi, Arsim Maloku, Fatmir Faiku, 2023).

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.

SER reported that the intellectual property at the University of Prishtina is regulated by the Kosovo Law on Intellectual Property (adopted in 2011). The law in question was adapted in 2016 to the European Union directives on intellectual property. Additionally, the Statute of the University, article 47 imposes the development of the policies for intellectual property.

Standard 6.11. Students are engaged in research projects and other activities.

During the onsite visit the expert team got the impression that the teaching staff has well proven experience in involving students in research projects and related activities. Data collected from interviews with heads of the study program and teachers indicate that they have developed a good practice in the Department of Chemistry to prepare diploma theses based on experimental work conducted as part of scientific research of teaching staff.

Standard	**Compliance**	
	Yes	**No**
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.	**X**	
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.	**X**	
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.	**X**	
Standard 6.4. The academic staff has a proven track record of research results on the same topics as their teaching activity.	**X**	
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.	**X**	

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.	**X**	
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.	**X**	
Standard 6.8. Academic and research staff publish under the name of the institution in Kosovo they are affiliated to as full-time staff.	**X**	
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.	**X**	
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.	**X**	
Standard 6.11. Students are engaged in research projects and other activities.	**X**	

Compliance level: Fully compliant (100%) /Substantially compliant/Partially compliant/Non-compliant

ET recommendations:
None.

2.7. Infrastructure and Resources

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

The long-term implementation of the study program is ensured by the premises: a new building is being constructed, and appropriate premises such as specialised laboratories and lecture halls with adequate number of working places are being planned for the study program.

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.

The financial plan for 2024 at the level of the FMNS as well as a long term financial plan that would demonstrate the sustainability of the study program for the next minimum three years are provided. According to SER, the Department of Chemistry (including this study program) has an annual financial plan covering the consumables, reagents, solvents, equipment, transport and accommodation required for laboratory work, which ensure the sustainability of the study program for the coming years.

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:

a) owned or rented spaces adequate for the educational process;

b) owned or rented laboratories, with the adequate equipment for all the compulsory disciplines within the curriculum, wherever the analytical syllabus includes such activities;

c) adequate software for the disciplines of study included in the curriculum, with utilisation licence;

d) library equipped with reading rooms, group work rooms and its own book stock according to the disciplines included in the curricula.

The Department of Chemistry as part of FMNS is located in a separate building and no other object has been rented. The laboratory equipment is a property of the University. All used software is licensed (SER), however a list of the software and the licence is not provided. The chemistry department library is equipped with a reading room; however, the conditions are not at an appropriate level. During the on-site visit, the team of experts was able to see for themselves that the existing books are too old, while the books currently in use are available to students on request from the teachers. The students could use the University library without limitations. However, it should be noted that UP has limited funds for the books in the courses offered, so the teaching staff tries to provide them or provide students with different sources of literature (online books, scientific journals and other materials from the Internet). The periodicals available in the library are not up to date. The UP library offers access to digital databases such as Science Direct, etc. The teachers provided modern books using their personal contacts and accounts in the frame of projects.

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.

The current building of the Department of Chemistry has 4 classrooms (210 m^2), 24 laboratories for students and researchers (1152 m^2), 21 teachers offices (281 m^2) and 6 administrative or supplementary offices (239 m^2). A hall equipped with computers is available

for students. The department also uses the research laboratories and lecture halls of the Faculty. The number of seats in the lecture room is adequate to the typical students' group of 12 people, the number of working places in the laboratories correspond to the number of students in a group. The presented plans for the Department of Chemistry in the new building of FMNS demonstrate that adequate space and equipment is envisaged: 12 individual working places, the laboratories are equipped with enough laboratory furniture and ventilated hoods. Four specialised laboratories and two research laboratories are planned for the study program in the new building. The current premises are 2041 m^2. However, as this space is used by all programs in the Chemistry department, the currently available space is not enough for an additional 30 students per academic year, as planned for the BSc Food Chemistry. This problem will be solved in the new building, which is why additional efforts must be made to ensure that teaching can begin in the new premises as soon as possible.

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

a) a number of seats in the reading rooms corresponding to at least 10% of the total number of students in the study program;

Fulfilled. The department library is 160 m^2, the data about the University library are not provided. The current number of students in the program are 28.

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;

Fulfilled.

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;

Partially fulfilled. The additional documents requested from the FMNS show that there are not enough books at the institution that cover the field of Food chemistry. On the other hand, it is clear from discussions with teaching staff during the visit that teaching staff provide students with all the necessary and additional literature from their own libraries and by borrowing it from colleagues working at universities and academic institutions abroad.

(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;

Fulfilled. The number of books in Albanian is sufficient.

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

Fulfilled.

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

Currently, the infrastructure and facilities are not adapted to the students with special needs, however the new building of the FMNS offers more possibilities.

Standard	Compliance	
	Yes	**No**
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.	**X**	
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.	**X**	
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: a) owned or rented spaces adequate for the educational process; b) owned or rented laboratories, with the adequate equipment for all the compulsory disciplines within the curriculum, wherever the analytical syllabus includes such activities; c) adequate software for the disciplines of study included in the curriculum, with utilisation licence; d) library equipped with reading rooms, group work rooms and its own book stock according to the disciplines included in the curricula.	**X**	
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.	**X**	
Standard 7.5. The education institution's libraries must ensure, for each of the study programs: a) a number of seats in the reading rooms corresponding to at least 10% of the total number of students in the study program; b) a number of seats in the group work rooms corresponding to at least 10% of the total number of students in the study program;	**X**	

c) their own book stock from Albanian and foreign speciality literature, enough to cover the disciplines within the curricula, out of which at least 50% should represent book titles or speciality courses of recognised publishers, from the last 10 years; d) a book stock within its own library with a sufficient number of books so as to cover the needs of all students in the cycle and year of study the respective discipline is provided for; e) a sufficient number of subscriptions to Albanian and foreign publications and periodicals, according to the stated mission.		
Standard 7.6. The infrastructure and facilities dedicated to the implementation of the program is adapted to students with special needs.		**X**

Compliance level: Fully compliant/ **Substantially compliant 83%**/ Partially compliant/ Non-compliant

ET recommendations:

1. *To increase the number of books (printed and electronic) issued in the last 10 years, especially those related to the field of food chemistry*
2. *To ensure access to a larger number of scientific databases.*
3. *To motivate teachers to prepare teaching materials (books, manuals, etc) in the language of teaching.*
4. *Ensure that the necessary conditions are in place so that teaching can begin in the new premises as soon as possible.*

3. FINAL RECOMMENDATION OF THE ET

The evaluation was conducted in accordance with the KAA Accreditation Manual (2022) and the timetable set by the KAA. All meetings took place as planned and all meeting participants actively took part.

First of all, it should be noted that the SER was not written according to an evidence-based methodology. It can be said that the SER for the most part does not follow the methodology recommended by the Kosovo Accreditation Agency, nor the usual practice known from other accreditation institutions when writing a self-evaluation report according to ENQA guidelines. Although all the information required for the preparation of the experts' report was obtained from the data subsequently requested and the interviews conducted, the SER itself did not satisfactorily provide the necessary evidence to enable an assessment. Therefore, when preparing the SER for future evaluations, more attention needs to be paid to describing the

pathway to compliance with the standards and referring to appropriate publicly available documents, including websites, but also to any other sources of information which, if not available, should be attached to the SER in the form of annexes.

The mission and objectives of the BSc Food Chemistry are fully in line with the strategic guidelines and the mission and vision of the UP. The FMNS management and teaching staff are committed to the high standards of the quality assurance system and strive to ensure the conditions for its fulfillment in accordance with the guidelines defined in the relevant documents and regulations adopted at the UP level. Unfortunately, this was not evident from the way the SER was written.

The administrative support for teachers and students is adequate and ensures the development of all activities of the higher education institution. The quality assurance system includes all the necessary documentation and procedures required for teaching and research as well as for all other activities characteristic of a higher education institution, such as professional work or work for the common good of society. The only drawback is the fact that the reports on the surveys carried out are not publicly accessible, that must definitely be changed in the future.

Scientists involved in the implementation of the study program regularly publish their research results in scientific journals and present their research findings at national and international conferences. As a rule, the teachers' scientific work covers the area they teach, so it can be said that the study program is run by competent teachers who have the foundations to transform the latest scientific findings into knowledge that they pass on to their students. As mentioned above, the only problem is the lack of publication of the results of the evaluation of the teachers, which should be done once a year according to the standards of the Kosovo Accreditation Agency.

It should also be emphasized that almost all teaching staff involved in the implementation of the study program have a PhD and, in addition to chemistry, are also scientifically active in other areas relevant to the study, such as food chemistry, of course, but also mathematics, physics and biology. The teaching staff attach particular importance to developing their teaching skills and regularly take part in workshops and seminars organized by the UP Center for Excellence in Teaching. All teaching staff have an appropriate workload in all forms of work typical at a higher education institution.

The study program is appropriately designed and contains all the essential content relevant to undergraduate studies in the field of food chemistry. However, some changes are necessary, relating to the redistribution of semesters of some study courses and the offer of elective content related to food chemistry, such as food industry or nutrition. Some of the courses characterized by a large number of ECTS credits need to be designed differently, which can be most easily and best implemented by splitting a course into two or three courses focusing on the subtopics of the original main course. The learning outcomes are not quite adequately formulated as some of them are too general and some refer exclusively to the knowledge that

students can acquire during their studies. The focus in the development of learning outcomes should be more on skills, especially in the case of undergraduate studies.

As already mentioned, the content of the study program is appropriate and should not be changed. However, it is necessary to introduce a professional internship as a mandatory content of the study program, in which students have the opportunity to acquire additional professional skills in the field of their future workplace. Furthermore, it is necessary to introduce a certain number of study courses in English to ensure the internationalization of the study program in the future.

Although this is a proposal for a study program in which no students are yet enrolled, it should be noted that all the mechanisms and procedures by which students are actively involved in the delivery of the study program already exist and are been successfully implemented in other study programs currently offered in the Department of Chemistry at FMNS.

The existing infrastructure has serious limitations and should definitely be improved, which will soon happen with the move to the new faculty building. This is a necessary prerequisite for the normal functioning of the BSc Food Chemistry study program, as otherwise the new study program can hardly be expected to run smoothly without organizational and spatial challenges. The new study program also requires additional equipment, which, according to the information from the discussion with the faculty management, has been made available. When the FMNS moves to new premises, there should be no problems with the organization of teaching on the BSc Food Chemistry. Until then, measures must be taken to ensure adequate equipment in the existing rooms and, above all, a sufficient stock of textbooks must be ensured, especially in the field of food chemistry, which is currently practically non-existent.

In summary, the Expert Team considers that the BSc study program Food Chemistry offered by the FMNS of the University of Prishtina is in substantial compliance with the standards contained in the KAA Accreditation Manual (2022) and therefore recommends the accreditation of the study program for a period of five years with a maximum number of students per year enrolled in the program: 30.

Overall compliance:

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

Compliance level: Substantially compliant

Student quota recommended/Three or Five Years: 30 students per year/ Five years

Expert Team

Member

Bruno Zelić Digitally signed by Bruno Zelić Date: 2024.05.18 18:24:42 +02'00'

(Signature)	**Prof. Bruno Zelić, PhD** (Print Name)	**May 13, 2024** (Date)

Member

(Signature)	**Prof. Andriana Surleva, PhD** (Print Name)	**May 13, 2024** (Date)

Member

(Signature)	**Juraj Bogat** (Print Name)	**May 13, 2024** (Date)