



UNIVERSITY "ISA BOLETINI" MITROVICE
FACULTY OF FOOD TECHNOLOGY

ENGINEERING AND FOOD TECHNOLOGY BSc

Reaccreditation

REPORT OF THE EXPERT TEAM

March 2025, MITROVICA

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INTRODUCTION

Sources of information for the Report:

- *SER*
- *Syllabus*
- *Staff CVs*
- *Annexes*
- *Discussions and observations during the site visit*

Criteria used for institutional and program evaluations

- *KAA indicators*
- *Compliance level according KAA*

Site visit schedule

Programme Accreditation Procedure at University Isa Boletini, Mitrovicë		
Program:	Food Engineering and Technology, BSc 180 ECTS (Re-accreditation)	
Site visit on:	20.02.2025	
Expert Team:	Prof. Joachim Muller; Prof. Jasna Novak; Mr Juraj Bogat, student expert;	
Coordinators of the KAA:	Leona Kovaçi, KAA Officer Ilirijana Ademaj Ahmeti, KAA Officer	
Time	Meeting	Participants
09:00 - 09:50	Meeting with the management of the faculty where the programme is integrated	Mensur Kelmendi Mehush Aliu
09:50 - 10:35	Meeting with quality assurance representatives and administrative staff	Mirsade Osmani Shkumbin Imeri Natyra Misini
10:40 - 11:40	Meeting with the head of the study programme:	Bahtir Hyseni Valdet Gjinovci Fatos Rexhepi
11:40 - 12:40	Lunch break	
12:40 - 13:25	Meeting with teaching staff	Alush Musaj Ismet Mulliqi Aziz Behrami Malësore Pllana Arbnore Durmishaj Dafina Llugaxhiu

13:30 - 14:15	Meeting with students	Bleona Feka Edonjeta Muzliukaj Ardita Voca Fatlum Kadrija Elhame Fazliu
14:15 - 15:00	Meeting with graduates/alumni	Burbuqe Hasani Fatos Haziri Astrit Sejdiu
15:05 - 15:45	Meeting with employers of graduates and external stakeholders	Musa Dibrani Arilda Gërguri Hyseni
15:45 - 15:55	Internal meeting of KAA staff and experts	
15:55– 16:05	Closing meeting with the management of the faculty and program	Mensur Kelmendi Mehush Aliu
16:05 - 16:20	Visiting Facility	

A brief overview of the programme under evaluation

The Faculty of Mining and Metallurgy in Mitrovica was established by the Assembly of Kosovo dated July 22, 1974. In the year of establishment, studies were organized in the branches: Mining, Technology and Metallurgy, while in the school year 1980-1981, the branch of Geology was also opened. Based on these faculties the Government of the Republic of Kosovo, on 6.3.2013, established the Public University of Mitrovica. Based on the UIBM Statute, six faculties operate: the Faculty of Geosciences (FGS), the Faculty of Food Technology (FFT), the Faculty of Mechanical and Computer Engineering (FMCE), the Faculty of Law (FL), the Faculty of Economics, (FE) and the Faculty of Education (FEdu). Within these faculties, the total number of accredited programs at UIBM is 11 Bachelor programs and 5 Master programs located on a new campus with an area of 17.5 hectares. In the current academic year, a total of 135 professors and assistants were engaged in the teaching process at UIBM. Of these, 106 are full-time academic staff and 29 serve as part-time academic staff.

PROGRAMME EVALUATION

1. MISSION, OBJECTIVES AND ADMINISTRATION

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

According to the SER, the mission of UIBM is to offer quality teaching for the preparation of cadres in fields unique to Kosovo and the region, dedicated to providing scientific research, professional counselling and other professional activities that ensure well-being and social advancement. In general, content and structure the study program is in line with the UIBM mission. However, the study program is not unique for Kosovo, as similar programs are offered in other universities of the country.

Food production, safety, quality and sustainability is of fundamental importance for Kosovo, both for domestic supply and export. The study program recognizes the natural resources and food processing industry prevalent in the Mitrovica region and aims to foster cooperation between science and industry.

Ten well-defined intended learning outcomes are listed in the SER. They are in line with UIBM mission and strategic goals.

According to the SER, an analysis of the employment perspective and the demand for the study program was performed through the Erasmus+ DualAFS project. However, the indicated document could not be found in the appendix.

The maximal number of students in compulsory courses, theoretical exercises and laboratory exercises is ambiguous in the SER: 80/30/15 (p. 87) vs. 60/30/10 (p. 105). Also, the number of students FFT is applying for was not explained and justified in the SER. Given this data situation, 60 students can be enrolled in the study program.

As documented in Standard 7, FFT is providing suitable lecture halls, laboratories, library and IT infrastructure for the study program.

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

UIBM has a Code of Ethics in place, establishing the rules of conduct of the academic, administrative personnel and students. The Code of Ethics is provided in the annex. Furthermore, the UIBM Senate has elected an Ombudsperson that is competent for the

protection, supervision and promotion of the fundamental rights and freedoms of students, as well as administrative and academic staff.

In order to avoid plagiarism, UIBM has anti-plagiarism system in place with access for students and staff. An anti-plagiarism report, provided by the mentor, must be part of the thesis. A maximum of 15 % similarity is accepted.

According to the SER, all staff members and students comply with internal regulations relating to ethical conduct in research, teaching and assessment in all academic and administrative activities. The respective regulations are listed and described in the SER and appendix.

The procedure for handling the violation of any rule of the UIBM Code of Ethics is described in the SER. Examples how cases of unethical behavior or conflicts were solved, as demanded in the respective indicator, were not provided in the SER. As those cases are to be handled confidentially, the ET will do without those proofs and trusts in the professionalism of the UIBM in solving such conflicts.

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

FFT uses to the electronic platform SMU, to place teaching materials, such as lectures, exercises, literature, syllabi, results, and announcements. Students have full access to the SMU relevant for their study program.

Regulations on procedures for the processing and security of personal data are in place by the UIBM Code of Ethics. Respective articles are listed in the SER and available in the annex.

According to the SER, students and academic staff are part of the decision-making structures at UIBM, including the Faculty Council, the Studies Committee and the University Senate. In this way, students participate in the processes related to providing and analyzing information and planning follow-up activities.

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

According to the SER, UIBM ensures adequate and efficient administrative staff and budgetary support. Special budget sub-programs are allocated to academic and organizational units within UIBM.

The FFT has five administrative staff members. The administrative staff of FFT undergo various trainings organized by UIBM, FFT and external providers. Also, the Erasmus+ DualAFS project provided professional training. Hence, there is sufficient administrative staff in number and quality for adequate support of the study program.

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

The SER is presenting a comprehensive description of internal evaluation and improvement cycles on various levels of the study program. Furthermore, it is stated in the SER that the recommendations given by the team of experts for all study programs of the FFT have been implemented. A respective table is provided at the end of the SER.

ET recommendations:

- 1. The number of students for the study program has to be defined correctly and justified
Timeline: until next evaluation round*

2. QUALITY MANAGEMENT

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

As stated in the SER, the UIBM has implemented an internal quality assurance system according to the Law on Higher Education in Kosovo, the Law on the Kosovo Accreditation Agency, the Guidelines and Standards for Quality in Higher Education (ESG), the Strategy for the Development of Higher Education, as well as the UIBM Statute itself.

The quality assurance policy and regulations are described in the SER and also publicly available on the UIBM website. The quality assurance processes are governed by the Office for Quality Assurance. The office is composed of quality officers who are not part of the academic staff of UIBM. The office is responsible for measuring quality through all instruments, with the most important being questionnaires with relevant stakeholders such as students, teaching staff, graduates and employers.

For monitoring quality, evaluations are performed according fixed schedules, such as the evaluation of academic staff by the students after each semester. Seven more evaluation instruments are presented in the SER.

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

As already stated in Standard 1.1 the study program is in line with the mission and goals UIBM.

According to the SER, the study program went through a rigorous and transparent internal quality assurance process, through which it is verified whether the proposed program aligns with the mission of the FFT and that of UIBM. Procedures for the approval and review of an academic program at UIBM are published in the UIBM Statute.

The development and approval of the study program was well-defined and included internal and external stakeholders as well as a market study.

Key performance indicators include student progress, their adequate assessment, pass rates in exams, the duration of studies and the number of graduates. A report on the achievement of key performance indicators for the years 2021/22 is provided as a link in the SER.

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

According to the SER, advisory bodies composed of experts in the offered fields of study are involved the internal evaluation. These bodies provide advice regarding the relevance of the program to the labor market, as well as the content of the curriculum, which must include courses that develop the knowledge and skills of students as required by future employers.

Data on student pass rates in exams are collected, which serve as an indicator to assess whether the expected learning outcomes and the ECTS allocated to the course are realistic and achievable for students. Recently the study program shows a very high dropout rate. During the site-visit this was explained by the stipend system for female students that was introduced by the Government to strengthen the agri-food system. Students are enrolling but not attending the courses and finally drop out.

Regular assessments are carried out through procedures developed by the Central Quality Assurance and Evaluation Commission (CQAEC) and implemented by the UIBM Quality

Office. The stakeholders are students, academic staff, deans of academic units, alumni students, UIBM partners, and employers of the graduates.

Student practice in form of a Professional Internship is an integral part of the study program. Duration of the student's practical work in the food industry, the number of credits, the work plan, the evaluation by the supervisors and mentors are monitored in the quality assurance process.

The collected information in the stakeholder surveys is analyzed and actions are taken to ensure that the program is up to date. The results of the monitoring processes and the resulting action plans are communicated to all stakeholders and published on the UIBM website.

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

UIBM has published all the documents that regulate its academic and research activities on its website.

The criteria for the admission of new students, the deadlines for student assessments, the number of ECTS credits, the path of progression, as well as the procedures for graduation are published on the UIBM website and are publicly available.

According to the SER all policies, regulations, and guidelines are available online on the UIBM website. Further information regarding admission criteria, recognition of qualifications, registration quotas, study programs, learning outcomes, credits, assessment methods, and final qualifications are presented in the Study Program Guidelines. Information on pass rates, dropout rates, and employment of graduates is claimed to be accurate, reliable, and presented objectively. The ET is trusting in this statement.

ET recommendations:

- 1. The willingness of studying of students getting a scholarship has to be assessed in the first semester*
Timeline: developing and applying appropriate mechanism for the next enrolment 2025/26

3. ACADEMIC STAFF

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

According to the SER, the recruitment process for teaching staff positions at the "Isa Boletini" University in Mitrovica, or at the FFT, takes place in accordance with regular competition procedures, and their employment is regulated in accordance with legislation, more precisely pursuant to legislation and regulations of the competent Ministry MESTI, the Labor Law, the Statute and other internal acts of the University UIBM. Regarding the indicator related to the advertising of the job openings both nationally and internationally, SER states that the vacancy announcement is published solely on University UIBM web site. Surely this is not visible enough in order to reach a wider audience, therefore it should be advertised on additional platforms to make it transparent. ET considers that HEI should improve recruitment advertising as well as recruitment policy following the examples of the eminent European higher education institutions. Special emphasis should be placed to the employment conditions of the younger researchers, doctoral students and teaching assistants who, according to the discussions during the meeting, enter into the one-year contract. Considering this together with the fact that they need to complete the experimental part of the doctoral thesis outside the home institution, since the University does not offer doctoral studies, ET believes that this time period is uncertain. The SER also includes example regarding the promotion/reappointment of the candidate (professor) in the appendix. The institutional promotion and reappointment tenure process of the candidate (professor) is justified and supported by all necessary documentation. Although, in Albanian, the ET trusts that the procedure is transparent, impartial and legally regulated.

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

The qualifications of the academic staff involved in the study program, as reported by SER, are adequate and suitable for the delivery of the particular subjects within the study programme being taught. According to the SER, it can be assumed that academic staff of UIBM does not cover more than two teaching positions, one full-time and one part-time, within an academic year. The SER states that the records of the engagement of academic staff with a maximum of 2 positions are strictly monitored by the Human resources office of UIBM and the Faculty Management, so that the engagement of the each academic staff member is in accordance with the KAA and MESTI guidelines as well as the Labor Law, the UIBM Statute and the internal regulations of the UIBM. Each individual member of the academic staff declares own teaching workload in the given academic year through the e-accreditation platform established by the Kosovo Accreditation Agency. It would be also valuable that the SER contained a systematic Table which will comprehensively present only the academic staff engaged in the study programme Engineering and Food Technology in relation to the subject.

When reviewing the CVs, the ET noted that academic staff members used the unified EUROPASS CV template, which is significant, but it was also noted that some of them had not been updated in terms of scientific publications in the last 5 years. Since the University

does not perform PhD study programmes, academic staff members received their PhD degrees abroad, mostly from University of Tirana. The academic staff should strive to publish also scientific papers from the topics that matter the methodological units of the subjects they coordinate. During the conversations it was obvious that the members of the academic staff are highly motivated to improve studying processes and enhance research capacities. Also, some CVs lack information related to the acquisition of a doctorate (date and institution where the doctorate was defended). All academic staff should regularly update their CVs. Also, the syllabi only list the teaching workloads of professors who are course leaders. It is highly recommended that in the period, until the next reaccreditation, the workloads of other associates are listed as well, in order to provide better overview into teaching performance and workload.

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

In order to reflect the compatibility of the FFT study program within the aspect of promotion and reselection of academic employees, which should, as prescribed by the standard itself, be based on objective and transparent procedures that highly consider the evaluation of excellence, SER firstly reports about the procedures related to the employment of external associates. As stated, the competition for the employment of external associates, according to the report, is publicly available and transparent, excluding the possibility of discrimination, and the entire procedure is carried out in accordance with the prescribed applicable laws and acts, namely the Labor Law, the Statute and internal acts of UIBM. As part of the procedure, the appointed Evaluation Committee must be guided in its work by the valid legal and university by-laws regulated by the Law on Higher Education, the UIBM statute, the Regulation on evaluation procedures in connection with the engagement of external associates at UIBM, taking into account the conditions prescribed by the competition.

The promotion of academic staff to higher academic titles is carried out, as reported in the SER, according to the criteria defined by the Statute of UIBM and the Regulation on the Procedures for the Selection, Re-selection and Promotion of Academic Staff at UIBM. The requirements for appointment and promotion to a higher academic title of academic staff are relevant qualifications and relevant experience for the position. More specifically, the SER sets out specific criteria, according to the hierarchy prescribed by the University Statute, for promotion to a particular academic title from full professor through associate or assistant professor, which can be achieved within four (4) years after the acquisition of the previous academic title.

It is difficult for ET to conclude whether the specifics related to the employment of external associates in relation to full-time academic members, since this is not clearly shown in the SER. Additionally since the report mostly refers to the same basic legal documents, laws and

by-laws, it would be desirable SER precisely presents and argues the requirements prescribed by this particular standard and clearly justify compliance with the University's strategic goals. This part of the SER largely reports on the assessment of the quality of teachers' work and the implementation of the curriculum, and it follows that a large number of questionnaires are administered annually, which are considered during promotion to higher academic positions. Although the CVs of academic professors indicate their important achievements, in the context of encouraging scientific productivity and teaching excellence, it would be important to have systematized data for all teachers combined in one table on an annual basis, in order to better identify the trends for the coming periods.

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

UIBM, according to SER, recognizes and is oriented towards the importance of continuous improvement of the quality of teaching processes and professional development, of all its faculties, and thus the Faculty of Food Technology. As important actor in these processes, as SER emphasizes is the Center for Professional Development and Education which is established at the University level. In addition, the report mentions that the FFT has developed an annual operational plan for the professional development of academic staff. The report describes the continuous professional development of academic staff through activities such as participation in various trainings, and general statements such as support of various collaborations at the national and international level, promotion of academic values of staff, active involvement of students in their learning process and involvement together with academic staff in the development of research skills, creation of academic spaces in which students promote own development and success, and strengthening of the academic community. The report also includes a representative Table related to the participation of the 10 academic staff members in the two international projects DualAFS Erasmus+ (2021-2024) and Enhancing Research Culture in Higher Education in Kosova (ResearchCult) where third one EcoDairy (2019) as well as their academic mobilities established in Van Hall Larenstein-University of Applied Sciences-The Netherlands, Savonia University, Nürtingen Geislingen University and University of Camerino and Çukurova University without information regarding the duration of these mobilities. UIBM conducts academic staff training related to the implementation of teaching and evaluation, and all members of FFT are trained in the curriculum development module. According to SER, if the need arises, the FFT management supports the organization of trainings for all staff in the requested area. However, for ease of verification, this should be clearly shown in the SER and supported with evidence, such as various certificates of attendance. In the listing of appendix, the SER provided the link which should provide information related to the offered trainings by UIBM. However, the site is showing certain information, but only in Albanian. Newly recruited teachers undergo basic training organized by the Center for Professional Development and Education to strengthen teacher competencies, which was confirmed during interviews with teaching staff. As stated during the meeting, they

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also meet with human resources staff who present their rights and obligations to them, and with the Vice-Dean for Quality who will advise and direct them to the training provided by the University's Centre of Training. In addition, if they feel they need additional support, they can express an expression of interest and thematic workshops will be organized accordingly. The Vice Dean for Teaching and the Vice Dean for Quality and International Cooperation are in charge for supporting the integration of new employees through the organisation of the individual meetings to familiarize themselves with standard practices and the code of ethics as well as group meetings, to mitigate and overcome eventual obstacles, which are organized by the Department or the FFT Council. According SER, the FFT has also support by another Office for Scientific Work and International Cooperation, which encourages teaching staff to participate in research projects and offers the possibility of funding travel to international conferences. It also organizes professional training for the application of the research projects and regional and international finding competitions. Additionally, UIBM financially supports academic staff for the publication of scientific papers in the scientific journals by Scopus and Web of Science. However, according to SWOT analysis, but also as observed during the discussions, there is a high need for the improvement of the proficiency in English as well as e-learning skills. Faculty supports the professional development of the academic staff members, however ET noted that trainings were organized 3 or more years ago, therefore it is recommending that the actions be taken to organize additional ones in next period.

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

This part of the report does not clearly address the compatibility of FFT to meet the requirements of the standards related to the qualifications of external associates and their impact on the study program. During the meeting, academic stuff emphasized the support from their alumni and industrial stakeholders who are open even to lending their laboratories for student work and are engaged in mentoring students during student practice. Representatives of the academic staff, during the site-visit, supported and praised many cooperation with partners, also mentioning their importance in the implementation of the and practical practice for students which is organized in the 3rd year of the studies. It was also noted that industrial experts participate in the specific subjects of the study program through delivering lectures. The list of the external associates engaged in the in the supervision of final and graduation theses (co-supervision activities) would be valuable for check, as it is hard for ET to assess the ratio of the permanent staff towards external associates.

ET recommendations:

1. *For the easier evaluation by ET, it would be important to have systematized data for all teachers combined in one table on an annual basis, in order to better identify the trends for the coming periods.*

2. *In the self-evaluation report and supporting documents the development of teaching competencies of teaching staff could be more systematically addressed.*
3. *A list of the external associates engaged in the supervision of final and graduation theses (co-supervision activities) must be submitted in the next SER.*
4. *CVs of academic staff members must precisely indicate the title of the PhD thesis, name of the supervisor, institution and date of the defence*

Timeline: Until next evaluation round

4. EDUCATIONAL PROCESS CONTENT

In General, educational process and content seem adequate and relevant in the field. The ET noticed a discrepancy in several syllabi regarding the learning outcomes, where the wording is unclear or improperly structured, opening some other challenges. The ET understands that the teaching staff has all of their working hours already allocated, but still, we find it necessary to introduce the idea of NQF and EQF to the entire staff and, moreover, put the ideas in practice.

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

4.1.1 and 4.1.2 While the SER does not precisely answer both indicators, based on the discussion with all participants during the site-visit, the ET is convinced that the learning outcomes are aligned with the institutions mission and also with general goals and objective of study program.

4.1.3 The learning outcomes stated in SER are indeed written from a student perspective and it is easy to recognize skills and competencies which will be acquired upon completion of the studies.

4.1.4 This indicator is satisfied – FFT proved the usage of examples of good practice.

4.1.5 This indicator can greatly be improved. While a good portion of syllabi are on the right track with proper verbs, nomenclature and categories (skills, competencies, knowledge), the other part of syllabi seem not to be in line with any qualifications framework. Learning outcome are poorly written without the usage of adequate levels of Blooms taxonomy and without clear outcomes.

4.1.6 The learning outcomes are comparable with similar study programs in EHEA. Mapping of learning outcomes has been performed against other EHEA programs.

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

4.2.1 In general, the study program's learning outcomes comply with the NQF and EQF, while some improvements should be made with some of the courses.

4.2.2 N/A, the study program is on bachelor level.

4.2.3 Intended learning outcomes and their combination is unique and adequate to be considered as standalone study program.

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

4.3.1 The courses in the curriculum are in a logical flow, starting with basic knowledge in the lower semesters and gaining more and more specific content towards the end of the program.

4.3.2 The flow of courses ensures that students meet the required standards before progressing to advanced courses. This involves a defined credit system that students must fulfill before being allowed to advance to higher-level courses.

4.3.3 The basic disciplines necessary for achieving the learning outcomes and acquiring competencies in the field of the study program are adequately covered by the curriculum.

4.3.4 The study program is similar to several internationally recognized programs, mainly University of Zagreb.

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

N/A, the study program does not lead to degrees in regulated professions

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

4.5.1 FFT developed very good practices regarding regulation of practical work. The procedure is well backed up by the documentation.

4.5.2 The role of a mentor is well structured to the smallest detail, and that includes both the mentor from FFT and the mentor from institution where the practical work is being conducted.

4.5.3 There is a well-established monitoring process and all ECTS credits acquired by the student practice can be traced in the documentation.

4.5.4 Companies and other relevant institutions cooperate with the FFT for several years now and the process is well-established for all parties.

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

4.6.1 and 4.6.2 The study program has a well-developed didactic concept including learning objectives, assessment methods, pedagogical strategy and other relevant mechanics. Moreover, those concepts are being monitored, improved and updated regularly.

4.6.3 and 4.6.4 Teaching is conducted through several different approaches – from ex cathedra lectures to laboratory practice and fieldwork. This ensures that all learning outcomes are addressed and adopted. Some improvements can be made with strengthening teachers' competences with EQF and NQF knowledge in order to get unified nomenclature in learning outcomes.

4.6.5 Teaching methods are adapted to support diverse students and the FFT is truly inclusive in this regard.

4.6.6 Modern technology is used in teaching and learning. Laboratories are equipped with adequate equipment.

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

4.7.1 This indicator is only partially achieved because some of the syllabi do not have adequate descriptions of learning outcomes.

4.7.2 Assessment methodologies should clearly address the learning outcomes based on Blooms taxonomy. If the learning outcome has a practical verb (demonstrate conduct), the assessment method should be along those lines as well. Since some courses don't have properly

worded learning outcomes, this indicator cannot be properly addressed and therefore cannot be met.

4.7.3 All criteria and methods are stated in course syllabi and are available online at all times.

4.7.4 Grading of students is objective and reliable and no significant disputes have been reported.

4.7.5 and 4.7.6 Students receive timely feedback and advice, both for their assessments and at their own request. Students have the right to appeal or challenge the grading.

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

4.8.1 There are some discrepancies with assessment methods and learning outcomes at some of the courses.

4.8.2 ECTS points are based on workload and seem to correspond with expected outcomes.

ET recommendations:

- 1. Increase teacher competencies in regard to EQF, NQF, constructive alignment and learning outcomes and the idea behind them.*

Timeline: until next evaluation round

5. STUDENTS

The ET is under the impression that the FFT deals with its students with the utmost respect and professionalism. No immanent and obvious misconducts have been reported nor discovered. Moreover, the general impression is that students thrive in the environment the FFT prepared for them. Students do not seem to have any major issues with studies in any aspect. They are proactive, they participate in various student bodies, they organize themselves and they help each other.

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

5.1.1 Information about the admission and enrollment are clearly defined and publicly available on the website. Process is fair and straightforward.

5.1.2 Students enrolled in the program possess the required documentation.

5.1.3 Selection of suitable candidates is done via entrance exam where candidates need to score certain number of points in order to obtain the right to enroll. Of course, all other criteria must be met as well.

5.1.4 The criteria are not discriminatory in any way.

5.1.5 The FFT has an adequate procedure for recognizing periods of the study – it is governed by internal regulations which are based on current Law.

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

5.2.1 Students are well monitored by their teachers who are more than happy to provide assistance and support. Besides being available at their office hours, teachers are also available via various communication channels online as well.

5.2.2 Regular monitoring of student progression and completion rates is essential for maintaining the quality and effectiveness of the study program. Taking appropriate action when necessary, ensures continuous improvement and student success. According to the SER, if a situation occurs, there are established procedures (like organizing additional lectures) to address the situation.

5.2.3 All student results are available in the SMU at all times to both students and teachers.

5.2.4 Students are informed during their studies about the possibilities of continuation of studies. Moreover, some of the participate in research activities with their teachers which undoubtedly deepens their interests in the field.

5.2.5 The study program complies with the UIBM policies and procedures regarding student transfers and recognition of qualifications.

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

5.3.1 There is The International Cooperation Office established within UIBM which regularly publishes international calls and opportunities for exchange.

5.3.2 The International Cooperation Office (ICO) also supports and stimulates students to participate in exchange programs.

5.3.3 The UIBM has adopted regulations for recognition of ECTS points.

5.3.4 No application information was found online in language other than Albanian.

5.3.5 ICO is very attentive to incoming students and helps them when studying at UIBM.

5.3.6 UIBM offers courses in English and German language of instruction for foreign students.

5.3.7 ICO conducts survey at the end of transfer period and implements suggestions.

5.3.8 The UIBM collects all statistical data about transfers and mobilities.

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

5.4.1 There seems to be a sufficient number of professional, supporting, technical, and administrative staff.

5.4.2 Students disseminate information among themselves, but all of the information is publicly available. The student representatives transfer the newest and most important information to the rest of the student body.

5.4.3 Students are mentored by their teachers throughout their studies who can then guide them. Mentors in a narrower sense of word is selected when writing thesis.

5.4.4 Students have the right to appeal and challenge professor decisions. There is also a set mechanism if student rights are not being respected.

5.4.5 No active sports or other activities were mentioned nor proven to exist. Some limited budget is available, but students seem to be more interested in working and research opportunities.

ET recommendations:

1. Increase student involvement in research projects.

Timeline: next cohort entering semester 5

6. RESEARCH

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

In the report, the FFT relies on the alignment of the institution's research plan with the UIBM's Research Strategy for the period 2022-2026, which clearly demonstrates Food Technology as one of the main thematic areas of research. Also, in the Annex, where the numerous documents are provided as online uploaded materials, the strategic plan of UIBM for the period 2023-2026 is listed. However, it follows that FFT does not have its own developed scientific research strategy. As emphasized in the SER, the goal of the UIBM, and thus of the FFT itself, is to improve scientific productivity by encouraging scientific research based on strong human capacities, and by transforming innovative ideas into projects. Also, the SER recognises the pivotal role of the modernization of research infrastructure and building and strengthening the partnerships which altogether enhancing higher education.

SER described and recognised that scientific research is carried out individually. From the discussions it can be assessed that the research work of the FFT is largely based on performance

of the experimental part of the doctorate of young researchers who acquire the academic degree of doctorate abroad. Also, the ratio of the number of young researchers-teaching assistants to the number of professors should also be considered in order to uncover the capacities to enhance research performance. When reporting on project participation in which academic staff are involved, SER refers primarily to international cooperation established through the Erasmus+ program. From all of the above, it follows that there is a need to form and establish research groups.

The report includes links to UIBM calls, but in Albanian, which financially support academic staff for publishing scientific papers in Scopus and Web of Science, as well as calls for financial support for participation in scientific conferences, in addition to the calls for funding scientific activities. However, the report does not provide information on the number of teaching staff of this FFT who have applied for competitions or who have been approved for financing the aforementioned activities.

In the future, it is necessary to more thoroughly summarize and quantify the research activities of academic staff engaged in the study program. Scientific activities, including the number of published scientific papers classified by category (Q1, Q2, Q3 and Q4), participation and leadership or scientific projects, authorship/co-authorships of books, participation in national and scientific conferences (this was provided as list in appendix but should be quantified), number of invited lectures, scientific and training abroad, number of professional trainings, etc. should be cumulatively presented for a period of three years, in order to clearly define the trend. It is certainly necessary to consider scientific productivity more broadly in relation to the conditions of the local environment, given the funding and infrastructure opportunities that are crucial for achieving research results and fostering innovation.

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

The conditions for the advancement of academic staff members in terms of assessment of their scientific activity are prescribed by the Administrative Instruction of the Ministry of Education, Science, Technology and Innovation (MESTI), Statute of UIBM and the Regulation on the Procedure for the Election, Re-election and Promotion of Academic Staff at UIBM.

According to SER, research work of the teaching staff of the Food Engineering and Technology study program is conducted through scientific, but also, as well as by carrying out applied research, and it would be useful to clearly record these activities and as well as teaching staff members involved. The scientific contributions of academic staff are demonstrated through the publication of scientific articles indexed in SCOPUS, through participation in national and international conferences and other activities, as evidenced by the attached CVs, and there is high awareness among academic staff and an effort to follow international standards of

scientific research. This engagement reflects the FFT's commitment to advancing knowledge and maintaining research excellence. The list (appendix 6.2.5. Attached in the appendix is the list of publications for the academic staff of FFT) is submitted and the ET recommendation is to assure for future SERs additional table in which the data will be reorganized, to indicate quality parameters of journals, in which articles authored by staff members were published, such as journal's impact factor or quartile, on an annual basis, to facilitate the assessment of the publication rate of the academic staff members.

Most academic staff primarily conduct individual research, while, as stated in SER, certain number of professors also conduct applied research, which is particularly significant, but it is not clearly stated through which projects or collaborations this was realized.

It is commendable that the Scholar profiles of 18 professors are available on the University's website. Although there is a tendency of publishing the research results, there is a lot of room for the strengthening the scientific performance of FFT. From the uploaded material, it is difficult for the expert team to assess the relationship between scientific research and the teaching workload of each individual professor and to express an opinion on whether this relationship is rationally distributed. Additionally, it is confusing to compare the teachers listed at the web page (Scholar profiles) with those shown in the Table 4.1. Program Overview: Bachelor in Food Engineering and Technology at page 65, where 6 teachers are not found at all in this Table. Despite these problems, most academic staff have published more than one paper per year on average over the past three years and have actively participated in international conferences. Professional activity of the candidates applying for the title of teaching assistant is defined by a strict selection procedure what has been presented during the conversations and is defined my mandatory requirement, as defined by Statute, that they have successfully completed undergraduate and master's studies in the appropriate scientific field.

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

The impression during the conversation was that the teaching staff engaged in the study program are continuously supported to cooperate with local business partners through joint research projects, or less formal initiatives. SER addresses this standard by reporting on the FFT's high capacity to enter cooperation agreements with various food industries, what is established through engagement of the academic staff in research projects, in the capacity of consultants. To support these 17 different agreements are available for review in the supplementary materials of the SER. As an example of the good practise SER recalls on the EcoDairy project, during which joint research was conducted in collaboration of the several dairy industries in Kosovo with international partners with an aim to improve production efficiency, what resulted in the establishment of the EcoDairy Center. The FFT's collaborations

of the with University of Cukurova in Adana, Turkey within the project "European Network for Innovative Cloning of Woody Plants (COPYTREE)", the COST action project "Promoting Fermented Food Innovation" (PIMENTO), and in collaboration with Akdeniz University in Antalya, Turkey, and as well as the informal collaboration with the industrial partner "Beha-N" from Orahovac are mentioned.

The SER reports about NanoKOS project funded by the European Commission aimed at significantly enhancing the research and innovation capacity of Kosovo, primarily University of Pristina as a participant, with a focus on priority areas of environment and medical research, as an excellent model to increased collaborations and links between Kosovo research institutions and European research institutions. It would be desirable for the FFT to continue with the practice of further application of this type of collaborations in order to improve research management and administration skills of FFT and to establish infrastructure to enable research in priority areas.

In order to enhance and improve practical learning, FFT in cooperation with IADK and experts from Germany is launching a pilot plant for food production. Academic staff are encouraged to apply for scientific projects calls open within the program of the Ministry of Education, Science, Technology and Innovation (MESTI). In the latest call from this program, FFT staff applied for a project in cooperation with an international university and the coffee industry in Kosovo.

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

According to the SER, this standard is regulated by the strategy plan of the University. UIBM encourages teaching staff to include the results of their scientific and research activities, relevant to the subjects they teach, in their teaching materials, including internationally significant research achievements in the field.

FFT staff strives to involve students in research projects and other activities related to the cooperation with food industry partners throughout the teaching process, although as evident from the conversation with student group that this should be improved. In this context, FFT members and importantly students participated in academic mobility mainly through the Erasmus+ program at Van Hall Larenstein University in the Netherlands, at Savonia University in Finland and exchange mobility programs at Nürtingen-Geislingen University in German and University of Agricultural Sciences and Veterinary Medicine in Romania

ET recommendations:

1. *The FFT should create research development plan or other documentation which will clearly demonstrate their research objectives for the period of the coming three years.*
2. *The SER should accurately reflect the teaching workload of the academic staff in relation to their activities on research or applied oriented projects for ease of assessment if it is rationally distributed.*
3. *Collaboration with industry should be even more stimulated to improve the relevance of the study programme curricula with the needs of industry stakeholders.*
4. *The FFT should strive to continue with the practice of further application of international collaborations in order to improve research management and administration skills and to establish infrastructure to enable research in priority areas in food technology development.*
5. *Information about projects should be shown for those that were actually active in the period of reaccreditation and should indicate all included partners.*

Timeline: until next evaluation round

7. INFRASTRUCTURE AND RESOURCES

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

As inspected during the site visit, the FFT of UIBM is located on a modern campus with well-maintained buildings providing suitable lecture halls, laboratories, library and IT infrastructure for the study program. Laboratories for various applications are available and equipped with adequate equipment and reagents for the study program. Computer working room are available and software with valid licenses is provided. The FFT management assures that the premises will be available for the study program at least for the next five years. Upper floors are accessible by elevators for students and staff members with impaired mobility and special parking lanes are available.

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

UIBM is providing a library with reading rooms, offering suitable spaces for individual study and smaller rooms for group work. The number of seats in the reading room and the group work rooms is sufficient for the number of students to be enrolled in the study program. A stock of books covering subjects included in the study program is available.

The library operates on the basis of the regulation as documented in the appendix of the SER and the UIBM website. The opening times are not indicated on the website. However, the ET

trusts that the library provides services and access beyond regular class times, ensuring that students and academic staff have the opportunity to use the library's resources when needed.

The library offers a considerable book stock of Albanian and international literature. The library has a sufficient number of subscriptions to local and international publications, including periodical journals and electronic sources. According to the SER, the library is being enriched with new literature continuously at the request of the academic staff.

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

The SER contains a 3-years financial plan for the FFT. In total, a budget of 586,000 € is provided by the Ministry of Finance of the Republic of Kosovo in 2024. Estimated budget for 2026 is 557,700 €. The budget is allocated mainly to staff salaries, followed by goods and services, capital expenditures, municipal expenses, and subsidies and transfers.

UIBM is a public university and does not charge tuition fees. Additional financial sources are generated through government-funded projects of the Ministry of Education, Science, Technology and Innovation. Furthermore, FFT was part of the Erasmus+ DualAFS Project with Hochschule für Wirtschaft und Umwelt Nürtingen-Geislingen (Germany), providing access to international funding. New projects were not presented in the SER.

ET recommendations:

1. *Applications for international research and education projects have to be stimulated and supported by the FFT management*

Timeline: starting immediately and developing continuous efforts

2. *Laboratory equipment should be continuously renewed by using project funds*

Timeline: 15% reinvestment per year

FINAL RECOMMENDATION OF THE ET

In conclusion, the Expert Team considers that the study program Engineering and Food Technology BSc offered by the University "Isa Boletini" Mitrovica, Faculty of Food Technology is *substantially compliant* with all Standards as included in the KAA Accreditation Manual and, therefore, recommends *to reaccredit* the study program for 3 years with a number of 60 students to be enrolled in the program.

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

Expert Team

Chair



Prof. Dr. Joachim Müller

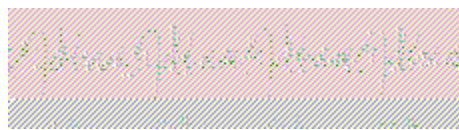
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(Signature)

(Print Name)

(Date)

Member



Prof. Dr. Jasna Novak

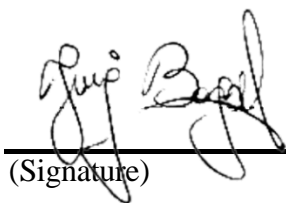
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(Signature)

(Print Name)

(Date)

Member



Mr Juraj Bogat, Student Expert

20.03.2025

(Signature)

(Print Name)

(Date)