

Assessment Report on the Application of UBT College for KAA Programme
Accreditation and Reaccreditation 2017

21th June 2017

Programme Reaccreditation Procedure at UBT College
Site visit: 31th May 2017 Pristina

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Preamble

Experts' Team (ET)

- Prof. Dr. Patricia Kotnik/ University of Ljubljana (SI)
- Prof. Dr. Laszlo Fulop/ University of Pecs (HU)
- Prof. Dr. Gabor Dombay/ Szent István University (HU)

Coordinators of KAA

- Prof. Dr. Blerim Rexha / State Quality Council - KAA
- Ms. Furtuna Mehmeti / Acting Director Expert for Evaluation and Accreditation - KAA
- Mr. Shkelzen Gerxhaliu / Officer for Evaluation and Monitoring – KAA

Nr.	Study programmes	Expert
1	Public Policy and Management/ MA (Reaccreditation)	Patricia Kotnik
2	Energy Engineering and Management/ Level V (Reaccreditation)	Laszlo Fulop
3	Energy Engineering and Management/ BSc (Reaccreditation)	Laszlo Fulop
4	Sustainable Energy and Infrastructure Engineering/ MSc (Accreditation)	Gabor Dombay

Programme of the site visit

30th May 2017

20.00 – 21:00 Working dinner with the representative of KAA in the hotel to discuss the relevant details of the procedure of the site visit

31st May 2017

09.00 – 09.30 Meeting with the management of the Institution
09.30 – 11.30 Meeting with responsible persons for the study programmes (Curriculum, teaching, researches, recommendations)
11.30 – 12.30 Visit to facilities
12.30 – 14.00 Lunch and discussion of ET and Coor. KAA
14.00 – 15.00 Meeting with academic staff
15.00 – 16.00 Meeting with students
16.00 – 16.15 ET and Coor., KAA consultation
16.15 – 16.30 Closing meeting with the management of the Institution

Meetings with responsible persons

Nr.	Study programmes	Experts	Responsible persons of study programmes		
1	Public Policy and Management/ MA (R)	Patricia Kotnik	Flora Kadriu	Bekim Maksuti	Shaqir Rexhepi
2	Energy Engineering and Management/ Level V (R)	Laszlo Fulop	Ines Bula	Ramiz Hoxha	Valmir Hoxha
3	Energy Engineering and Management/ BSc (R)	Laszlo Fulop	Besa Veseli	Sami Makolli	Sami Gashi
4	Sustainable Infrastructure, Environment and Energy Engineering/ MSc (A)	Gabor Dombay	Hyzer Rizani	Nexhat Balaj	Suzana Aliu

Information Basis of the Assessment Report:

- Self-Evaluation Report (SER) of UBT, dated April 2017
- Self-Evaluation Report (SER) Syllabus of UBT, dated April 2017
- Standards of Kosovo Accreditation Agency/ KAA dated August 2013
- List of academic staff of UBT
- CVs of academic staff involved in the programmes
- Time schedule, response to KAA
- Site-Visit according to the site visit plan
- other complementary documents sent to the Expert Team after the site visit, compiled based on the reviewers' request of additional documents to be provided..

Current Assessment Report is prepared according to the Guidelines for Experts (Academic Programmes) submitted by KAA.

General concerns

1. CVs of some key personnel are not supplied. Must be complemented!
2. All CVs should be in English, Europass format.
3. SER does not contain the workload of the teaching staff.
4. Details of budget plan are not available in order to evaluate finances. Since current evaluation refer to accreditation of some programmes, not the institution as a whole, for the reliable evaluation of the financial plan should contain the overhead costs, the planned amount of students in the next 4 years, student fees, estimated drop out per semester and per programme.

1. MA in Public Policy and Management

1.1 Academic Programs and Student Management

The MA in Public Policy and Management, introduced by UBT College in 2014, does correspond to the mission statement of the institution. UBT College aims to offer competitive programmes based on the demands of the labour market and international practices (Self-Evaluation Report, pp. 10). This specific programme is designed to produce highly qualified specialists in public policy and public management, relevant for the civil service, NGO and local and international developmental agencies in Kosovo. The programme is based on similar programmes abroad but corresponds to the needs of Kosovo, where improvements in the way public policies are devised and implemented are needed to achieve higher growth and better services to the citizens of Kosovo. It is without doubt that such profile of graduates is needed in any country. This programme fills this gap and is the only such masters programme in Kosovo, according to the students. It also has a strong emphasis on internationalisation, not only through contacts and collaboration with other universities but also through student exchange.

With regards to the curriculum, its contents seem appropriate for such a programme. However, we need to comment on the discrepancies between the sequence of courses as shown in the Self-Evaluation Report (pp. 31-34) and the one that is actually being implemented (as judged by the information we have received from the students and the additional documents provided by the UBT College upon request). For example, according to the Report the first semester (which runs from November to February) is supposed to include courses on Advanced Microeconomics, Advanced Macroeconomics, Econometrics, Quantitative & Qualitative Analysis, Public Policy Analysis and Administration Theory. It is quite demanding from the students to master Advanced Micro- and Macroeconomics, and Econometrics and Quantitative and Qualitative Analysis in parallel. It also seems quite impossible to grasp all this in three months when we take into account that most of the students have full-time jobs and thus have a limited pool of hours available for studying.

During the site visit, it emerged that the actual sequence of the courses is more rational (with Advanced Macroeconomics and Quantitative & Qualitative Analysis in the first semester, and Advanced Microeconomics and Econometrics in the second, for example). However, this still leaves a few questions. First, during the site visit we asked questions about the contents of Advanced Micro- and Macroeconomics since the reading list in the courses' syllabi is quite ambitious and would require a sound knowledge of basic micro- and macroeconomics as well as mathematics. Based on the information we have gathered it seems that what they actually teach does not necessarily correspond to this literature and that the literature that the students can follow more easily and the literature in Albanian is also used (which is not listed in the syllabi, so we cannot judge whether it is appropriate). This is not necessarily bad per se (since it can be questioned whether such advanced literature is needed for such a programme in the first place, in spite of the college's management saying that their aim is to challenge the students). But the syllabi (and the names of the courses) should reflect the actual situation, not the hypothetical one. Also, some of the courses are missing the list of literature altogether.

Recommendations:

Curriculum structure and the sequence of courses that is listed in the official documents (for example in the Self-Evaluation Report) should be the same to what is actually implemented.

Programme syllabi should reflect what is actually taught in the classroom (including the list of literature).

The second question that should be asked has to do with student workload and whether it is manageable. It seems that most of the students attending the programme already have a job. This can actually contribute to the quality of the programme since the students come with experience, from different institutions, and can apply new knowledge directly. However, given the requirements of the programme itself, it is difficult to imagine how the students can combine their work with the lectures and seminars themselves (where seminars are mandatory, according to the Self-Evaluation Report, pp. 18) and with the independent work that is expected from them. Based on the information from the site visit, most of the students take more than 2 years to go through the programme (the programme has started in 2014 and only 2 students have graduated so far). The issue of the workload could also explain the fact that in the 2016/17 academic year 54 students are enrolled in this programme (according to additional documents provided after the site visit) but only a relatively small fraction of them actually attend the lectures (up to 10 students, according to the students themselves; or up to 25 students, according to the academic staff).

Recommendation:

Re-evaluate the student workload and, based on this, make adjustments to the programme.

There does not seem to be an overlap between the various parts of the curriculum. The allocation of ECTS is appropriate (even though if Advanced Micro- and Macroeconomics would actually follow the current list of literature, it would require more than 4 ECTS). Internship is an important part of the curriculum and the strong connections and cooperation agreements the UBT College has are used to help students find the placements. The teaching methods that are used in the classroom are varied and are appropriate for the contents of the courses. The ratio of academic staff to students is favourable. The students seem to have an advantage of a lot of interaction with the academic staff.

1.2 Student Admission and Assistance

All students with a bachelor degree in social sciences, with an appropriate average grade of their undergraduate studies, can enrol, with no additional exams or requirements. Applicants with a background different to social sciences are considered on an individual basis, with a decision made by a commission formed for this purpose. The criteria for a decision seem to include the work experience the student has and some basic knowledge on public policies. Given the ambitiously formulated curriculum that assumes basic knowledge of economics, the admission criteria for students without a business or economics background should be reconsidered.

Recommendation:

Change the admission criteria in such a way that only those students with a solid basic prerequisite knowledge will be admitted.

1.3 Student Assessment

Assessment methods differ between the courses and seem to be adjusted to the course contents and its' learning outcomes. The final grade is a combination of assignments distributed throughout the semester and the final exam. The Self-Evaluation Report (pp. 19) says that students are entitled to take an exam only twice but it is not clear whether this is actually the case.

1.4 Academic Staff

The academic staff teaching in this programme that we had an opportunity to meet have left a favourable impression. By analysing the staff who teaches the courses in this programme in the academic year 2016/17, we can conclude that the proportion of full-time staff with a PhD is high enough to fulfil the KAA standards. What is worrying though are inconsistencies between the names assigned to each of the courses as presented in the Self-Evaluation Report (pp. 31) and the names assigned to the same courses on the list that we have received as a part of additional documents (the "Implemented Curriculum" list). In many cases, the names are different. As clarified by the comments of the UBT College on the draft evaluation report, the Self-Evaluation Report reflected the programme as proposed for accreditation in 2013 whereas the second list reflects the current implementation of the programme. But even if we look at faculty members that are teaching the programme now, not all of their names can be found on the list of teaching staff provided by the KAA.

All this might indicate a large fluctuation of staff that teaches a certain course, which makes it harder to maintain the quality of the programme. In most of the cases when the courses are run by academic staff that is not on the KAA list, the same full-time member of teaching staff (Mr. Muja) is also assigned to the course; however, we can assume that such a teaching load for one person only would be prohibitive.

Recommendation:

The records of academic staff teaching the courses should be consistent and accurate. Enough human resources should be assigned to this programme to ensure its' quality.

The three faculty members who are responsible for the MA in Public Policy and Management are all employed by UBT College on a full-time basis and have a PhD and a publication record, two of them in political sciences and one of them in public finance. None of them was present when this programme was being developed, in 2014, and it seems they still need some time to get acquainted with this programme in detail and to get opportunities to further develop it. To ensure the quality of the programme, it is important to have staff that specializes in public policy and management and a programme director that devotes most of his or her energy to the programme itself. The previous report of external experts evaluating the programme (from

2014) has emphasized that a specialized staff-development plan should be put into action for this programme but there is no evidence this has happened yet.

Recommendation:

A short-term plan of staff development should be implemented. Greater accountability for managing this programme should be introduced.

1.5 Research and International Cooperation

The academic staff have emphasized that they have strong support for research activities: they get financial support for attending conferences (including international ones), publication costs are covered, their teaching load is decreased if they get a research project, and the College itself organizes international conferences. E+ agreements are being used for faculty mobility and workshops are being organized during the summer months that deal with developing the teaching skills. The staff have many international contacts; some of them also gained an education abroad. The students also seem to be involved in research projects.

1.6 Finances and Infrastructure/Space and Equipment

UBT College has adequate buildings and infrastructure, needed for such a programme. The library is adequately stocked and students have access to electronic journals.

1.7 Quality management

At UBT College there seems to be a strong emphasis on quality assurance. The process of curriculum review includes student feedback (questionnaires at the end of the course and program director consulting directly with students), alumni feedback, curriculum committee that includes not only academic staff and student representatives but also representatives from the business community; and regular reviews by the programme director.

1.8 Overall Recommendation for MA in Public Policy and Management

The expert team proposes the re-accreditation of the programme for the period of 2 years.

2. Energy Engineering and Management/ Level V (Reaccreditation)

2.1. Academic Programmes and Student Management

The academic programme corresponds to the institution's mission statement and principles of operation.

The programme's quality, range and academic aims are appropriate to the academic degree.

The programme based on an overarching didactic concept that has been adequately communicated to and adopted by the teaching staff.

The academic degree corresponds to international standards

The structure of the programme gives sufficient opportunity for independent study, reflection and analysis. The share of independent work is about 55% of the total student workload and that includes reading, research work depending on the subjects.

The allocation of ECTS is appropriate and justified.

The workload required for the academic programme is manageable for students.

The teaching methods and content of teaching units are sufficient for the successful achievement of the programme's goals and outcomes (competences and qualifications, knowledge and skills)

The overlap of academic content between the various parts of the curriculum is comprehensible and transparent.

The admission criteria and admission procedures measure is up to international standards.

The ratio of academic staff to students is appropriate.

A variety of renewable energy subjects is positive and will be very useful to raise the share of renewable energy in Kosovo by the target of the government.

Comments:

Mathematics II might be too strong for Level V students.

SER should be proofread by native English speaking expert. There are some obvious misspellings that have very different meaning. There are some inappropriate words such as electrical instead of electric. There are some inappropriate expressions such as "job security" that rather seems to be "work safety" or simply "safety" by the description of the course. There are some sentences hard to understand, e.g. "Electrical and knows the issues. Solve problems related to them" (p.668)

Course title "Electric Production with Solar Energy" does not seem correct. Recommended title: "Conversion from Solar to Electric Energy"

Course title "Electric Production with Wind Power" does not seem correct. Recommended title: "Conversion from Wind to Electric Energy"

Course Heat Pumps and Geothermal Energy: Seasonal Performance Factor (SPF) should be included.

2.2. Staff

The institution has an adequate proportion of permanent staff and appropriate proportions of permanent and external staff.

The academic staff participated the meeting demonstrate proven ability at a high academic and didactic level and are their qualifications appropriate to the positions they hold within the institution according to the basic criteria.

When scrutinising the CVs the competence of academic staff is proved except some of the CVs are not supplied.

Responsible persons of the study programme

Ines Bula: Kosovars, Master, field of study: Mechatronics and Management, appropriate to this programme. No CV supplied!

Ramiz Hoxha: Kosovars, Master, field of study: Food Technology is not appropriate to this programme. No CV supplied! However the list of staff in the UBT SER 2017 (p.701) implies competence, unfortunately not in English (Shkenca Kompjuterike dhe Inxhinieri/Menaxhimi i Mekatronikës/Shkencat e Ushqimit dhe Bioteknologji)

Valmir Hoxha: Kosovars, Master, field of study: Mechatronics and Management, appropriate to this programme. No CV supplied!

During the meeting with the responsible persons they proved their competences to their role in the course.

Teaching staff of the study programme

In general, the competence of the teaching staff is proven by their CVs.

However, no CV supplied of Dr. Sc. Sami Makolli, of MSc Kushtrim Dragusha and that of Dr. Besa Veseli.

Meeting with academic staff

Competence of the teaching participated the meeting is convincing.

Some professors came from the industry and/or have position in the industry that provides the relevant up-to-date knowledge incorporated in the courses.

Please find the list of participants of the meeting in the attachment.

2.3. Research and International Co-operation

The teaching staffs are involved in research activities inside or outside the institution, and feed back these research activities into teaching/course contents.

There are transdisciplinary research programmes such as Smart City.

Interdisciplinary activities are on the flag e.g. mechatronics and management

There are visiting professors and bilateral projects.

The extent and the quality of international cooperation in research and teaching are adequate to Level V.

Students are involved in research and cooperation projects suitable for Level V students.

2.4. Finances and Infrastructure/Space and Equipment

However it was not scrutinised in-depth the institution seems to have an adequate budget plan.

The institution has adequate buildings and specialized infrastructure for the requirements of the programme.

2.5. Quality Management

The institution's programmes are assessed regularly within the context of internal evaluation processes.

2.6 Meeting with students

Students participating the meeting were absolute enthusiastic about studying at UBT and about the practices. The quality of the laboratories is good, but some more supporting technicians would be welcomed. "We can touch the equipment not just see it on a picture." They found the workload acceptable and understood the importance of each of the subjects. They are also happy about the internship work. Some lectures are too late, starting at 5 p.m. but it is acceptable and it is good for those students who are working during daytime. They are happy about the library.

Communication with teaching staff is good. Connection with professors is great.

However there were only 1st year BA students present and the representative of the Students' Union. It is thought that opinion of 2nd and 3rd students would have more differentiated and more informative from the point of view of the evaluation.

Please find the list of participants of the meeting in the attachment.

2.7. Expert's Recommendations to KAA

This is an ambitious course partially identical with the BSc course of the same name. Continuation from Level 5 to BSc recommended to be offered for the best students.

Final conclusion:

The proposed Energy Engineering and Management/ Level V programme is recommended to be reaccredited on the condition that ET recommendations are considered.

3. Energy Engineering and Management/ BSc (Reaccreditation)

At some points of the accreditation documents this course is referred as BA however by content it is BSc

3.1. Academic Programmes and Student Management

The academic programme corresponds to the institution's mission statement and principles of operation.

The programme's quality, range and academic aims are appropriate to the academic degree.

The programme based on an overarching didactic concept that has been adequately communicated to and adopted by the teaching staff.

The academic degree corresponds to international standards

The structure of the programme gives sufficient opportunity for independent study, reflection and analysis. The share of independent work is about 55% of the total student workload and that includes reading, research work depending on the subjects.

The allocation of ECTS is appropriate and justified.

The workload required for the academic programme is manageable for students.

The teaching methods and content of teaching units are sufficient for the successful achievement of the programme's goals and outcomes (competences and qualifications, knowledge and skills)

The overlap of academic content between the various parts of the curriculum is comprehensible and transparent.

The admission criteria and admission procedures measure is up to international standards.

The ratio of academic staff to students is appropriate.

A variety of renewable energy subjects is positive and will be very useful to raise the share of renewable energy in Kosovo by the target of the government.

Comments:

SER should be proofread by native English speaking expert. There are some obvious misspellings that have very different meaning, e.g. lightning instead of lighting. There are some inappropriate words such as electrical instead of electric. There are some inappropriate expressions such as "job security" that rather seems to be "work safety" or simply "safety" by the description of the course. There are some sentences hard to understand, e.g. "Electrical and knows the issues. Solve problems related to them" (p.609)

Course title "Electric Production with Solar Energy" does not seem correct. Recommended title: "Conversion from Solar to Electric Energy"

Course title "Electric Production with Wind Power" does not seem correct. Recommended title: "Conversion from Wind to Electric Energy"

Course Heat Pumps and Geothermal Energy: Seasonal Performance Factor (SPF) should be included.

“Material Flow Management” can cause misunderstanding. Should be named according to the detailed description e.g. “Supply Chain Management”.

Course Sustainability of Buildings: “Critically analyses Australian sustainability policy and project initiatives.” Why Australian policy?

Course Light and Lighting Technology (not Lightning!) Fundamentals of illumination recommended being included. Luminous flux (Φ) [lumen], luminous intensity (I) [candela] illumination (E) [lux] luminance (L) [cd/m^2]

The title of the course Ecology in Building and Construction does not implies the content of the course. The title of the course is recommended to be changed to “Comfort in Buildings”

Within the course Facade and Window Construction air tightness of buildings and testing of air tightness (BlowerDoor) is recommended to be mentioned.

“Reinvigorating existing Buildings” recommended renaming “Revitalization of existing Buildings” More detailed description required. Literature required.

Course title “Energy Performance Improvement, Structural Damage incl. Practical Thermo-hygric training” is too long and does not cover the real content. Recommended title: “Trigeneration“

“Building Envelopes and Building Climatology”

Instead of “heat-retaining materials” “thermal capacity, thermal mass” is recommended. Phase Change Materials (PCM) might be mentioned as heat storage. Instead of “massive envelopes” “high thermal capacity” is recommended. (Not only the building envelope, but thermal properties of the whole building counts.)

Course “Project in Smart Solutions (House, Grids, Transport, etc)”. (“etc” is not acceptable in a title of a course. More detailed description required. Possibly more literature.

3.2. Staff

The institution has an adequate proportion of permanent staff and appropriate proportions of permanent and external staff.

The academic staff participated the meeting demonstrate proven ability at a high academic and didactic level and are their qualifications appropriate to the positions they hold within the institution according to the basic criteria.

When scrutinising the CVs the competence of academic staff is proved except some of the CVs are not supplied.

Responsible persons of the study programme

Besa Veseli: Kosovars, Doctor, field of study: Environment Sciences, appropriate to this programme. No CV supplied!

Sami Makolli, Kosovars, Doctor, field of study: Processing of garbage in urban areas, not fully appropriate to this programme. (Skills: Farmaci/Infermieri/Shkencat e Ushqimit dhe Bioteknologji) No CV supplied!

Sami Gashi, Kosovars, Doctor, field of study: Chemistry, appropriate to some courses in this programme. No English CV supplied!

Teaching staff of the study programme

In general, the competence of the teaching staff is proven by their CVs.

However, no CV supplied of Dr. Sc. Sami Makolli, of MSc Kushtrim Dragusha, of Dr. Besa Veseli, of MSc Sadije Deliu, of MSc Petrit Ahmeti, of PhD. MSc Albana Dibra, of MSc. Esat Gashi, of Dr. Sc. Muhamet Ahmeti, of MSc. Sadije Deliu, and of Petrit Ahmeti.

Meeting with academic staff

Competence of the teaching participated the meeting is convincing.

Some professors came from the industry and/or have position in the industry that provides the relevant up-to-date knowledge incorporated in the courses.

Please find the list of participants of the meeting in the attachment.

3.3. Research and International Co-operation

The teaching staffs are involved in research activities inside or outside the institution, and feed back these research activities into teaching/course contents.

There are transdisciplinary research programmes such as Smart City.

Interdisciplinary activities are on the flag e.g. mechatronics and management

There are visiting professors and bilateral projects.

The extent and the quality of international cooperation in research and teaching are adequate.

Students are involved in research and cooperation projects suitable.

3.4. Finances and Infrastructure/Space and Equipment

However it was not scrutinised in-depth the institution seems to have an adequate budget plan.

The institution has adequate buildings and specialized infrastructure for the requirements of the programme.

3.5. Quality Management

The institution's programmes are assessed regularly within the context of internal evaluation processes.

3.6 Meeting with students

Students participating the meeting were absolute enthusiastic about studying at UBT and about the practices. The quality of the laboratories is good, but some more supporting technicians would be welcomed. "We can touch the equipment not just see it on a picture." They found the workload acceptable and understood the importance of each of the subjects. They are also happy

about the internship work. Some lectures are too late, starting at 5 p.m. but it is acceptable and it is good for those students who are working during daytime. They are happy about the library.

Communication with teaching staff is good. Connection with professors is great.

However there were only 1st year BA students present and the representative of the Students' Union. It is thought that opinion of 2nd and 3rd students would have more differentiated and more informative from the point of view of the evaluation.

Please find the list of participants of the meeting in the attachment.

3.7. Expert's Recommendations to KAA

This is an ambitious programme partially identical with the Level V programme of the same name. Continuation from Level 5 to BSc recommended to be offered for the best students.

Final conclusion:

The proposed Energy Engineering and Management/ BSc programme is recommended to be reaccredited on the condition that ET recommendations are considered.

4. Sustainable Energy and Infrastructure MSc Accreditation

The proposed programme is referred in different names in the SAR (Self Evaluation Report 2017, printed version, 221 pages) of UBT. The programme is referred as an MSc (Master of Science programme) in the title, although in chapter 1.5.5.1. the study programme is indicated as MA (Master of Arts). During our meeting with UBT's management it was clarified that this programme is meant to be an engineering programme, consequently it was taken into evaluation in the accreditation report accordingly.

Unfortunately this is not the only inadequacy that the SAR contains in the entire chapter 1.5.5: there are numerous mistyping and spelling errors, also there is missing information (such as the name of the responsible person of the programme). Interestingly two sub-chapters of the programme are 100% the same as of the BSc and Level V. programmes of Energy Engineering and Management: *Labour market research*, and *Comparability with international programs*. These inadequacies are not justifiable and certainly are not expected in such a significant document.

4.1 Academic Programme and Student Management

Taking into account the trends and necessities in energy engineering on a global level and also in Kosovo in particular, an MSc programme dedicated to sustainable energy and infrastructure has a fair level of significance.

The proposed MSc programme is a one-year, 60 ECTS programme.

According to 1.5.5.4. of the SAR: *“The programme is suitable for those with prior experience in mechanical engineering, electrical engineering and chemical engineering.”*

Regarding to student admission criteria 1.5.5.11: *“The program of study is open to students that have completed a bachelor program equivalent to at least 180 ECTS at any accredited institution in Kosovo. The program expects to have twenty students in the first year. Those interested to join the program should normally have a bachelor degree in social sciences (merit).”*

We understand that this MSc programme is to be built on engineering BSc programmes, of which mechanical, electrical and chemical are mentioned in 1.5.5.4. We think that civil engineers and environmental engineers should also be included, and not the least BSc of Energy Engineering and Management (EEM), the most relevant BSc course of UBT in this field. During our site visit, in the afternoon we met with first year BSc EEM students: about 50% of them indicated that they would like to continue their studies on an MSc level in UBT in the same field. It means that the MSc programme has to focus on this demand.

As the programme intended to be an MSc programme in engineering, social science BSc-s cannot be admitted, despite the statement of 1.5.5.11.

During our site visit, in the afternoon session we discussed with the teaching staff, that the proposed MSc programme has a twofold objective: a) to provide continuation for the BSc EEM programme, and b) to integrate the BSc graduates of other engineering disciplines (as previously listed). We consider this objective reasonable, but at the same time we do not consider the proposed programme in its present form to be adequate for this, because of two reasons:

- 1) For an MSc in engineering a total of 300 ECTS is to be completed. It is the most general benchmark on an international level. As we were informed, presently practically all of the BSc engineering courses are of 180 ECTS in Kosovo (including EEM BSc). After the completion of this course, graduates would have completed 240 ECTS only, which is not enough for an MSc level.
- 2) The proposed two semesters are a very short period of time to provide the necessary knowledge in the field of sustainable energy on a MSc level.

The curriculum is mostly well structured on a general level regarding to the field of sustainable energy: it is informative but it seems to be short of the more detailed and scientifically well established technical knowledge which is necessary for a master level engineering course.

In the learning outcomes chapter (1.5.5.6.) it is very well stated that the graduate will be able to “*undertake independent applied projects in sustainable energy engineering*”. The curriculum should be built accordingly. We do not consider possible that a short, two-semester program could comply with these criteria, especially that students would come from all different BSc engineering background.

Furthermore, there are 3 specializations are proposed in the SAR for the second semester. The specializations are comprised of 3 specific and 2 identical courses. It can be doubted that studying 3 specific courses for one-semester would make anyone a specialist on a master level.

The name of the programme includes “infrastructure” in addition to sustainable energy. This is a little misleading, as sustainable infrastructure implies not only building infrastructure but all other (e.g. energy, traffic, water, sewerage etc.). In the proposed programme only building infrastructure is included – but it is also only in the “sustainable infrastructure” specialization. We consider this not acceptable: either all relevant aspects of sustainable infrastructure is to be included in the entire programme, or the word “infrastructure” is to be excluded from the programme’s name.

In the curriculum we welcome the “Applied project and internship” course, as it links industrial practice into the programme. Also the environment related courses are well positioned. What we consider lacking is the higher level scientific foundations for master level engineers (mathematics, and applied physics and chemistry), and more profound and specific courses of renewable energy production systems and their infrastructure. The prospective MSc engineers must receive the theoretical background for their future design, implementation or operation projects.

To realize these objectives our suggestion is to develop present proposal into a two-year, 120 ECTS MSc programme. that would comply well with UBT’s twofold objective, the general engineering MSc requirements, and also the labour needs of Kosovo.

4.2. Staff

According to the accreditation criteria, for each and every academic programme three full time PhD staff member is to be designated specifically, one of them is the major responsible. In an unacceptable way the name of the responsible person is missing from the SAR (1.5.5.1.).

In the site visit program agenda the three responsible persons are included, namely Dr. Hyzer Rizani, Dr. Nexhat Balaj, and Dr. Suzana Aliu. During our meeting we were informed that the major responsible of the programme is Dr. Nexhat Balaj. All of the responsables are respectable scholars in their field, namely microbiology, horticulture and chemistry, respectively. Unfortunately none of them is a specialist in energy engineering. As the proposed MSc programme is interdisciplinary in many ways, it can be accepted that environmental science related experts can be responsible for it, provided, that at least one of them, the major responsible, is a specialist or has references in energy engineering. This is the minimum criteria, which is not fulfilled at the moment.

Regarding to the staff: there are 13 different lecturers are listed in the summary course table (pp. 32-33), Dr Rizani, one of the responsables is not among them. Unfortunately this table does not show how many lecturers possess a PhD. This information was looked up in the CVs that were sent electronically. Unfortunately these CVs were not standardized, they are in different format and of different content.

For the ease of the accreditation process it is advised, that CVs are to be standardized by UBT next time, and the most important information, such as the level of graduation, the field of expertise, the scientific qualification is to be included the first place, and publications are to be included all the time.

The CVs of 2 of the involved lecturers (Sami Makolli and Afrim Sylja) were not included, so they couldn't be taken into the evaluation. Out of the 11 lecturers with CVs there are 9 PhD holders, which is an adequate proportion for an MSc programme.

The MSc programme is projected for 20 prospective students. That would provide a 20:13 student to staff ratio, which is exceptionally low. Obviously this number is indicative, as staff members are presumably involved in other study programmes, but it cannot be seen on the basis of SAR. For the future we strongly advise, that a summary table is to be provided about the staff, in which these involvements, the courses and number of hours taught on an overall UBT basis can be seen.

4.3. Research and International Cooperation

As we were informed by the President of UBT, the main focus of UBT's research is of interdisciplinary field. It can provide a reasonable basis for prospective renewable energy research, incorporating engineering and social science aspects. Once an MSc programme of renewable energy engineering is established, UBT must incorporate this field into its research strategy with emphasis. Our advice is that presently UBT should primarily focus on acquiring and developing expertise on a human resource level in this field, and looking at international cooperation and research possibilities afterwards.

4.4. Finances and Infrastructure/Space and Equipment

The development that UBT has been realizing in the last years is very impressive and respectable. The new university buildings on the campus in the outskirts of Pristina, the new engineering laboratories, the IT infrastructure and so forth are showing the commitment of UBT's management for a quality education. There are two points which we would like to point at, where some further improvement might be beneficial:

- a) The library. During our visit we checked on literature regarding to sustainable and renewable energy engineering. There were only a few volumes, and even those were outdated. This is a rapidly developing field, UBT should possess the latest

fundamental international textbooks in its library. We were told, that electronically further literature is accessible, but still, students mostly rely on physical books, so we suggest, that technical literature is to be developed in this field.

- b) There is the energy engineering lab for the BSc and Level V studies. But the additional capacity and equipment for MSc studies cannot be seen. Our suggestion is to clearly identify a development strategy of an MSc level sustainable energy laboratory, which could provide the basis for prospective research activities also.

4.5. Expert's Recommendations to KAA

In summary: An integrative Sustainable Energy and Infrastructure MSc programme would have a fair level of significance in Kosovo's higher education system, considering the developments and requirements in the field of sustainable development, and Kosovo's needs and situation in particular. Despite, we consider the proposed programme inadequate for accreditation, due to two main reasons:

- a) The proposed one-year, 60 ECTS programme does not provide neither sufficient scientific and specific profound engineering knowledge, nor sufficient ECTS for an MSc level.
- b) The responsible person of the programme is not a specialist of the energy engineering discipline.

Final recommendation:

- **the proposed Sustainable Energy and Infrastructure MSc programme is NOT to be accredited.**

Our suggestion is to develop present proposal into a two-year, 120 ECTS MSc programme. that would comply well with UBT's twofold objective, the general engineering MSc requirements, and also the prospective labour needs of Kosovo.