UBT COLLEGE

CIVIL ENGINEERING AND INFRASTRUCTURE MSc

REACCREDITATION

REPORT OF THE EXPERT TEAM

23. June 2021

TABLE OF CONTENTS

Contents

1. INTRODUCTION

1.1. Context

Date of online evaluation: 28th May 2021

Expert Team (ET):

- Prof. Dr. Gábor Dombay

Coordinators from Kosovo Accreditation Agency (KAA):

- Naim Gashi, Executive Director of KAA
- Shkelzen Gerxhaliu, Senior Officer for Evaluation and Monitoring
- Arianit Krasniqi, Senior Officer for Evaluation and Accreditation
- Ilirjane Ademaj, Senior Officer for Evaluation and Monitoring

Sources of information for the Report:

- Self-Evaluation Report (SER) submitted by UBT College;
- Information obtained during the online meetings;
- Meetings conducted with the management of the institution and program, quality assurance representatives and administrative, teaching staff, students, graduates, employers of graduates and external stakeholders;
- Supplementary documents requested by the ET.

Criteria used for program evaluation:

- KAA Accreditation Manual 2018

1.2. Online meeting schedule

23rd March 2021

09.00 – 09.50 Meeting with the management of the faculty where the programme is integrated *(no slide presentation is allowed, the meeting is intended as a free discussion)*

09.55 – 10:40 Meeting with quality assurance representatives and administrative staff

10:40 – 11.30 Lunch break

11:30 – 12:30 Meeting with the heads of the study programme

12:35 – 13:20 Meeting with teaching staff

13:25 – 14:10 Meeting with Students

14:15 – 15:00 Meeting with graduates

15:05 – 15:50 Meeting with employers of graduates and external stakeholders

15:50 – 16:00 Internal meeting of KAA staff and experts

16:00 – 16:10 Closing meeting with the management of the faculty and program

No	Study programs	Experts	Responsible persons of study programs		
1	Civil Engineerind and Infrastructure/ MSc (Reaccreditation)	Prof. Dr. Gabor Dombay	Feti Selmani Hazir Çadraku	Ruzhdi Matoshi Hysen Ahmeti Ibush Luzha	Muhamet Ahmeti Skender Bublaku Faruk Hajrizi

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

UBT College was built on the experience of the Institute of Enterprise Engineering and Management (IEME). The College was licensed to operate as a private bearer of higher education by the Ministry of Education, Science and technology, no. 808/02-1, date. 18.10.2004. The philosophy of the institution has been to offer competitive programs in education that would base teaching on labor market demands and international practices. UBT is demand-driven though it has also offered programs in mechatronics and robotics where it feels that can contribute to Kosovo's long-term economic and social development. UBT student orientation is balanced between three broad areas: (1) ICT, mathematics and natural science, (2) engineering, manufacturing and construction and (3) social science.

UBT offers a dynamic and innovative 21 century academic environment. It provides a supportive and challenging opportunity for the students, faculty and staff in participatory and self-governance setting. Building on a tradition of teamwork between Students, faculty, staff and administrators, UBT is committed to enhance its participation as an active member of community by providing learning opportunities driven by teaching and research excellence, intellectual interaction and creativity. UBT is a preeminent center of intellectual and cultural activity in Kosovo, improving the region's quality of life through the skills, knowledge, experience and engagement of its faculty, staff, students and alumni (https://www.ubt-uni.net/en/study/alumni/). UBT will be a leading contributor to the growth, and strategic development of the Kosovo and region. It will serve the Kosovo and region, by preparing leaders for the 21st century with a global outlook and the skills needed for educational, social, economic, political, environmental and cultural advancement.

In delivering the mission statement for the benefit of students and all other stakeholders, the institution has identified several strategic objectives:

Achieving academic excellence - the institution aspires excellent quality standards and consistent active learning approaches which offer authentic experiences and an inspiring, values-based learning environment to a diversity.

Developing research, innovation and social responsibility - offer innovative ways for learners, spin-in and spin-out companies as well as external clients to engage with enterprise supports and applied research, thus creating new knowledge and new employment.

Creating a positive working and learning environment- the institution aims to offer a high-quality and supportive working and learning environment for all types of students (full-time, part-time, priority groups) and staff,

Maintaining and increasing internationalization and regional partnerships - formation of the new local and international higher education alliances and continued excellent performance against international and regional efficiency and effectiveness benchmarks.

Partnering with the community - will continue to forge strong links with industry and wider society, which will be supported through mainstream funding, alternative income streams and volunteering arrangements in order to provide service to the industry and the community at institutional, staff and student level.

All these strategic objectives are also a driving force for the CEI programme. The program of Civil Engineering and Infrastructure's aim is to develop a study program that goes in line with the market needs, this through Memorandum of Understanding (MOU) with the private sector, with local and central administration, and with other stakeholders.

The mission of the Civil Engineering and Infrastructure Program is to develop and further elaborate the new genres through higher education, research, professional training, and innovative creation based on the highest standards of ethics, morality and excellence, including lifelong learning concepts and methodologies (LLLs) based on the "Strategic plan 2020 - 2025".

The graduate of the Civil Engineering and Infrastructure MSc programme will acquire all the knowledge and competence to work in all construction works and constructions of hydro and road infrastructure outside the borders of the country, within the regional and European market and more. The aim of this program is to achieve academic competencies and skills related to the field of Civil Engineering and Infrastructure.

Through this program students will gain (control) in an efficient and qualitative scientific basis of the profession of Civil Engineering and Infrastructure. This includes the development of creative abilities of the main problems, developing critical thinking and teamwork skills, necessary for construction work in the profession. The aim of the program is education of experts who possess basic knowledge in the field of infrastructure, construction, and road-construction and hydro related to the design and construction of buildings.

The Civil Engineering and Infrastructure MSc programme is summarized in the following tables:

Name of the Institution:	**UBT College**
Faculty/Department:	Click here to enter text
Main and/or Branch Campus:	**Main Campus**
Specify the Branch you are applying for:	Click here to enter text
Name of the Study Programme:	**Civil Engineering and Infrastructure**
Person in charge for the study programme:	**Dr.Sc. Muhamet Ahmeti**
Accreditation/Reaccreditation:	**Reaccreditation**
Level of qualification according to NQF:	**Level VII**
Academic degree or the name of Diploma:	**MSc. in Civil Engineering and Infrastructure**
ECTS:	**120**
Profile of the academic program (specialization):	**Structural Engineering/Management in Civil Engineering and Technology/Infrastructure Engineering/Water Engineering/Geotechnical Engineering/Material Engineering**
Erasmus Subject Area Codes (ESAC):	**06.4**
Form of studies:	**Full Time**
Minimum duration of studies:	**2 years**
Number of study places:	**75**
Permanent scientific/artistic personnel for the Study Programme (at least 3 PhD):	**Dr. Sc. Feti Selmani/Dr.Sc. Hazir Cadraku/Dr. Sc. Muhamet Ahmeti/ Dr.Sc. Ruzhdi Matoshi/Dr.Sc. Faruk Hajrizi/Dr.Sc. Hysen Ahmeti/Dr. Sc. Skender Bublaku**

First Year: 60 ECTS						
SEMESTER 1: 30 ECTS						
			Weekly Hours			
No	**Type**	**Course**	**L**	**P**	**ECTS**	**Lecturer**
1	M	Engineering Geology	2	2	5	Dr.Hazir Cadraku; Dr.Hysen Ahmeti
2	M	Advanced Construction Materials	2	2	5	Dr.Muhamet Ahmeti; Driton Kryeziu
3	M	Environmental Engineering	2	1	4	Dr.Afrim Syla; Dr.Elvida Pallaska
4	M	Structural Engineering	2	2	5	Dr.Nebi Plana; Cand.Dr.Arsim Rapuca
5	M	Construction Management	2	2	5	Dr.Muhamet Ahmeti; Dr. Izet Ibrahimi
6	E	**Elective: (students should choose two courses)**	2	0	6	
		Technical English 1				Dr. Fatbardha Qehaja
		Technical German 1				Dr. Drita Xhemajli, Cand Dr. Majlinda Ferati
		Economy in Civil Engineering				Dr. Emine Daci
		Concrete with Special Properties				Dr. Visar Krelani, Cand.Dr. Driton Kryeziu
		Sustainable Building				Dr. Elvida Pallaska
		GIS Geographic Information System				Dr. Hazir Cadraku, Cand Dr. Edon Maliqi
		Computer Integrated Engineering				Dr. Besnik Skenderi, Marjan Ivezaj
		Mathematical Methods in Engineering and Modeling				Dr. Ahmet Bytyqi
		Industrial Psychology and Organization				Dr. Denis Celcima
		Engineering Law, Ethics and Society				Dr. Elvida Pallaska
		Virtual Reality (AVR)				Dr. Edmond Hajrizi
SEMESTER 2: 30 ECTS						
1	M	Infrastructure Engineering	3	2	6	Dr. Nol Dedaj, Dr. Beni Kizolli
2	M	Hydro Engineering	3	2	6	Dr. Skender Bublaku, Dr. Faruk Hajrizi
3	M	Construction Technology	3	2	6	Dr. Anjeza Alaj, Dr. Besa Jagxhiu
4	E	**Elective: (students should choose three courses)**	2	1	12	
		Advanced Construction Materials				Dr.Feti Selmani, Cand.Dr. Ilir Hetemi
		Concrete Constructions				Dr. Nebi Pllana, Arberesha Kastrati
		Durability of Constructions				Dr. Visar Krelani, Dr. Elvida Pallaska
		Theory of Elasticity and Plasticity				Dr. Ahmet Bytyqi
		Hidrotechnical Structures 2				Dr. Skender Bublaku, Sokol Xhafa
		Regulation of rivers				Dr. Ilir Abdullahu
		Water protection				Dr. Hazir Cadraku
		Wastewater treatment				Dr.Faruk Hajrizi
		Road Safety				Dr. Nol Dedaj

		Railway Design				Dr. Beni Kizolli
		Urban Traffic				Dr. Binak Beqaj
		Airport and Subways				Dr. Ilir Mehmedi
		System Informations				Dr. Ylber Limani
		Advanced Construction Technology				Dr. Anjeza Alaj, Marjan Ivezaj
		Construction Regulation				Dr. Elvida Pallaska, Rame Hamzaj
		Quality insurance and Management				Dr.Edmond Hajrizi, Cand.Dr. Driton Kryeziu
		Economic and Environmental Aspects in Material Selection				Dr. Afrim Syla, Dr. Elvida Pallaska
		Retrofitting of Structures				Dr. Egla Luca, Arberesha Kastrati
		Recycled Materials in Constructions				Dr. Anjeza Alaj, Dr. Besa Jagxhiu
SEMESTRI 3						
	A	STRUCTURAL ENGINEERING				
	B	MANAGMENT IN CIVIL ENGINEERING AND TECHNOLOGY				
	C	INFRASTRUCTURE ENGINEERING				
	D	WATER ENGINEERING				
	E	MATERIAL ENGINEERING				
	F	GEOTECHNICAL ENGINEERING				
	Students should choose one of the specializations					
	A	STRUCTURAL ENGINEERING (SPECIALIZATION)				
	Second Year: 60 ECTS					
SEMESTER 3: 30 ECTS						
1	M	Advanced Steel Structures	2	1	4	Dr. Marco Brecolotti, Arber Mucaj
2	M	Dynamics of Structures	2	2	5	Dr. Feti Selmani, Cand.Dr. Ilir Hetemi
3	M	Laminated Timber Structures	2	1	4	Dr. Visar Krelani, Cad.Dr. Ilir Hetemi
4	M	Earthquake Engineering	2	2	5	Dr. Nebi Pllana, Arberesha Kastrati
5		Infrastructure Constructions - Bridges	2	1	4	Dr. Muhamet Ahmeti, Cand.Dr. Arsim Rapuca
6	E	**Elective: (Students should choose two courses)**	2	1	8	
		Retrofitting of Structures				Dr. Egla Luca, Arberesha Kastrati
		Theory of Stability of Structures				Dr. Feti Selmani
		Testing and Monitoring of Structures				Dr. Nebi Pllana, Cand.Dr. Driton Kryeziu
		Energy Efficient Buildings				Dr. Petrit Ahmeti, Dr. Elvida Pallaska
		Pre stressing Concrete				Dr. Nebi Pllana, Cand.Dr. Arsim Rapuca
		Lightweight Structures				Dr. Muhamet Ahmeti
		Software for structural analyses				Dr. Egla Luca, Aberesha Kastrati
SEMESTER 4: 30 ECTS						
1	M	Research Methods	2	1	5	Dr. Ylber Limani

2	M	Complex Capstone Project	1	2	5	Different Professors
3	M	Thesis	2	2	20	Different Professors
B	MANAGMENT IN CIVIL ENGINEERING AND TECHNOLOGY (SPECIALIZATION)					
SEMESTER 3: 30 ECTS						
1	M	Construction Management II	2	2	5	Dr. Anjeza Alaj, Dr. Ylber Limani
2	M	Construction Technology II	2	2	5	Dr. Muhamet Ahmeti, Dr. Izet Ibrahimi
3	M	Construction Economics and Industry	2	1	4	Dr. Emine Daci, Dr. Nexhmi Krasniqi
4	M	Construction Maintenance Management	2	1	4	Dr. Nexhmi Krasniqi
5	M	Construction Appraisal and Investment	2	1	4	Dr. Ylber Limani, Marjan Ivezaj
5	E	**Elective: (Students should choose two courses)** Quality Control in Construction Technology of low construction Retrofitting of Structures Energy Efficient Buildings Surveying and Monitoring of construction projects Management of Human Resources Software's for Construction Management	2	1	4+4	Dr. Edmond Hajrizi, Cand.Dr. Driton Kryeziu Dr. Muhamet Ahmeti, Dr.Nexhmi Krasniqi Dr.Egla Luca, Arberesha Kastrati Dr. Petrit Ahmeti, Dr. Elvida Pallaska Dr.Muhamet Ahmeti Dr. Ylber Limani Dr. Besa Jagxhiu
SEMESTER 4: 30 ECTS						
1	M	Research Methods	2	2	5	Dr. Ylber Limani
2	M	Complex Capstone Project	2	2	5	Different Professors
3	M	Thesis			20	Different Professors
C	INFRASTRUCTURE ENGINEERING (SPECIALIZATION)					
SEMESTER 3: 30 ECTS						
1	M	Road Body Structure	2	2	5	Dr. Muhamet Ahmeti, Cand.Dr. Bekim Selimi
2	M	Highway Design	2	2	5	Dr. Beni Kizolli, MSC. Gezim Loshaj
3	M	Road Equipment and Signaling	2	1	4	Dr. Nol Dedaj
4	M	Security Audits in Traffic (roads)	2	1	4	Dr. Beni Kizolli
5	M	Infrastructure Constructions - Bridges	2	1	4	Dr. Muhamet Ahmeti, Cand. Dr. Arsim Rapuca
5	E	**Elective: (students should choose two courses)** Traffic and infrastructure projects Tunnels Intelligent Transport Systems Surveying by Drone Software's for Road Design	2	1	4+4	Dr,Muhamet Ahmeti, Cand.Dr. Bekim Selimi Dr. Beni Kizolli Dr. Nol Dedaj Dr. Hazir Cadraku, Cand.Dr. Edon Maliqi Dr.Muhamet Ahmeti, Gezim Loshaj

		Urban Planning Infrastructure				Dr. Binak Beqaj
		Environmental Impact in Infrastructure				Dr. Afrim Syla, Dr. Elvida Pallaska
SEMESTER 4: 30 ECTS						
1	M	Research Methods	2	2	5	Dr. Ylber Limani
2	M	Complex Capstone Project	2	2	5	Different Professors
3	M	Thesis	2	2	20	Different Professors
D	WATER ENGINEERING (SPECIALIZATION)					
SEMESTER 3: 30 ECTS						
1	M	Hydraulics	2	2	5	Dr. Ilir Abdullahu, Sokol Xhafa
2	M	Hydro Engineering II	2	2	5	Dr. Skender Bublaku
3	M	Hydrogeology	2	1	4	Dr. Hazir Cadraku
4	M	Water and Sewage System	2	1	4	Dr. Ilir Abdullahu, Sokol Xhafa
5	M	Water Resource Management	2	1	4	Dr. Faruk Hajrizi
6	E	**Elective: (Students should choose two courses)**	2	1	8	
		Drainage and irrigation				Dr. Skender Bublaku
		Groundwater dynamics				Dr. Hazir Cadraku
		Urban Hydrology				Dr. Hazir Cadraku
		Modeling and Design in Hydro				Dr. Skender Bublaku
		Hidrogeoecology				Dr. Hazir Cadraku
		Software application in hudroengineering				Dr. Faruk Hajrizi, Sokol Xhafa
SEMESTER 4: 30 ECTS						
1	M	Research Methods	2	2	5	Dr. Ylber Limani
2	M	Complex Project (Complex Capstone)	2	2	5	Different Professors
3	M	Thesis			20	Different Professors
E	MATERIAL ENGINEERING (SPECIALIZATION)					
SEMESTER 3: 30 ECTS						
1	M	Materials Testing Methods	2	2	5	Dr.Visar Krelani, Dr.Izet Ibrahimi
2	M	Advanced Concrete Technology	2	2	5	Dr. Nebi Pllana, Cand.Dr.Driton Kryeziu
3	M	Materials Sustainability	2	1	4	Dr. Visar Krelani, Dr. Elvida Pallaska
4	M	Composite Materials	2	1	4	Dr. Faruk Hajrizi
5	M	Applied Metallurgy	2	1	4	Dr. Izet Ibrahimi
6	E	**Elective: (Students should choose two courses)**	2	1	8	
		Repairs and Recovery Technology				Dr. Egla Luca, Cand.Dr. Ilir Hetemi
		Fire Resistant Materials				Dr. Faruk Hajrizi
		Polymeric Materials				Dr. Visar Krelani
		Environmental and economic Aspects				Dr. Izet Ibrahimi
		Numerical Modeling in Engineering Materials				Dr. Nexhmi Krasniqi
		Ceramic Materials				Dr. Ahmet Bytyqi

		Theory of Elasticity and Plasticity Material Production Technology				Dr.Izet Ibrahimi Dr. Ahmet Bytyqi
SEMESTER 4: 30 ECTS						
1	M	Research Methods	2	2	5	Dr. Ylber Limani
2	M	Complex Capstone Project	2	2	5	Different Professors
3	M	Thesis	2	2	20	Different Professors
F	GEOTECHNICAL ENGINEERING (SPECIALIZATION)					
SEMESTER 3: 30 ECTS						
1	M	Geotechnical Engineering	2	2	5	Dr. Hysen Ahmeti
2	M	Geotechnical Laboratory	2	2	5	Dr. Nexhmi Krasniqi
3	M	Soil and Rock Mechanics	2	1	4	Dr. Hazir Cadraku
4	M	Groundwater Dynamics	2	1	4	Dr. Skender Bublaku
5	M	Geotechnical Design	2	1	4	Dr.Ahmet Bytyqi
6	E	**Elective: (Students should choose two courses)** Soil and Rock Reinforcement Hydro Geoecology and Risks Computer Geomechanical Modeling Measurements and quality assurance Fillers and protective works Technology for rehabilitation and strengthening Environmental and economic aspects of materials	2	1	8	 Dr.Hazir Çadraku Dr. Hysen Ahmeti Dr. Faruk Hajrizi Dr. Elvida Hajrizi Dr. Ahmet Bytyqi Dr. Hazir Çadraku Dr. Ahmet Bytyqi
SEMESTER 4: 30 ECTS						
1	M	Research Methods	2	2	5	Dr. Ylber Limani
2	M	Complex Capstone Project	2	2	5	Different Professors
3	M	Thesis	2	2	20	Different Professors

2. PROGRAM EVALUATION

The program evaluation consists 7 sub headings through which the educational process content, students, research and resources are assessed, as well as quality assurance, mission and objectives, according to the requirements of KAA Accreditation Manual 2018.

2.1. Mission, objectives and administration

The Self Evaluation Report (SER) follows the structure of the Accreditation Manual, which greatly helps the reaccreditation process. The SER is clearly written, and includes all of the necessary points needed for the reaccreditation process

The mission objectives are clearly defined in compliance with the overall mission statement of UBT College. There are 3 strategic goals defined for the study programme: teaching process, scientific research and services. Each strategic area is elaborately described in the SER.

As the ET was informed during the meetings, and also described in the SER, professional advice and consultation was taken into account in the creation of the curricula of the MSc programme. Didactic and research concepts are defined. Formal policies, guidelines and regulations are set.

Key Performance Indicators are well defined and used in the performance evaluation of the programme. There are 3 groups of Key Performance Indicators are used, namely general indicators, outcome indicators and process indicators. These indicators provide useful insights for the programme evaluation and in strategic planning. on the administrative level, strategic planning is implemented in the following reports and documents:

- Annual Strategic Plan Review
- Annual Report
- Annual Quality Report
- Annual Budget Report
- Annual Risk Assessment Report
- Strategic and Research Plan

Complience calculation

Standard	Compliance	
	Yes	**No**
Standard 1.1. The study program mission is in compliance with the overall mission statement of the institution.	X	
Standard 1.2. Relevant academic and professional advice is considered when defining the intended learning outcomes which are consistent with the National Qualifications Framework and the Framework for Qualifications of the European Higher Education Area.	X	
Standard 1.3. The study program has a well-defined overarching didactic and research concept.	X	
Standard 1.4. There are formal policies, guidelines and regulations dealing with recurring procedural or academic issues. These are made publicly available to all staff and students.	X	
Standard 1.5. All staff and students comply with the internal regulations relating to ethical conduct in research, teaching, assessment in all academic and administrative activities.	X	
Standard 1.6. All policies, regulations, terms of reference and statements of responsibility relating to the management and delivery of the program are reviewed at least once every two years and amended as required in the light of changing circumstances	X	

Compliance level: 100 % - Fully compliant

ET recommendations:

1. *The outcome of the annual strategic plan reviews should be provided in a concise form (e.g. as executive summaries).*
2. *In strategic planning external key performance indicators reflecting the economic, business and professional environment of Kosovo should be more elaborately used.*
3. *Consider using several managerial tools in strategic planning, do not focus exclusively on SWOT analyses.*

2.2. Quality management

Based on the structure and elaborateness of the SER, and also on the discussions with the quality management representatives, the ET was impressed by the level of quality management at UBT College. All of KAA standards were addressed in the SER in detail. Quality assurance at UBT is an integrated process involved in all components that impact quality of teaching, research and of services. The staff of the Program of Civil Engineering and Infrastructure is actively involved in the process of quality assurance. Quality surveys and feedback mechanisms are established. Faculty advisory board and the alumni association are important elements in the feedback mechanism.

There are several SWOT analyses included in the SER, complying with the requirements of KAA. The advantage of these analyses are that weaknesses are clearly expressed, which were useful for the ET in the evaluation process, but also for the institution. The SWOT analyses presented in the SER are structured and well detailed.

Student an alumni feedback is part of the QA processes. It is obligatory for students to fill out the quality assurance surveys. The survey reports are not public though, which does not comply with KAA requirements (Standard 2.6.).

Compliance calculation

Standard	**Compliance**	
	Yes	**No**
Standard 2.1. All staff participate in self-evaluations and cooperate with reporting and improvement processes in their sphere of activity.	X	
Standard 2.2. Evaluation processes and planning for improvement are integrated into normal planning processes.	X	
Standard 2.3. Quality assurance processes deal with all aspects of program planning and delivery, including services and resources provided by other parts of the institution.	X	
Standard 2.4. Quality evaluations provide an overview of quality issues for the overall program as well as of different components within it; the evaluations consider inputs, processes and outputs, with particular attention given to learning outcomes for students	X	
Standard 2.5. Quality assurance processes ensure both that required standards are met and that there is continuing improvement in performance.	X	
Standard 2.6. Survey data is being collected from students, graduates and employers; the results of these evaluations are made publicly available.		X
Standard 2.7. Results of the internal quality assurance system are taken into account for further development of the study program. This includes evaluation	X	

results, investigation of the student workload, academic success and employment of graduates.		
Standard 2.8. The institution ensures that reports on the overall quality of the program are prepared periodically (eg. every three years) for consideration within the institution indicating its strengths and weaknesses.	X	
Standard 2.9. The quality assurance arrangements for the program are themselves regularly evaluated and improved.	X	

Compliance level: 89% - Substantially compliant

ET recommendations:

1. *Quality evaluations should be made publicly available. A bilingual website for quality management can be a mean for this.*
2. *Prepare and collect evidence of the performed actions for continuous improvement.*

2.3. Academic staff

Based on the staff CVs the ET considers that teaching staff complies with the relevant legal requirements, they possess the necessary qualifications needed for the MSc study programme.

UBT college has carried out a very impressive staff development strategy in the last years in the area of civil engineering, significantly increasing the number of PhDs in the staff. The number of full time academic staff has been increased from 29 to 42. 23 teachers have PhD qualification, representing 55% of the teaching staff. UBT College supports the PhD studies of its employees, which is very beneficial for both parties.

The teaching staff is comprised by 42 full time, 4 part time, and 10 visiting professors and assistants. The 50% criteria for full time staff of Standard 3.4. is fulfilled.

The ET was informed during the interviews that UBT College provides trainings of teaching methodology for staff members having QA issues (Standard 3.6.).

Standard	**Compliance**	
	Yes	**No**
Standard 3.1. Candidates for employment are provided with full position descriptions and conditions of employment. To be presented in tabular form data about full time (FT) and part time (PT) academic/ artistic staff, such as: name, qualification, academic title, duration of official (valid) contract, workload for teaching, exams, consulting, administrative activities, research, etc. for the study program under evaluation.	X	
Standard 3.2. The teaching staff must comply with the legal requirements concerning the occupation of teaching positions included in the Administrative instruction on Accreditation.	X	
Standard 3.3. Academic staff do not cover, within an academic year, more than two teaching positions (one full-time, one part-time), regardless of the educational institution where they carry out their activity.	X	
Standard 3.4. At least 50% of the academic staff in the study program are full time employees, and account for at least 50% of the classes of the study program.	X	
Standard 3.5. For each student group (defined by the statute of the institution) and for every 60 ECTS credits in the study program, the institution has employed at least one full time staff with PhD title or equivalent title in the case of artistic/applied science institutions.	X	
Standard 3.6. Opportunities are provided for additional professional development of teaching staff, with special assistance given to any who are facing difficulties.	X	

Standard 3.7. The responsibilities of all teaching staff, especially full-time, include the engagement in the academic community, availability for consultations with students and community service.	X	
Standard 3.8. Academic staff evaluation is conducted regularly at least through self-evaluation, students, peer and superiors' evaluations, and occur on a formal basis at least once each year. The results of the evaluation are made publicly available.		X
Standard 3.9. Strategies for quality enhancement include improving the teaching strategies and quality of learning materials.	X	
Standard 3.10. Teachers retired at age limit or for other reasons lose the status of full-time teachers and are considered part-time teachers.	X	

Compliance level: 90% - Substantially compliant

ET recommendations:

1. *Academic staff evaluation has to be made publicly available.*
2. *Continue the effort to increase the number of PhD qualifications in the teaching staff.*

2.4. Educational process content

The MSc programme in Civil Engineering and Infrastructure is a two-year program. It consists of 120 ECTSs, spread over four semesters, where one semester is divided into 15 weeks of which the first week is introductory and syllabus presentation, 12 weeks are lectures and live exercises, and two weeks are testing/colloquiums.

In the second year the programme offers 6 specializations:

- Structural engineering
- Management in civil engineering and technology
- Infrastructure engineering
- Water engineering
- Material engineering
- Geotechnical engineering

Out of these Structural engineering is the most popular (~50%), followed by Water engineering (~30%). Presently Material engineering and Geotechnical engineering specializations are not running.

In the MSc programme the ratio of theory and practice related subjects is favourable. There are not only practical engineering, but also science related subjects in the curricula. The role of MSc programmes is not only to provide in-depth technical knowledge but to lay certain foundations for prospective PhD studies – the curricula takes this into account. Also, there are subjects concerning the socio-economic aspects of civil engineering, which the ET considers very beneficial for prospective engineers. Courses are taught in Albanian language, although the ET was informed that upon demand the subjects can be taught in English, the teaching staff is prepared for that.

The ET considers the structure and content of the MSc program is well constructed, corresponding to the European MSc practice.

Compliance calculation

Standard	**Compliance**	
	Yes	**No**
Standard 4.1. The study program is modelled on qualification objectives. These include subject-related and interdisciplinary aspects as well as the acquisition of disciplinary, methodological and generic skills and competencies. The aspects refer especially to academic or artistic competencies, to the capability of taking up adequate employment, contributing to the civil society and of developing the students' personality.	X	
Standard 4.2. The study program complies with the National Qualifications Framework and the Framework for Qualifications of the European Higher Education Area. The individual components of the program are combined in a way to best achieve the specified qualification objectives and provide for adequate forms of teaching and learning.	X	
Standard 4.3. The disciplines within the curriculum are provided in a logical flow and meet the definition and precise determination of the general and specific competencies, as well as the compatibility with the study programs and curricula delivered in the EHEA. To be listed at least 7 learning outcomes for the study program under evaluation.	X	
Standard 4.4. The disciplines within the curriculum have analytical syllabuses which comprise at least the following: the discipline's objectives, the basic thematic content, learning outcomes, the distribution of classes, seminars and applicative activities, students' assessment system, the minimal bibliography, etc. The full course description/ syllabuses of each subject/ module should be attached only in electronic form to the self-assessment report for the study program under evaluation.	X	
Standard 4.5. If the language of instruction is other than Albanian, actions are taken to ensure that language skills of both students and academic staff are adequate for instruction in that language when students begin their studies. This may be done through language training prior to the commencement of the program.	X	
Standard 4.6. The student-teacher relationship is a partnership in which each assumes the responsibility of reaching the learning outcomes. Learning outcomes are explained and discussed with students from the perspective of their relevance to the students' development.	X	
Standard 4.7. Teaching strategies are fit for the different types of learning outcomes programs are intended to develop. Strategies of teaching and assessment set out in program and course specifications are followed with flexibility to meet the needs of different groups of students.	X	
Standard 4.8. Student assessment mechanisms are conducted fairly and objectively, are appropriate for the different forms of learning sought and are clearly communicated to students at the beginning of courses.	X	
Standard 4.9. Appropriate, valid and reliable mechanisms are used for verifying standards of student achievement. The standard of work required for different grades	X	

is consistent over time, comparable in courses offered within a program, and in comparison with other study programs at highly regarded institutions.		
Standard 4.10. Policies and procedures include actions to be taken in to dealing with situations where standards of student achievement are inadequate or KAA inconsistently assessed.	X	
Standard 4.11. If the study program includes practice stages, the intended student learning outcomes are clearly specified and effective processes are followed to ensure that those learning outcomes and the strategies to develop that learning are understood by students. The practice stages are allocated ETCS credits and the work of the students at the practical training organisations is monitored through activity reports; students during practice stages have assigned tutors among the academic staff in the study program.	X	
Standard 4.12. In order to facilitate the practice stages, the higher education institution signs cooperation agreements, contracts or other documents with institutions/organisations/practical training units. **To be inserted the overview of the program (with all areas to be filled out).*	X	

Compliance level: 100% - Fully compliant

ET recommendations:

1. *To improve the language proficiency of the students, some courses should be offered in English also. This would also provide opportunities for foreign Erasmus students to participate in UBT's programmes.*

2.5. Students

There is a formal admission procedure at the level of UBT which is applied equally for all applicants despite their program choices, age, gender or any other identity. The MA applications are done online or directly at the administration of the UBT HEI.

The structure of the teaching programme and the timing of the classes help students to undertake their work obligation during their studies, which, as the ET was informed, is usual among MSc students. It is a reasonable step towards increasing the number of enrolled students and mitigate drop-out numbers.

Present programme evaluation was taken place during the Covid pandemic, resulting in lockdowns and on-line learning. Students informed the ET that they were satisfied by the speed and flexibility how UBT handled the problem. They also expressed that e-learning (Moodle) was a fairly useful way for them for fulfilling their duties, further facilitating the time effectiveness besides their work obligations.

There are also students enrolled in the MSc programme from neighbouring countries (e.g. Macedonia, Montenegro). They pursue their studies in Albenian language. In order to broaden the student basis, UBT should consider to provide the programme in English language in parallel, if there is international demand for it.

Compliance calculation

Standard	**Compliance**	
	Yes	**No**
Standard 5.1. There is a clear and formally adopted admission procedure at institutional level that the study program respects when organising students' recruitment. Admission requirements are consistently and fairly applied for all students.	X	
Standard 5.2. All students enrolled in the study program possess a high school graduation diploma or other equivalent document of study, according to MEST requirements.	X	
Standard 5.3. The study groups are dimensioned so as to ensure an effective and interactive teaching and learning process.	X	
Standard 5.4. Feedback to students on their performance and results of assessments is given promptly and accompanied by mechanisms for assistance if needed.	X	
Standard 5.5. The results obtained by the students throughout the study cycles are certified by the academic record.	X	

Standard 5.6. Flexible treatment of students in special situations is ensured with respect to deadlines and formal requirements in the program and to all examinations.	X	
Standard 5.7. Records of student completion rates are kept for all courses and for the program as a whole and included among quality indicators.	X	
Standard 5.8. Effective procedures are being used to ensure that work submitted by students is original.	X	
Standard 5.9. Students' rights and obligations are made publicly available, promoted to all those concerned and enforced equitably; these will include the right to academic appeals.	X	
Standard 5.10. The students' transfer between higher education institutions, faculties and study programs is clearly regulated in formal internal documents.	X	
Standard 5.11. Academic staff is available at sufficient scheduled times for consultation and advice to students. Adequate tutorial assistance is provided to ensure understanding and ability to apply learning.	X	

Compliance level: 100% - Fully compliant

ET recommendations:

1. *Provide students opportunities for social activities other than attending classes and library. Establishing college sport clubs, research clubs etc. might be a mean for this.*
2. *Consider to provide the programme in English language in parallel, in case there is substantial international demand for it.*
3. *Consider to integrate on-line learning tools in the study programme even when the pandemic is over, as students consider these tools beneficial.*

2.6. Research

In the 2013 accreditation evaluation of the study programme the ET expressed the lack of strategic research plan for civil engineering at UBT. Since then UBT has made significant improvement in this regard. UBT's research development strategy is based on the concept of "Knowledge Triangle", which means the continuous interaction of Universities, the Private Sector and the Public Sector. The Research Center for Architecture and Civil Engineering was established, numerous research projects were established and carried out, even in international context, as described in the SER.

The research plan for civil engineering focuses specifically achieving results in topics that correspond to the interests of the development of Kosovo and the region including by providing respective empirical evidence. The main means of implementing the research plan are:

- Specifying the expected annual research outcomes for all staff members, and encouraging publications by students at all levels;
- Supporting the staff and the students in international cooperation towards joint publications through conference and workshop participations, lecture and research stay exchanges, reviewing contributions, etc.;
- Supporting the staff and the students in research project initiatives;
- Holding regular high-quality international conferences and workshops;
- Publishing potentially a scientific journal, in addition to books, datasets, and other products;
- Organizing public events in the interest of output communication;
- Providing policy assistance to the community and state institutions.

Although UBT College itself emphasize the requirement that at least one publication and conference participation is to be realized by each member of the teaching staff, after the examination of the staff CVs the ET found certain inadequacies in this filed (standard 6.7.)

Student participation in research projects is implemented, which is important in an MSc programme.

Compliance calculation

Standard	Compliance	
	Yes	**No**
Standard 6.1. The study program has defined scientific/applied research objectives (on its own or as part of a research centre or interdisciplinary program), which are also reflected in the research development plan of the institution; sufficient financial, logistic and human resources are allocated for achieving the proposed research objectives.	X	
Standard 6.2. Expectations for teaching staff involvement in research and scholarly activities are clearly specified, and performance in relation to these expectations is considered in staff evaluation and promotion criteria.	X	
Standard 6.3. Clear policies are established for defining what is recognized as research, consistent with international standards and established norms in the field of study of the program.	X	
Standard 6.4. The academic staff has a proven track record of research results on the same topics as their teaching activity.	X	
Standard 6.5. The academic and research staff publish their work in speciality magazines or publishing houses, scientific/applied/artistic products are presented at conferences, sessions, symposiums, seminars etc. and contracts, expertise, consultancy, conventions, etc. are provided to partners inside the country and/or abroad.	X	
Standard 6.6. Research is validated through: scientific and applied research publications, artistic products, technological transfer through consultancy centres, scientific parks and other structures for validation.	X	
Standard 6.7. Each academic staff member and researcher has produced at least an average of one scientific/applied research publication or artistic outcome/product per year for the past three years.		X
Standard 6.8. Academic and research staff publish under the name of the institution in Kosovo they are affiliated to as full time staff.	X	
Standard 6.9. Academic staff are encouraged to include in their teaching information about their research and scholarly activities that are relevant to courses they teach, together with other significant research developments in the field.	X	
Standard 6.10. Policies are established for ownership of intellectual property and clear procedures set out for commercialization of ideas developed by staff and students.	X	
Standard 6.11. Students are engaged in research projects and other activities.	X	

Compliance level: 91% - Fully compliant

ET recommendations:

1. *The Faculty should create a publication strategy within the framework of the research strategy. As KAA standards put an emphasis on the publication activity, the Faculty must take consider it a crucial strategic question in the reaccreditation procedures in the future.*
2. *Create further incentives for students to participate in UBT's research projects.*

2.7. Infrastructure and resources

UBT College has constantly been putting a significant effort to further improve its infrastructural condition, to expand and develop its campus. The ET appreciates this effort, and can see the commitment from the management of the university.

The 2013 accreditation evaluation indicated the lack of civil engineering laboratories. Since then UBT established an accredited laboratory for building materials, and there are ongoing developments for other engineering laboratories (e.g. in the field of water and wastewater engineering).

Present report was written during the covid pandemic, lockdown situation has been going on around the world for mor than a year. UBT adapted well to these dire restrictions, and carry out online teaching activity successfully. Only certain laboratory practical classes are held physically, in small groups, complying with the covid safety requirements.

Standard 7.6 refers to facilities adapted to students with special needs. UBT has carried out numerous steps to help students in this regard.

Compliance calculation

Standard	**Compliance**	
	Yes	**No**
Standard 7.1. The adequate long-term implementation of the study program is ensured in quantitative terms as regards premises, human resources and equipment. At the same time, it is guaranteed that qualitative aspects are also taken into account.	X	
Standard 7.2. There is a financial plan at the level of the study program that would demonstrate the sustainability of the study program for the next minimum three years.	X	
Standard 7.3. The higher education institution must demonstrate with adequate documents (property deeds, lease contracts, inventories, invoices etc.) that, for the study program submitted for evaluation it possesses the following, for the next at least three years: a) owned or rented spaces adequate for the educational process; b) owned or rented laboratories, with the adequate equipment for all the compulsory disciplines within the curriculum, wherever the analytical syllabus includes such activities; c) adequate software for the disciplines of study included in the curriculum, with utilisation licence;	X	

d) library equipped with reading rooms, group work rooms and its own book stock according to the disciplines included in the curricula.		
Standard 7.4. The number of seats in the lecture rooms, seminar rooms and laboratories must be related to the study groups' size (series, groups, subgroups); the applicative activities for the speciality disciplines included in the curricula are carried out in laboratories equipped with IT equipment.	X	
Standard 7.5. The education institution's libraries must ensure, for each of the study programs: a) a number of seats in the reading rooms corresponding to at least 10% of the total number of students in the study program; b) a number of seats in the group work rooms corresponding to at least 10% of the total number of students in the study program; c) their own book stock from Albanian and foreign speciality literature, enough to cover the disciplines within the curricula, out of which at least 50% should represent book titles or speciality courses of recognised publishers, from the last 10 years; d) a book stock within its own library with a sufficient number of books so as to cover the needs of all students in the cycle and year of study the respective discipline is provided for; e) a sufficient number of subscriptions to Albanian and foreign publications and periodicals, according to the stated mission.	X	
Standard 7.6. The infrastructure and facilities dedicated to the implementation of the program is adapted to students with special needs.	X	

Compliance level: 100% - Fully compliant

ET recommendations:

1. *Continue the effort to develop laboratory equipment.*
2. *Consider to develop infrastructure to enhance student social life at the campus (e.g. sport facilities).*

3. OVERALL EVALUATION AND RECOMMENDATION OF THE ET

Based on the evaluation of the actual KAA standards, the compliance level of the programme is as follows:

Standard	Compliance level	
1. Mission, objectives and administration	100%	Fully compliant
2. Quality management	89%	Substantially compliant
3. Academic staff	90%	Substantially compliant
4. Educational process content	100%	Fully compliant
5. Students	100%	Fully compliant
6. Research	91%	Fully compliant
7. Infrastructure and resources	100%	Fully compliant
Overall compliance	**96%**	**Fully compliant**

The Expert Team considers the study programme fully compliant.

UBT College expressed the need to expand the number of enrollable student per year. The present quota is 75 student per year, UBT's request is 300 student per year. For the student number the ET considered the following facts:

1. There is a clear demand for MSc level civil engineers in Kosovo. This need was expressed by several parties at the stakeholder meeting, including the representative of the MMPHI Ministry.
2. There is a demand from the student side, as an increasing number of BSc graduates want to continue their studies on the masters level due to better job market opportunities. Even now the actual student number is above 100-110 due to institutional student transfers. There is also a student demand from the neighbouring countries.
3. UBT College has adequate resources of both academic staff and infrastructure to accommodate higher student numbers in their MSc study programme.

Based on these facts of demands and resources the ET considers the request of UBT College to increase the student quota of this MSc programme justified. At the same time the ET considers the requested 300 quota a little overestimated, and decided to endorse a 150 student per year quota for the next re-accreditation period. After 3 years this number is to be re-examined.

In conclusion, the Expert Team recommends *to re-accredit* UBT College's Civil Engineering and Infrastructure MSc study programme for a duration of *3 years*, with the provision of 150 students enrolled per year.

Expert Team

Prof. Dr. Gábor Dombay 23.06.2021

4. APPENDICES

Compliance level assessment calculation

In order to assess the compliance level of each general area the following guidelines were used, as required by the KAA Accreditation manual:

1.1. fully compliant – all the standards included in a particular general area are met. If the institution exceeds the standards and meets some of the performance indicators, commendations are appropriate. This recognition provides the institution motivation to pursue even greater levels of excellence in their quality management practices;

1.2. substantially compliant –above 60 – 90% of the standards included in a particular general area are met, while the others are not yet in line with stated expectations. Also, there is potential for requirements of the standards not to be satisfied before the next review (examples may include the loss of key faculty members due to retirements, declining student enrolment, or projected reductions in financial or personnel resources, and others);

1.3. partially compliant - 30 – 60% of the standards included in a particular general area are met. Also, the institution lacks the strength of compliance with the standards to ensure that the quality of the institution will not be compromised;

1.4. non-compliant – less than 30% of the standards included in a particular general area are met. The institution does not satisfy the requirements of the standards.