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## Diploma Supplement

### (WP2 - Deliverable 2.6)

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## Document control sheet

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## Versioning and contribution history

Version	Date	Revision Description	Partner responsible
v.01	10-12-2018	First draft version	Giuseppina Pennisi (UNIBO)
v.02	25-02-2019	Second draft version	Pakeza Drkenda (UNSA)
v.03	25-02-2019	Third version	Giuseppina Pennisi (UNIBO)
v.04	30-08-2019	Final version	Zenan Šabanac (UNSA)



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## **1. Introduction WP2 “Curriculum modules and LLL center programs development”: General description and objectives**

WP2 “Curriculum modules and LLL center programs development” includes the activities necessary for design and implementation of new master study curriculum and LLL programs on urban agriculture. The curriculum is two years study program with 120 ECTS with basic obligatory modules and closed list of elective modules to provide specialization. Study contents are organized in 5 modules: introduction to UA, food production systems, UA entrepreneurship, urban planning and resources, and use of technologies and ICT in UA. Modules meet objectives and priorities for each partner countries’ needs based on results delivered in WP1. Needs analysis (see Deliverable 1.2) named communication a required soft skill for urban agriculture entrepreneurship and an issue to be covered in urban agriculture entrepreneurial education. Other soft skills considered important were creativity, time management, and flexibility. Considering hard skills, all subjects (plant production, machinery/engineering, marketing/trading, project planning, business planning, communication and networking, urbanity) are named by more than 40% of the surveyed people to be of value for UA entrepreneurial education. About two thirds named plant production (68%) and project planning (65%) followed by marketing / trading (53%), urbanity (51%), communication/networking (50%), and business planning, administration and finances (50%). Also specific training needs among these topics were investigated. Crop protection, plant nutrition and cultivation practices were the most required skills in the topic of plant production. Irrigation, greenhouse technology and precision agriculture were the most required skills in the topic of machinery/engineering. Quality management and customer relations were the most required skills in the topic of marketing/trading. Business, project planning and project management were the most required skills in the topic of business, administration and finances. Urban economy and urban planning were the most required skills in the topic of urbanity.

Within WP2 modules and modes (basic or advanced), objectives and learning outcomes for master study and LLL program are defined through the development of a curriculum draft (Deliverable 2.1). Modules 2, 3,4 and 5 is offered in two modes: basic and advanced. Basic mode provides more theoretical education, while advanced is based on Problem Based Learning system (PBL) and Experiential Learning (EL). Thanks to a specific guide (Deliverable 2.2), a methodology for PBL and EL with regard to defined learning outcomes and competencies is established. A guide for students’ skills and competence evaluations is created to define and describe a competence inventory and link it to the skills (Deliverable 2.3). This reference system is the core instrument both for planning and for the validation of the competence oriented learning. Module Placement Guide (Deliverable 2.5) assess student’s current readiness to register for advance mode courses within the modules. This is necessary due to the interdisciplinary nature of new curriculum. Since module advance mode is based on PBL and EL, students are expected to have theoretical knowledge regarding field of the study prior to the course registration. Diploma supplement providing a standardized description of the nature, level, context, content and status of the studies is created for partner HEIs (Deliverable 2.6). Besides standard context, a special part includes descriptions of acquired competencies according to the EUROPASS cluster: social and organizational competences described in the field of study. A multilateral inter-institutional



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agreement (Deliverable 2.7) ensures credit mobility, virtual and physical students and staff mobility between the partner HEIs.

## 2. Diploma Supplement

The Diploma Supplement was developed by the European Commission, Council of Europe and by UNESCO/CEPES. The purpose of the supplement is to provide sufficient independent data to improve the international transparency and fair academic and professional recognition of qualifications (diplomas, degrees, certificates etc.). It is designed to provide a description of the nature, level, context, content and status of the studies that were pursued and successfully completed by the individual named on the original qualification to which this supplement is appended. It is free from any value-judgements, equivalence statements or suggestions about recognition. Information is provided in eight sections. Where information is not provided, an explanation will give the reason why.

### 1. Information identifying the holder of the qualification

1.1	Family name <input type="text"/>	1.2	First name <input type="text"/>
1.3	Date (dd/mm/yyyy), place, country of birth <input type="text"/>	1.4	Student identification number or code <input type="text"/>
1.5	National/Personal identification number <input type="text"/>		

### 2. Information identifying the qualification

2.1	Name of qualification (in original language) <input type="text"/>	Name of Title conferred (in original language) <input type="text"/>
2.2	Main fields of study for the qualification <input type="text"/>	
2.3	Name of institution awarding (in original language) <input type="text"/>	Status (Type/Control) <input type="text"/>
2.4	Institution administering studies <input type="text"/>	Status (Type/Control) <input type="text"/>
2.5	Languages of Instruction/Examination <input type="text"/>	

### 3. Information on the level of the qualification

3.1	Level of qualification Second cycle degree <input type="text"/>	3.2	Official length of the programme 2 years / 120 ECTS <input type="text"/>
3.2	Access requirements Three-year degree or university diploma or other suitable qualification obtained abroad. Admission is subject to the possession of specific curricular requirements. <input type="text"/>		

## 4. Information on the contents and results gained

Mode of study

4.1 Full time

Learning outcomes and competences

4.2 The 2<sup>nd</sup> cycle degree programme in “Urban Agriculture” trains professional specialized in the field of urban agriculture and its related sciences in order to build cities more sustainable, more resilient and greener, and to develop new economies related to urban agriculture activities. This master points to provide advanced knowledge in the field of urban agricultural systems, skills to develop and manage sustainable production systems, knowledges on urban planning and urban regulations, and expertises in urban agriculture business models.

The first years is organizing in courses relating to urban agriculture production, urban food system and urban ecology, but also more specific issues related to precision agriculture and business and enterprises development related to urban agriculture activities.

The achievement of the ability to apply this knowledge and understanding will be accomplished through

the critical study of texts proposed for self-study, stimulated by classroom activities, the research of case studies and applications presented by the professors, computer study, field work, bibliographic research, individual and/or group projects related to the core or supplementary learning activities included in the programme, as well as through the preparation of the final examination. Also problem based learning and experiential learning will contribute to the development of problem-solving capacities.

Graduates will also be able to make professional decisions and be responsible of their own behavior as it is required in the operational reality of services. Graduates will have developed their personal and professional communication skills, especially proficiency in intercultural communication. A mandatory supervised internship is required.

Programme details (e.g. modules studied), and the individual grades/marks/credits obtained

4.3	Course	Course	ECTS	Grade	ECTS
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C	8	Average with small mistakes
D	7	Good with significant disadvantages
E	6	Satisfactory of minimum criteria
F, FX	5	Did not satisfy

**Overall classification (in original language)**

4.6

## 5. Information on the function of the qualification

### Access to further study

5.1

### Professional status

5.2 Graduates may fill the following professional roles and relative functions in the listed fields of employment:

- Urban planner specialized in greener cities;
- Manager of project related to urban agriculture activities;
- Consultant or researcher specialized in the deployment of sustainable planning techniques, methods and strategies in urban areas;
- Manager of a farming business, with specific competencies in the field of crop production and protection both in the field and post-harvest;

## 6. Additional information

### Additional information

6.1

### Additional information sources

6.2 Institution website:  
Department website:

## 7. Certification of the supplement

7.1  7.2

7.3  7.4

## 8. Information on the national higher education system

### Information on the National Higher Education System in Bosnia and Herzegovina

Administrative organization of Bosnia and Herzegovina is complex; legislative and administrative competences in the field of education are shared among different levels of governance, with 13 legislative bodies [1] component to adopt relevant regulations. Accordingly. The BiH higher education system is regulated by 13 laws on Higher education, enacted by component governance structures at state, entity and cantonal levels. This has resulted in significant differences in higher education in different parts of the state.

There are eight public universities and a number of private higher education institutions in BiH [2].

These institutions have been licensed by the relevant cantonal Ministries in FBiH and by the RS Ministry of Education and Culture.

Eleven Ministries of Education in BiH (ten cantonal in FBiH and one in RS) hold sole competences over the field education, including higher. The Brčko District Department of Education is solely competent in the field of education in the Brčko District.

At the state level, the Ministry of Civil Affairs has the mandate to coordinate education policy in the country. The FBiH Ministry of Education and Science is responsible for coordination among 10 cantonal Ministries of Education.

By signing the relevant documents in September 2003, Bosnia and Herzegovina accepted the European strategic goals in the area of higher Education, as set forth in the Joint Declaration of the European Ministers of Education (1999), as well as the subsequent development of this concept.

With the aim of reforming higher education, the Framework Law on Higher Education in Bosnia and Herzegovina was adopted on 30 July 2007, establishing fundamental principles and standards for acquiring higher education in Bosnia and Herzegovina, harmonized with relevant provisions of the Convention for the Protection of Human Right and Fundamental Freedoms (ETS No.5,1950) and protocols there to Recommendation [R(97)1] of the Council of Europe Committee of Ministers on the Recognition and Quality Assessment of Private Institutions of Higher Education, Recommendation [R(98)3] on Access to Higher Education, Recommendation [R(2000)8] on the research Mission of Universities, and other relevant principles of internationally recognized legal instruments to which Bosnia and Herzegovina is a contracting party, and compliant with the Council of Europe/UNESCO Convention on the Recognition of Qualifications Concerning Higher Education in the European Region (ETS No.165, 1997).

#### 8.1. Access to Higher Education

Higher Education candidates must have successfully completed regular four-year secondary education. A certificate of graduation from high school is the document entitling a candidate to apply. Detailed information on access to individual higher education institutions may be obtained from their web sites.

#### 8.2. Degrees and qualification

Higher education is organized in three cycles of study, namely:

The first cycle of studies, accumulating from 180 to 240 ECTS (three of four years of study), leading to the academic degree and title of Bachelor,

The second cycle of studies, accumulating from 60 to 120 ECTS (one to two years of study), with a combined first and second cycle total of 300 ECTS (a total of five areas of study), leading to the academic degree and title of Master,

An integrated study programme of the first and second cycle, accumulating a total of 300 to 360 ECTS (five to six years), leading to the academic title of master (master of pharmacy, master of theology) or doctor (doctor of medicine, doctor of veterinary medicine, doctor of dental medicine).

The third cycle of studies, accumulating 180 ECTS (three years of study), with a combined first, second and third cycle total of 480 ECTS (a total of eight years of study), leading to the academic title and degree of Doctor of Science/Arts.

### 8.3. Assessment and Grading System

In compliance with ECTS, the total curriculum load per academic year is 60 ECTS, i.e. 30 ECTS per semester.

One (E)CTS credit represents 25 hours of student workload, comprising different forms of work in a given course, and up to 30 hours of total workload in courses in the medical sciences group.

Following all the prescribed types of assessment, the student receives an evaluation comparable to the ECTS grading scale [3] as follows:

ECTS/grade	Grade	Description
A	10	outstanding performance with only minor errors, corresponds to 95-100 points;
B	9	above the average standard but with some errors, corresponds to 85-94 points;
C	8	generally sound work with a number of notable errors, corresponds to 75-84 points;
D	7	fair but with significant shortcomings, corresponds to 65-74 points;
E	6	performance meets the minimum criteria, corresponds to 55-64 points;
F, FX	5	performance does not meet the minimum criteria, corresponds to less than 55 points.

[1] Organs of governance in Bosnia and Herzegovina are divided in two basic administrative sections: the Federation of BiH and the Republika Srpska. FBiH is further divided in ten Cantons. In addition to the two entities, BiH includes the Brčko District, an administrative unit under international supervision and BiH state sovereignty. The competence to legislate in the field of education is held by the Parliamentary Assembly of BiH, Parliament of the Federation of BiH, National Assembly of the Republika Srpska, ten Cantonal Assemblies and the Brčko District Assembly.

[2] These data will be updated regularly.

[3] The Law on Higher Education of the Sarajevo Canton (Official Gazette of the Sarajevo Canton No. 33/17)

## Information on the National Higher Education System in Kosovo

Currently there are 39 accredited and licensed HEI-s in Kosovo, 9 of which are public and 30 are private institutions. Thus, Kosovo has 20 HEI-s per 1 million inhabitants, which exceeds several times the average of European Union. The number of students has increased significantly year-on-year. While in 2004 Kosovo had about 40,000 students, in 2015 their number was 122,000. Kosovo has 6,669 students per 100 thousand inhabitant, which is almost twice the EU average. Also, the participation of women in higher education has increased considerably. Now, 50,2 percent of students are women. Kosovo also offers preferential treatment for enrolment in high education for candidates from among non-Albanian ethnic communities.

### 8.1. Access to HE

According to the Law (No. 04/L-037) on Higher Education, higher education in the Republic of Kosovo is considered any post-upper secondary education (Law No. 04/L-032 on pre-university education), at levels 5, 6, 7 and 8 of the European Qualifications Framework for Lifelong Learning for which ECTS credits may be granted. In line with the Bologna Process, higher education in the Republic of Kosovo is organized in three cycles: Bachelor, Master and PhD.

### 8.2. Degrees and qualifications (I, II and III cycle)

Higher education qualifications in the Republic of Kosovo may be either academic or vocational and can be issued by institutions (holders) of higher education such as “Universities”, “University Colleges”, “Colleges”, “Institutes”, “Schools”, or “Academies”. Based on the Law on Higher Education and the Law on the National Qualifications the accreditation of programs and institutions offering qualifications in higher education is done by the Kosovo Accreditation Agency – KAA.

### 8.3. Credit system and grading

Both public and private institutions of higher education in the Republic of Kosovo use the ECTS (European Credit Accumulation and Transfer System). In Higher Education Institutions in Kosovo the annual full-time student workload is estimated at 1500 hours, making one ECTS credit equal to 25 hours of planned classes.

For more information visit:

[www.masht-gov.net](http://www.masht-gov.net); [www.akreditimi-ks.org](http://www.akreditimi-ks.org); [www.akk-ks.net](http://www.akk-ks.net)

A	10	excellent achievement;
B	9	above average;
C	8	average with small mistakes;
D	7	good with significant disadvantages;
E	6	satisfactory of minimum criteria;
F, FX	5	did not satisfy

## Information on the National Higher Education System in Montenegro

Higher education institutions in Montenegro underwent external evaluation during 2014. The evaluation was conducted by a team of independent international experts engaged by the European University Association (EUA). The evaluation included ten higher education institutions in Montenegro: University of Montenegro, University of Donja Gorica, Mediterranean University, Faculty of Business Economics - Bar, Faculty of Business Management - Bar, Faculty of Transport, Communications and Logistics - Berane, Faculty of Business and Tourism - Budva, Faculty of Management - Herceg Novi, Faculty of Administrative and European Studies - Podgorica and Faculty for Mediterranean Business Studies - Tivat, which were attended by 24,927 students at that time. After the evaluation, these institutions strived to implement more of the standards for education used in the countries of EU.

### 8.1. Access to HE

Higher education in Montenegro can be acquired at the university, faculty, art academy and college.

Each study programme has to include practical training, as well as learning outcomes for the scientific area to which the relevant study programme belongs, i.e. competences for performing the relevant activities. Practical trainings make at least 25% of total student's workload by course, i.e. a year, depending on the learning outcomes for an individual study programme.

### 8.2. Degrees and qualifications (I, II and III cycle)

Higher education qualifications in Montenegro may be either academic or vocational and can be issued by institutions (holders) of higher education such as "Universities", "University Colleges", "Colleges", "Institutes", "Schools", or "Academies". Based on the Law on Higher Education and the Law on the National Qualifications the accreditation of programs and institutions offering qualifications in higher education is done by the Agency for Control and Quality Assurance of Higher Education.

### 8.3 Credit system and grading

After signing the Bologna Declaration in 2003, the structure of the educational process in Montenegro was altered by introducing three cycles of studies and the European Credit Transfer System ECTS as a measure of the scope of studies.

All of the strategic objectives for further higher education development have been formulated and are available in the Strategy for the Development of Higher Education 2016-2020 and the area of higher education is regulated by the Law on Higher Education.

In Higher Education Institutions in Montenegro the annual full-time student workload is estimated at 1500 hours, making one ECTS credit equal to 25 hours of planned classes.

A	10	excellent achievement;
B	9	above average;
C	8	average with small mistakes;
D	7	good with significant disadvantages;
E	6	satisfactory of minimum criteria;
F, FX	5	did not satisfy