

***UNIVERSITY OF PRISHTINA “HASAN PRISHTINA”
FACULTY OF AGRICULTURE AND VETERINARY
B.Sc. AGRICULTURE ECONOMICS***

REACCREDITATION

REPORT OF THE EXPERT TEAM

March 2024, Prishtina

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1. INTRODUCTION

1.1. Context

Date of site visit:

29.02.2024 on-site visit

Expert Team (ET) members:

- *Dr. Reiner Doluschitz*
- *Matej Drobic, Student Expert*
- *Dr. Luc Hittinger*
- *Dr. Joachim Muller*

Coordinators from Kosovo Accreditation Agency (KAA):

- *Ilijana Ademaj Ahmeti, KAA Officer*
- *Naim Gashi, General Director KAA*

Sources of information for the Report:

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

Criteria used for program evaluation:

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

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

Abbreviations

EHEA	European Higher Education Area
ET	Expert team
FAV	Faculty of Agriculture and Veterinary
HEI	Higher Education Institution
KAA	Kosovo Accreditation Agency
OFQA	Office for Quality Assurance
SER	Self-evaluation report
SWOT	Strength, Weaknesses, Opportunities, Threats
UP	University of Prishtina

1.2. Site visit schedule

Time	Meeting	Participants
09:00 – 09:40	Meeting with the management of the faculty where the programme is integrated	
09:40 – 10:20	Meeting with quality assurance representatives and administrative staff	
10:20 – 11:20	Meeting with the heads of the study programme Veterinary Medicine, DMV (room 1) Dr. Luc Hittinger Matej Drobnic	Agim Rexhepi Behlul Behluli Izedin Goga Afrim Hamidi Fatgzim Latifi
10:20 – 11:20	Meeting with the heads of the study programme Agriculture Economics, BSc (room 2) Dr. Reiner Doluschitz	Arben Musliu Jehona Shkodra Prespa Ymeri FatosKrasniqi
10:20 – 11:20	Meeting with the heads of the study programme Applied Animal Sciences, MSc (room 3) Dr. Joachim Muller	Bajram Berisha Blerta Mehmedi Kastrati
11:20 – 12:20	Lunch break	
12:20 – 13:50	Visiting Facilities	
13:50 – 14:40	Meeting with teaching staff	
14:45 – 15:25	Meeting with students	
15:30 – 16:10	Meeting with graduates	
16:15 – 16:55	Meeting with employers of graduates and external stakeholders	
16:55 – 17:05	Internal meeting of KAA staff and experts	
17:05 – 17:15	Closing meeting with the management of the faculty and program	
09:00 – 09:40	Meeting with the management of the faculty where the programme is integrated	

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

The Faculty of Agriculture was founded on August 26, 1973. The aim of this foundation has been the faster development of the agricultural sector in Kosovo by graduating well educated people with superior qualifications in agriculture. By decision of the Senate of University in Prishtina in 1996, the veterinary section was established with the aim of educating professionals in veterinary medicine that would serve animal health, food industry, food security and food safety in general. In 2001, the Senate of the University of Prishtina approved curricula based on the Bologna Declaration for Bachelor Degree. In 2006 the Faculty Council and its academic staff proposed expanding the Faculty of Agriculture to the Faculty of Agriculture and Veterinary (FAV). The proposal became approved by the Senate of the

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University of Prishtina (UP) and subsequently the Minister of Education, Science and Technology issued an amending Decision no. 883/01-B, on December 2006. The building of Faculty of Agriculture and Veterinary is located in the suburb area of Prishtina, Fushë-Kosovo road, close to the high school for Agriculture and Economics. Classes are currently being temporarily relocated to the building of a secondary school, as the former building is being converted for other purposes and the new building is not yet ready for occupancy. In 2023 a total of 2239 students (BSc and MSc) graduated according to the report of the Student Services of FAV. Fifty docents and teaching assistants are employed on full time basis, supported by 38 additional academic staff members from other faculties within University of Prishtina and other public universities of Kosovo.

The student numbers of the programs under evaluation are marked in bold in the following Tables.

The number of active students at the Bachelor's level in all program of FAV

No.	Study Program	2020/2021	2021/2022	2022/2023
1	Business Management in Zootechny (Bsc)	41	20	8
2	Animal Production (Bsc)	0	5	6
3	Plant Production (Bsc)	324	200	179
4	Agriculture Economy (Bsc)	379	266	209
5	Food Technology with Biotechnologji (Bsc)	394	366	325
6	Veterinary medicine	205	187	147
	Total	1340	1044	874

Number of active students at the Master's level in all programs of FAV

No.	Study Program	2020/2021	2021/2022	2022/2023
1	Applied Animal Science (Msc)	40	42	37
2	Food Science (Msc)	77	100	82
3	Field Crop and Vegetables (Msc)	40	0	0
4	Plant Science (Msc)	0	0	24
5	Orchards – Vinikulture(Msc)	47	36	31
6	Plant Protection – Phytomedicine (Msc)	37	41	38
7	Agriculture and Food Economy (Msc)	69	50	61
8	Urban Agriculture (Msc)	0	15	24
	Total	310	284	297

The program under evaluation for reaccreditation is a 3-year B.Sc. study program with 180 ECTS. The number of students on FAV degree programs is generally declining. One important

reason for this is the demographic development in Kosovo and the decreasing interest of the young generation in agriculture.

2. PROGRAM EVALUATION

2.1. Mission, objectives and administration

1 Mission, objectives and administration	CL
<p><i>Standard 1.1. The study program mission is in compliance with the overall mission statement of the institution.</i></p> <p>The mission of the study program is in line with the missions of FAV and UP as stated in the SER.</p>	A
<p><i>Standard 1.2. Relevant academic and professional advice is considered when defining the intended learning outcomes which are consistent with the National Qualifications Framework and the Framework for Qualifications of the European Higher Education Area.</i></p> <p>The program is structured according Bologna Declaration on vocational education and training in terms of duration (3 years) and work load (180 ECTS) and meets the Framework for Qualifications of the European Higher Education Area.</p> <p>A particular positive aspect of the study program seems to be the close collaboration with local and national agribusiness-enterprises. This is generally of high relevance in order to provide internships, topics for BSC-theses and foster subsequent job opportunities of students. This is of extraordinary importance in Kosovo due to the difficult situation of its labor markets.</p>	A
<p><i>Standard 1.3. The study program has a well-defined overarching didactic and research concept.</i></p> <p>The SER claims that the program has a clearly defined didactic and research-related concept, but the SER fails to make this overarching concept explicit.</p>	C
<p><i>Standard 1.4. There are formal policies, guidelines and regulations dealing with recurring procedural or academic issues. These are made publicly available to all staff and students.</i></p> <p>Formal policies, guidelines and regulations are established and referenced in the SER</p>	A
<p><i>Standard 1.5. All staff and students comply with the internal regulations relating to ethical conduct in research, teaching, assessment in all academic and administrative activities.</i></p> <p>University statutes and a Code of Ethics are in place and referenced in the SER. The ET trusts that staff and students are acting accordingly.</p>	A
<p><i>Standard 1.6. All policies, regulations, terms of reference and statements of responsibility relating to the management and delivery of the program are reviewed at</i></p>	B

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<p><i>least once every two years and amended as required in the light of changing circumstances.</i></p> <p>It is claimed in the SER that reviews of policies and regulations are conducted “as appropriate in the circumstances of the change”, however, there is no fixed schedule for a regular review.</p>	
Overall	B

Compliance level: Substantially compliant

ET recommendations:

1. *A well-defined overarching didactic and research concept for the study program should be explicitly described in the next SER*

2.2. Quality management

2 Quality management	CL
<p><i>Standard 2.1. All staff participate in self-evaluations and cooperate with reporting and improvement processes in their sphere of activity.</i></p> <p>The SER states and discussions during the site visit confirmed that in each semester each of the academic staff members reports to the department on the progress of the implementation of the syllabus. Representatives of the OFQA stated in the meeting, that teaching staff members fill in a self-evaluation form on voluntary basis and that the response rate to the survey is high. An example of the teaching staff questionnaire should be presented to the ET.</p>	A
<p><i>Standard 2.2. Evaluation processes and planning for improvement are integrated into normal planning processes.</i></p> <p>The FAV has established an Office for Quality Assurance (OFQA) for structured improvement procedures in line with the legal framework such as the Law on Higher Education, the Administrative Instruction on the Accreditation of Higher Education Institutions in Kosovo and the European Standards and Guidelines (ESG). There is an assessment procedure on course level based on electronic questionnaires that students are required to complete as a prerequisite for taking the exam. Teaching staff has access to the results, gives feedback to the students and improves the courses accordingly. The dean intervenes in problem cases. A further element of the evaluation process is the self-evaluation of teaching staff members as mentioned in Standard 2.1. An example of the students’ questionnaire should be provided to the ET.</p>	A
<p><i>Standard 2.3. Quality assurance processes deal with all aspects of program planning and delivery, including services and resources provided by other parts of the institution.</i></p> <p>The SER states that the department continuously supports quality development through program planning, but it fails to described how this is done.</p>	B

At the meeting with the OFQA, it emerged that the office has only one full-time staff member at UP level, who is supported by teaching staff at FAV level who carry out this task as a limited additional activity besides teaching. The performance capacity of quality assurance is limited accordingly.	
<p><i>Standard 2.4. Quality evaluations provide an overview of quality issues for the overall program as well as of different components within it; the evaluations consider inputs, processes and outputs, with particular attention given to learning outcomes for students.</i></p> <p>The SER states that the output of quality evaluations is constantly integrated. No specific information is provided how learning outcomes of students is given attention.</p>	B
<p><i>Standard 2.5. Quality assurance processes ensure both that required standards are met and that there is continuing improvement in performance.</i></p> <p>The SER states that the suggestions of local and international quality assurance experts are respected to improve performance. However, key recommendations of the 2021 reaccreditation were not implemented.</p>	B
<p><i>Standard 2.6. Survey data is being collected from students, graduates and employers; the results of these evaluations are made publicly available.</i></p> <p>Survey data from students and teaching staff members are systematically collected by questionnaires (s. Standard 2.1, 2.2). Feedback of employers is collected in meetings with the Advisory Board. However, results are neither publicly available nor presented to the ET.</p>	B
<p><i>Standard 2.7. Results of the internal quality assurance system are taken into account for further development of the study program. This includes evaluation results, investigation of the student workload, academic success and employment of graduates.</i></p> <p>The SER states that FAV provides an annual internal self-evaluation report through the collection of information from the staff in relation to quality in teaching, learning, student engagement in practical teaching, seminar work, extra-curricular learning, and participation in mobility.</p> <p>The discussions with graduates and employers during the on-site visit indicated that the study programs are well matched to the labour market. Further information on the employment rate should be provided.</p>	A
<p><i>Standard 2.8. The institution ensures that reports on the overall quality of the program are prepared periodically (eg. every three years) for consideration within the institution indicating its strengths and weaknesses.</i></p> <p>Annual self-evaluation reports are prepared by FAV (s. Standard 2.7). SWOT analysis is included in the SERs.</p>	A
<p><i>Standard 2.9. The quality assurance arrangements for the program are themselves regularly evaluated and improved.</i></p> <p>The quality assurance processes are regularly evaluated by the KAA and updated according to KAA requirements. The ET trusts that the OFQA is monitored by the UP management.</p>	A
Overall	B

Compliance level: Substantially compliant

ET recommendations:

1. Reports of surveys and evaluations should be exemplarily provided as documents in the Appendix of the SER. In case public reports are expected by KAA standards, a link to the respective institution website has to be provided.
2. Quality parameters of the study program such as number of applications, enrolment, completion rate, duration of the study and grade overview should be included into the QA mechanism and also provided in the SER.
3. Aggregated results of the course evaluations should be provided to the teaching staff, the FAV management and included in the SER
4. Office for Quality Assurance should be better staffed on UP and FAV level

2.3. Academic staff

3 Academic staff	CL
<p><i>Standard 3.1. Candidates for employment are provided with full position descriptions and conditions of employment. To be presented in tabular form data about full time (FT) and part time (PT) academic/ artistic staff, such as: name, qualification, academic title, duration of official (valid) contract, workload for teaching, exams, consulting, administrative activities, research, etc. for the study program under evaluation.</i></p> <p>A respective table in the SER shows the list of academic staff at the Faculty of Agriculture and Veterinary involved in teaching, while the professor’s workload and engagement are presented in the course syllabus. As a supportive document the CVs of 29 members of the academic staff, all with the title of PhD, were submitted. In addition, staff from UPHP, assisting in teaching, is listed in the table. However, the table should be supported by teaching and research workload as well as the duration of the contract. During the meetings teaching staff reported that regular competition procedures become applied, including provision of full position descriptions and conditions of employment.</p>	B
<p><i>Standard 3.2. The teaching staff must comply with the legal requirements concerning the occupation of teaching positions included in the Administrative instruction on Accreditation.</i></p> <p>As stated in the SER, each representative of the teaching staff complies with the legal requirements concerning the occupation of teaching positions included in the Administrative instruction on Accreditation.</p>	A

<p><i>Standard 3.3. Academic staff do not cover, within an academic year, more than two teaching positions (one full-time, one part-time), regardless of the educational institution where they carry out their activity.</i></p> <p>According to the SER academic staff has a primary job lecturing at the FAV. This has been confirmed at the teaching staff meeting during the site visit. Furthermore, as stated in the SER, it can be verified through the online staff form available at KAA.</p>	A
<p><i>Standard 3.4. At least 50% of the academic staff in the study program are full time employees, and account for at least 50% of the classes of the study program.</i></p> <p>According to the SER, significantly more than 50% of the academic staff of the study program are full-time employees and perform for more than 50% of the classes of the study program.</p>	A
<p><i>Standard 3.5. For each student group (defined by the statute of the institution) and for every 60 ECTS credits in the study program, the institution has employed at least one full time staff with PhD title or equivalent title in the case of artistic/applied science institutions.</i></p> <p>The SER states that the criteria of Standard 3.5 are met. This has been confirmed in the on-site-visit discussions.</p>	A
<p><i>Standard 3.6. Opportunities are provided for additional professional development of teaching staff, with special assistance given to any who are facing difficulties.</i></p> <p>The SER states that the professional development of teaching staff members is continuously supported through mobilities and participation at different conferences without providing details regarding the organization of specific events. Teaching staff members participated in various trainings as presented in their CVs. During the on-site-session meeting, members of the teaching staff mentioned workshops organized by the Centre for Excellence in Teaching of the UP. The SER points out the increase in the budget of financed projects, the evidence of trainings should be presented in future in the SER in more detail.</p>	B
<p><i>Standard 3.7. The responsibilities of all teaching staff, especially full-time, include the engagement in the academic community, availability for consultations with students and community service.</i></p> <p>The SER states that the teaching staff is engaged in student consultations and community service. This was also confirmed at the teaching staff meeting during the site-visit.</p>	A
<p><i>Standard 3.8. Academic staff evaluation is conducted regularly at least through self-evaluation, students, peer and superiors' evaluations, and occur on a formal basis at least once each year. The results of the evaluation are made publicly available.</i></p> <p>According to the SER, the evaluation of the academic staff is done by the students after the completion of each semester, through the SEMS platform, however, examples of questionnaire analysis were not provided. The results are visible to management but not available to the public. No other information regarding peer and supervisor</p>	B

evaluations is mentioned in the SER. The results are sent to the teacher after evaluation and according to meeting with quality assurance representatives are discussed with the Dean.	
<p><i>Standard 3.9. Strategies for quality enhancement include improving the teaching strategies and quality of learning materials.</i></p> <p>It can be quoted from the SER: “Improving the quality of teaching and training with the newest teaching methods is one of the necessary criteria that must be met by each teacher who intends to advance to a higher academic level, but also those who claim to become part of the teaching staff at UP and FAV”.</p> <p>However, the strategy and procedures for improving the quality of teaching and learning materials are not presented in the SER.</p>	C
<p><i>Standard 3.10. Teachers retired at age limit or for other reasons lose the status of full-time teachers and are considered part-time teachers.</i></p> <p>According to the SER, teachers retire at the age limit of 65 years and can work until the age of 70 on a part time basis. Current status of the teaching staff was not mentioned in the SER.</p>	B
Overall	B

Compliance level: Substantially compliant

ET recommendations:

1. *Specific budget allocation to additional professional development of teaching staff is recommended*
2. *Intensified exchange with comparable programs in international level is recommended*

2.4. Educational process content

4 Educational process content	CL
<p><i>Standard 4.1. The study program is modelled on qualification objectives. These include subject-related and interdisciplinary aspects as well as the acquisition of disciplinary, methodological and generic skills and competencies. The aspects refer especially to academic or artistic competencies, to the capability of taking up adequate employment, contributing to the civil society and of developing the students' personality.</i></p> <p>The study program has clearly employment oriented qualification objectives. The study program is designed to offer sufficient opportunity to acquire disciplinary, methodological and generic skills and competencies as well as experiences in practical fields and qualifications that enable them to carry out practical and/or scientific activities.. This is confirmed by respective statements in the SER. However, no sufficient particular information is provided about the labor market.</p>	B

<p><i>Standard 4.2. The study program complies with the National Qualifications Framework and the Framework for Qualifications of the European Higher Education Area. The individual components of the program are combined in a way to best achieve the specified qualification objectives and provide for adequate forms of teaching and learning.</i></p> <p>As mentioned in the SER the study program is in compliance with the European Qualifications Framework for Higher Education Area and the National Qualifications Framework, according to which this study program belongs to its 6th level, which includes the preparation of students for such levels of study. Also, this field of study is also in compliance with Erasmus Subject Area Codes (ESAC) points 01.3.</p>	A
<p><i>Standard 4.3. The disciplines within the curriculum are provided in a logical flow and meet the definition and precise determination of the general and specific competencies, as well as the compatibility with the study programs and curricula delivered in the EHEA. To be listed at least 7 learning outcomes for the study program under evaluation.</i></p> <p>It is noted in the SER that subjects within the curriculum provide a logical flow and meet the definition of general and specific competences as well as compliance with the study program. Compilation of Bachelor study program Agricultural Economics is based upon the program of the University of Hohenheim, a program with a long lasting tradition and respective experiences made. The ET has no doubts in this respect.</p> <p>The learning outcomes of the program are clearly provided within the syllabuses as it is mentioned in the SER.</p>	A
<p><i>Standard 4.4. The disciplines within the curriculum have analytical syllabuses which comprise at least the following: the discipline's objectives, the basic thematic content, learning outcomes, the distribution of classes, seminars and applicative activities, students' assessment system, the minimal bibliography, etc. The full course description/ syllabuses of each subject/ module should be attached only in electronic form to the self-assessment report for the study program under evaluation.</i></p> <p>All required course information is provided in a well-arranged format in the syllabus found in Annex of the SER, The individual course descriptions were delivered as attachments to the SER and comprise: course objectives, learning outcomes, thematic content, teaching methods, students' assessment system and bibliography. Syllabus for each subject separately regulate issues of the thematic contents, the way of learning and results, the distribution of obligations including the form of continuous evaluation.</p>	A
<p><i>Standard 4.5. If the language of instruction is other than Albanian, actions are taken to ensure that language skills of both students and academic staff are adequate for instruction in that language when students begin their studies. This may be done through language training prior to the commencement of the program.</i></p>	A

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<p>The SER clearly indicates that teaching in this program is held in Albanian language, as defined by the Statute of the University of Prishtina.</p>	
<p><i>Standard 4.6. The student-teacher relationship is a partnership in which each assumes the responsibility of reaching the learning outcomes. Learning outcomes are explained and discussed with students from the perspective of their relevance to the students' development.</i></p> <p>There is a clear positive statement in the SER that the obligations of students and professors are discussed continuously, thus fulfilling the ongoing assessment. The SER defines the student-teacher relationship as a partnership in which each partner takes the responsibility of achieving the learning outcomes from the point of view of their importance in student development. Indeed, the on-site-visit allowed us (ET) to see the continuous support of the teaching team to the students.</p>	A
<p><i>Standard 4.7. Teaching strategies are fit for the different types of learning outcomes programs are intended to develop. Strategies of teaching and assessment set out in program and course specifications are followed with flexibility to meet the needs of different groups of students.</i></p> <p>The ET assumes and trusts that students under special circumstances (illnesses, disabilities, family situation) would be treated with appropriate flexibility.</p>	B
<p><i>Standard 4.8. Student assessment mechanisms are conducted fairly and objectively, are appropriate for the different forms of learning sought and are clearly communicated to students at the beginning of courses.</i></p> <p>Student assessment procedures have been developed for fairly and objectively assessment. Respective mechanisms seem to be sufficiently flexible to suite for different forms of learning and are clearly communicated to students at the beginning of the courses. They are based on the Bologna Charter. SEMS (UP Platform) is applied as a communication medium and channel. However, feedback loops of assessment results and respective measures taken could be intensified.</p>	B
<p><i>Standard 4.9. Appropriate, valid and reliable mechanisms are used for verifying standards of student achievement. The standard of work required for different grades is consistent over time, comparable in courses offered within a program, and in comparison with other study programs at highly regarded institutions.</i></p> <p>The student grading system is determined on the basis of Article 109 of the Statute of the University "Hasan Prishtina" Based on the experiences made with other study programs at FAV/UP the ET trusts that verification of students would be done properly and comparable to courses offered within a program, and in comparison with other study programs at highly regarded institutions. The workload required to achieve a</p>	B

<p>passing grade is consistent, as grades in this study program are evaluated and are built throughout the semester and as such are applied within subject syllabi.</p>	
<p><i>Standard 4.10. Policies and procedures include actions to be taken in to dealing with situations where standards of student achievement are inadequate or inconsistently assessed.</i></p> <p>The SER includes clear statements for respective regulations: “In case of insufficient achievements to pass the exam, according to the Statute of the University of Prishtina, Section 115, the student has the right to retake an examination which did not pass the exam. According to the Statute, the student has the right to enter three times the exam which has not passed. While the procedure followed in these cases is this student after placing a strong reasoning complain, can be allowed by the dean of the academic unit to take the exam for the fourth time. Then the exam can be held in front of the three-member commission appointed by the dean of the academic unit.” This statement confirms that such regulations are laid down in the statutes of FAV/UP (Statute of the University of Prishtina, Section 15).</p>	B
<p><i>Standard 4.11. If the study program includes practice stages, the intended student learning outcomes are clearly specified and effective processes are followed to ensure that those learning outcomes and the strategies to develop that learning are understood by students. The practice stages are allocated ETCS credits and the work of the students at the practical training organisations is monitored through activity reports; students during practice stages have assigned tutors among the academic staff in the study program.</i></p> <p>The study program includes an internship as an elective component. ECTS credits are awarded for this Practice / Exercises part of the program. In addition, the part of practice in this study program is covered by practical exercises that are focused on the implementation of the theories taught during lectures. This component (exercises) comprise up to 50 percent of student activity during their assessment and are part of the ECTS credits earned by the courses</p>	B
<p><i>Standard 4.12. In order to facilitate the practice stages, the higher education institution signs cooperation agreements, contracts or other documents with institutions/organisations/practical training units.</i></p> <p>As stated in the SER in order to facilitate the phases of the practice, the Faculty of Agriculture and Veterinary has signed a cooperation agreement or Memorandum of Understanding with Agribusiness Private Companies. This is an excellent practice and the list provided is lengthy to support the existing number of students.</p> <p>However, as an additional confirmation, stakeholders, employers and graduates mentioned during the on-site-visit that they would be willing to cooperate with students and teaching staff of the proposed study program.</p>	B
Overall	B

Compliance level: Substantially compliant

ET recommendations:

1. *As a result from the On-site-visit discussion it is to be recommended to prepare and insert module(s) with Agr. Informatics / IT / Digitization/AI – contents and integrate in the study program.*

2.5. Students

5 Students	CL
<p><i>Standard 5.1. There is a clear and formally adopted admission procedure at institutional level that the study program respects when organising students' recruitment. Admission requirements are consistently and fairly applied for all students.</i></p> <p>According to the SER there is a public announcement for admission contest published through national media and on the University's web site. The FAV follows the UP regulations and procedures developed according to the Law on Higher Education in Kosovo (2011). The Regulation for Basic – Bachelor Studies (2022) Article 8 defines that the selection of the candidates is based on the public call criteria, respectively while the preliminary list is made public on the web sites of the academic units. The same Article defines the complaint procedure for dissatisfied candidates. The selection process is conducted by the FAV Admission Commission.</p>	A
<p><i>Standard 5.2. All students enrolled in the study program possess a high school graduation diploma or other equivalent document of study, according to MEST requirements.</i></p> <p>Student must have a high school graduation diploma or other equivalent document of study to enrol at this study program. This compulsory condition is part of the admission requirements, which is confirmed by visiting the UP's web site. Conditions for application and registration in studies are proscribed in the Regulation for Basic – Bachelor Studies (2022) Article 6 at the UP level.</p>	A
<p><i>Standard 5.3. The study groups are dimensioned so as to ensure an effective and interactive teaching and learning process.</i></p> <p>In SER it is stated that the size of the study groups is determined by the UPHP policies in order to ensure effective and interactive teaching/learning. The size of study groups for laboratory exercises is normally 8 – 15 students, which is suitable considering the size of the premises and equipment.</p>	A

<p>The previous Re-accreditation Expert Team’s Report approved the BSc study programme of Agriculture Economics with a number of 100 students to be enrolled in the program. The FAV provided information on the cumulative number of registered students in the past three academic years (2020/2021, 2021/2022, 2022/2023) such as 379/266/209, respectively. There is no information on the dropout rate. This information should be included into the SER.</p> <p>The first page of the Application for Accreditation proposes 70 enrolments per year. The Expert team for this BSc programme agree with the proposed number of new admissions per year.</p>	
<p><i>Standard 5.4. Feedback to students on their performance and results of assessments is given promptly and accompanied by mechanisms for assistance if needed.</i></p> <p>The SER states that students’ performance and results of the assessments are immediately available.</p> <p>According to the Statute of the UP (2022) Article 110: “Examinations shall serve as the regular mode of evaluation of knowledge. The procedure of delivery of an examination is defined by the study program. The mode of determining the knowledge and passing the exam shall be defined by the course syllabus.”</p> <p>The examination method is defined in the study program syllabuses for all courses.</p> <p>The SER claims that the students can participate in the exams three times per academic year. The feedback is provided soon after the exams. The assistance is in a form of consultation meetings with the teachers available twice per week, yet there is no record about it. There is a formal mechanism for complaints, students are familiar with it. In case of dissatisfaction students can take exam in front of a special commission.</p>	A
<p><i>Standard 5.5. The results obtained by the students throughout the study cycles are certified by the academic record.</i></p> <p>The results are recoded and available to the student and potential employers in the Diploma Supplement. An example of it is available in SER as Appendix.</p> <p>According to the Statute UP, Article 233 all student’s data shall be stored in a standardized electronic form. Upon finishing all obligations and collecting 180 ECTS at the study programme (according to the SER), the student will receive diploma and diploma supplement.</p>	A
<p><i>Standard 5.6. Flexible treatment of students in special situations is ensured with respect to deadlines and formal requirements in the program and to all examinations.</i></p>	A

<p>Students have three examination deadlines within the academic year. Students in special situations can apply for an additional exam term according to the UP Regulations.</p> <p>However, no records have been provided on how often students apply, for what reason and what is the percentage of the approval. The ET therefore considers that UP should improve its strategy into support students in special situations.</p>	
<p><i>Standard 5.7. Records of student completion rates are kept for all courses and for the program as a whole and included among quality indicators.</i></p> <p>According to the information provided, there are processes in place to collect and analyse data referring to the student progression and drop-out rates. The institution collects also data on students' satisfaction with their programmes, the learning resources, and administration and support services. The SER (p. 47) states that the collected data will contribute to the quality indicators of the teaching and learning quality, yet there is no evidence about student completion rate inclusion into the quality indicators.</p>	B
<p><i>Standard 5.8. Effective procedures are being used to ensure that work submitted by students is original.</i></p> <p>The UP established different regulations to deal with academic misconduct, including plagiarism and other forms of cheating. In March 2021, the University adopted the Regulation on the procedure and disciplinary phases against students' misbehaviour that is, among other things, the ground for the plagiarism monitoring and prevention. There is no clear evidence of anti-plagiarism check system of the students works. The supervisors and the Committee in front of whom the student defends their thesis are the only control mechanism against plagiarism in the students' texts. After the successful defense of their thesis it is uploaded to the UP website and through the SEMS, which is a step closer to preventing the plagiarism. In that way, at least, the thesis will be more likely original when exposed to the public eye.</p> <p>However, during the interviews the academic staff confirmed that they have the access to Turnitin plagiarism detection software to check students' theses.</p>	C
<p><i>Standard 5.9. Students' rights and obligations are made publicly available, promoted to all those concerned and enforced equitably; these will include the right to academic appeals.</i></p> <p>According to the SER, the student rights and obligations are publicly available and equitably enforced.</p>	A

<p>The Statute of the University of Prishtina (Article 145) defines clearly student rights and obligations. The document is publicly available.</p> <p>The evaluation, in particular the on-site-visit discussions, process has confirmed the presence of information, outside the documents supplied in advance of the visit, that demonstrate institution-wide arrangements for student admissions, rights of representation, student’s transfer, student feedback via ‘satisfaction surveys’, complaint procedures and similar. There is an established mechanism for students’ rights ensured.</p> <p>In certain situations, students also use the legal opportunity for academic appeals, respectively, to undergo a specific examination before the members of the commission set by the academic unit. The rights and obligations of students are made available to the public, promoted to all interested parties, and applied equally; this will include the right to academic appeals. Regarding student complaints, there are two levels: the first level is FAV and the second level is UP. Both institutions comply with the Code of Ethics (2013) and the recently adopted Regulation on Procedures and disciplinary phases against student Misbehaviour (2021) presided over by the Ethics Council and the Disciplinary Committee. In addition, there is a student union that provides several services for gathering student rights, such as student elections for participation in decision-making processes, filing complaints, and the like. The union organizes elections of student representatives for participation in decision-making through participation in various committees of faculties and study programmes.</p>	
<p><i>Standard 5.10. The students’ transfer between higher education institutions, faculties and study programs is clearly regulated in formal internal documents.</i></p> <p>Regarding the student mobility, the University Regulation on the student transfer and mobility (2/111) in the University of Hasan Prishtina (2017) clearly describes available possibilities and procedures. The regulation is public available on the University web site.</p>	A
<p><i>Standard 5.11. Academic staff is available at sufficient scheduled times for consultation and advice to students. Adequate tutorial assistance is provided to ensure understanding and ability to apply learning.</i></p> <p>The SER states that the academic staff is obligated to publish the consultation schedule at least twice a week. These consultations are going on daily. During the interviews, students confirmed that academic staff is available for consultation and they have no problems reaching them. However, there is no data about consultation hours and no records of such an assistance. The mentoring system peer-to-peer does not exist.</p>	A
<p>Overall</p>	B

Compliance level: Substantially compliant

ET recommendations:

1. *The SER should contain sufficient and specific data for assessment of the study programme according to the standards. The SER lacks Key Performance Indicators (KPIs) such as number of student enrolment to each year, number of graduates per academic year, number of dropouts, average duration of the studying, mobility participation and similar. For the next re-accreditation KPIs should be presented with clearly set threshold indicators and their achievement.*
2. *The recommendation regarding the declining of the number of students in recent years at this study program is that the faculty should consider a strategy to promote the study program in order to attract more students.*
3. *Students don't have feedback on their comments in the student survey. The faculty should take the responsibility for disseminating the questionnaire results with the suggestions for the improvement.*
4. *The faculty should improve its strategy for supporting students in special situations. Furthermore, the faculty should record on how often students ask for special treatment, for what reason and what is the percentage of the approval.*

2.6. Research

6 Research	CL
<p><i>Standard 6.1. The study program has defined scientific/applied research objectives (on its own or as part of a research centre or interdisciplinary program), which are also reflected in the research development plan of the institution; sufficient financial, logistic and human resources are allocated for achieving the proposed research objectives.</i></p> <p>In the SER research objectives are not explicitly defined. However, the senate of the UP, considers the number of scientific articles in refereed international journals as a main criterion for the promotion of academic staff. During the on-site-visit, the academic staff were aware of the importance of research for the development of the FAV and their own career. Some funds are given by UP and the FAV for research. Greater efforts could still be made. In terms of finances, no clear responses were obtained for the next 3-5 years. The expectation is that academic budgets will remain at a similar level. The implementation of an institute would make it possible to have additional finance in conjunction with the partners.</p>	B
<p><i>Standard 6.2. Expectations for teaching staff involvement in research and scholarly activities are clearly specified, and performance in relation to these expectations is considered in staff evaluation and promotion criteria.</i></p>	A

<p>In the SER, it is stated that involvement of teaching staff in research activities and their performance in relation to academic promotion are specified in regulation no. 465, dated 02.03.2018 of the University of Prishtina "Hasan Prishtina" and Administrative Instruction 1/2018 of the Ministry of Education Science and Technology for the recognition of international publication platforms and journals. During the visit, the teaching staff clearly states to the ET that they were aware of the importance of research activities in their evaluation and promotion and consider that the mechanism is transparent. The teaching load appears for some of them a little high at the expense of the research.</p>	
<p><i>Standard 6.3. Clear policies are established for defining what is recognized as research, consistent with international standards and established norms in the field of study of the program.</i></p> <p>According to the SER “clear policies are specified in regulation no. 465, dated 03.02.2018 of the University of Prishtina "Hasan Prishtina" and Administrative Instruction 1/2018 of the Ministry of Education, Science and Technology for the recognition of platforms and international journals with peer review”.</p>	A
<p><i>Standard 6.4. The academic staff has a proven track record of research results on the same topics as their teaching activity.</i></p> <p>Track records of publications are included in the academic staff CVs. It should be noted that some publications were difficult to appreciate for the ET. It has been asked to get a classification of the publications by impact factors IF: IF< 1, 1<IF<5; IF>5 to clarify the quality of the publications. This should become included in upcoming SER.</p>	A
<p><i>Standard 6.5. The academic and research staff publish their work in speciality magazines or publishing houses, scientific/applied/artistic products are presented at conferences, sessions, symposiums, seminars etc. and contracts, expertise, consultancy, conventions, etc. are provided to partners inside the country and/or abroad.</i></p> <p>The CVs of the academic staff satisfy this standard. They contain: articles, conferences, symposiums in the country and abroad. Several national and European contracts have been obtained.</p>	A
<p><i>Standard 6.6. Research is validated through: scientific and applied research publications, artistic products, technological transfer through consultancy centres, scientific parks and other structures for validation.</i></p> <p>FAV pays great attention to research activities for academic staff and students as stated in the SER. During the site visit, the ET learns that the FAV is the faculty with the largest number of publications at UP.</p>	A
<p><i>Standard 6.7. Each academic staff member and researcher has produced at least an average of one scientific/applied research publication or artistic outcome/product per year for the past three years.</i></p> <p>Based on the CVs, this standard is fulfilled by the majority of teaching staff</p>	B

<p><i>Standard 6.8. Academic and research staff publish under the name of the institution in Kosovo they are affiliated to as full time staff.</i></p> <p>Using PubMed and SCOPUS for random checks revealed that the scientific publications of the academic and research staff satisfy this standard.</p>	A
<p><i>Standard 6.9. Academic staff are encouraged to include in their teaching information about their research and scholarly activities that are relevant to courses they teach, together with other significant research developments in the field.</i></p> <p>In the SER it is claimed that this standard is fulfilled. It can be quoted from the SER: “In Kosovo, the intellectual property aspect is protected by the Law on Copyright and Related Rights adopted by the Assembly of Kosovo. The aspects of this law include the intellectual property of UP staff and students”. The ET trusts that the teaching staff is including own research results and other recent research developments to update course contents.</p>	A
<p><i>Standard 6.10. Policies are established for ownership of intellectual property and clear procedures set out for commercialization of ideas developed by staff and students.</i></p> <p>The national legislation has been adopted by PU supporting this standard.</p>	A
<p><i>Standard 6.11. Students are engaged in research projects and other activities.</i></p> <p>During the on-site-visit, the ET learns that it is mandatory that students are engaged in research projects.</p>	A
Overall	B

Compliance level: Substantially compliant

ET recommendations:

1. *The faculty/PU should find additional funding to further boost research within the programme*
2. *The presentation of publications must be improved to assess the quality of publications by indicating, for example, the impact factors.*
3. *The faculty should pay special attention that all academic staff respect the criterion of an average of one publication per year*

2.7. Infrastructure and resources

In terms of infrastructure, FAV is in a critical, ongoing exceptional situation. Lectures are currently being temporarily relocated to the building of a mathematical secondary school, as the former building is being converted for other purposes and the new building is not ready for occupancy. Due to official safety requirements, modifications to the building are necessary. FAV expects the building to be completed and ready for occupation by September 2024. However, the ET cannot evaluate the standard on the basis of expected future conditions, but

solely on the basis of the actual situation as it was found on February 28 and 29, 2024 during the site visit.

7 Infrastructure and resources	CL
<p><i>Standard 7.1. The adequate long-term implementation of the study program is ensured in quantitative terms as regards premises, human resources and equipment. At the same time, it is guaranteed that qualitative aspects are also taken into account.</i></p> <p><u>Premises (D)</u> The mathematical secondary school, which serves as emergency accommodation, does not fulfil the requirements of university teaching and research in terms of room layout and technical equipment. The staff is currently accommodated in temporary offices with two to four desks for two to four persons per room as it has been reported at the meetings during the on-site-visit. The laboratories are still at the former location, which means longer journeys through the city between laboratory exercises and lectures. Furthermore, the laboratories are too small in general.</p> <p><u>Human resources (B)</u> Permanent teaching staff is available and accomplished by a high number of temporary staff members. The number of permanent staff members should be increased to ensure long-term continuity of the programs.</p> <p><u>Equipment (C)</u> In general, the laboratories have basic equipment that is suitable for training students. In some cases, state-of-the-art analysers are available, they were provided by international cooperation programs. A well-equipped computer room for PC-based practicals is available.</p>	C
<p><i>Standard 7.2. There is a financial plan at the level of the study program that would demonstrate the sustainability of the study program for the next minimum three years.</i></p> <p>The SER does not contain an updated financial plan at the level of the study program. Investment and financial budgets and policies are regulated at higher levels of the management at FAV and UP. A budget plan of FAV in the Annex is copied and pasted from an outdated SER. However, it is indicated in the SER and confirmed during the site visit that budget allocated is sufficient for delivering the study program.</p>	C
<p><i>Standard 7.3. The higher education institution must demonstrate with adequate documents (property deeds, lease contracts, inventories, invoices etc.) that, for the study program submitted for evaluation it possesses the following, for the next at least three years:</i></p> <p>a) <i>owned or rented spaces adequate for the educational process;</i> s. Standard 7.1 (Premises)</p> <p>b) <i>owned or rented laboratories, with the adequate equipment for all the compulsory disciplines within the curriculum, wherever the analytical syllabus includes such activities;</i> s. Standard 7.1 (Equipment)</p>	C

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<p><i>c) adequate software for the disciplines of study included in the curriculum, with utilisation licence;</i> The SER provides information about basic software usually used in higher education institutions.</p> <p><i>d) library equipped with reading rooms, group work rooms and its own book stock according to the disciplines included in the curricula.</i> UP provides adequate and easily accessible support services through Central University Library with reading rooms and book stock according to the disciplines included in the curriculum. It is not confirmed yet whether FAV still has its own library and where this currently is accommodated. As mentioned by the students at the meetings, there are sufficient desk places in the library for concentrated learning.</p>	
<p><i>Standard 7.4. The number of seats in the lecture rooms, seminar rooms and laboratories must be related to the study groups' size (series, groups, subgroups); the applicative activities for the speciality disciplines included in the curricula are carried out in laboratories equipped with IT equipment.</i> S. Standard 7.1</p>	D
<p><i>Standard 7.5. The education institution's libraries must ensure, for each of the study programs:</i></p> <p><i>a) a number of seats in the reading rooms corresponding to at least 10% of the total number of students in the study program;</i></p> <p><i>b) a number of seats in the group work rooms corresponding to at least 10% of the total number of students in the study program;</i></p> <p><i>c) their own book stock from Albanian and foreign speciality literature, enough to cover the disciplines within the curricula, out of which at least 50% should represent book titles or speciality courses of recognised publishers, from the last 10 years;</i></p> <p><i>d) a book stock within its own library with a sufficient number of books so as to cover the needs of all students in the cycle and year of study the respective discipline is provided for;</i></p> <p><i>e) a sufficient number of subscriptions to Albanian and foreign publications and periodicals, according to the stated mission.</i></p> <p>The library situation is only briefly addressed in the SER. The time scheduled for the site visit did not allow to verify the standard of the libraries. Furthermore, the ET does not see it as its task to verify the quality of the library according to the listed in-depth criteria. This would be a task for librarians.</p>	n.a.
<p><i>Standard 7.6. The infrastructure and facilities dedicated to the implementation of the program is adapted to students with special needs.</i> The buildings currently in use are not suitably adapted for students with physical disabilities. Learning resources for students with special needs are not available.</p>	D
<p>Overall</p>	D

Compliance level: Non-compliant

ET recommendations:


1. *Infrastructure has to be improved in a sustainable way, particularly permanent buildings, rooms and laboratories.*
2. *A detailed budget has to be presented for the study program*
3. *Laboratory equipment has to be improved*
4. *Electronic access to scientific literature has to be provided comprehensively (databases like SCOPUS)*

3. OVERALL EVALUATION AND RECOMMENDATION OF THE ET


In conclusion, the Expert Team considers that the study program B.Sc. Agriculture Economics offered by the University of Prishtina “Hasan Prishtina”, Faculty of Agriculture and Veterinary is *substantially compliant* with Standards 1-6, but *non-compliant* with Standard 7 (Infrastructure and resources) as included in the *KAA Accreditation manual* and, therefore, recommends *not to accredit* the study program before the new premises are completed and occupied.

Expert Team


Chair

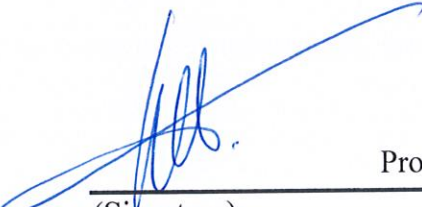
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