

University of Prishtina

Accreditation and Reaccreditation Procedure of Study Programmes

Faculty of Civil Engineering & Architecture (FCEA) on:

Architecture

Construction

Environmental Engineering

Energy Efficiency

Geodesy

Hydrotechnics

## REPORT OF THE EXPERT TEAM

(Based on the Site Visit of 30th June 2015)

Experts/Authors:

Prof. Dr. Jörg Becker                      University of Applied Sciences and Arts Dortmund

Prof. Dr. Laura Bouriaud                University Stefan cel Mare of Suceava

Prof. Dr. Jaroslav Kruis                 Czech Technical University

Ms. Rebecca Maxwell Stuart         European Students Union

The Expert Report is based on the SER from UP FCEA from September 2014 and the visit of experts from 30th June 2015. Recommendation and implementation of the Experts' Reports of Accreditation and Reaccreditation procedures from the years 2009, 2012, 2013, 2014 are checked and valued, especially from the last Expert Report from 2014.

## TABLE OF CONTENTS

Table of Contents.....	2
1. Preliminary Remarks.....	4
2. Architecture (Master level; reaccreditation) .....	5
2.1. Preliminary remarks:.....	5
2.2. Academic Programme,s and Student Management.....	5
2.3. A few recommendations to the allocation of ECTS and internationalization for students:.....	5
2.4. Staff .....	6
2.5. Research.....	6
2.6. Finances and Infrastructure.....	6
2.7. Quality Management .....	6
2.8. Conclusion & Recommendations .....	6
2.8.1. General recommendation for the development of department Architecture:.....	6
3. Civil Engineering, Construction (Bachelor level; reaccreditation).....	7
3.1. Preliminary remarks:.....	7
3.2. Academic Programmes and Student Management.....	7
3.3. Staff .....	7
3.4. Research and International Co-operation .....	8
3.5. Finances and Infrastructure/Space and Equipment.....	8
3.6. Conclusion & Recommendations .....	8
4. Environmental Engineering (Bachelor level; accreditation) .....	8
4.1. Overall appreciation .....	8
4.2. Academic Programmes and Student Management.....	11
4.3. Staff .....	13
4.4. Research and International Co-operation .....	13
4.5. Finances and Infrastructure/Space and Equipment.....	13
4.6. Quality Management .....	14
4.7. Conclusion & Recommendation .....	14
5. Energy Efficiency (Master level; accreditation).....	15
5.1. Preliminary Remarks .....	15
5.2. Academic Programmes and Student Management.....	17
5.3. Staff .....	18
5.4. Research and International Co-operation .....	19
5.5. Finances and Infrastructure/Space and Equipment.....	19
5.6. Quality Management .....	19

5.7. Conclusion & Recommendations .....	19
6. Geodesy (Bachelor level; reaccreditation) .....	20
6.1. Academic programmes and student management .....	20
6.2. Staff .....	20
6.3. Research and international cooperation .....	20
6.4. Finances and infrastructure/space and equipment .....	20
6.5. Quality management .....	20
6.6. Conclusion & Recommendations .....	20
7. Geodesy (Master level; accreditation) .....	21
7.1. Academic programmes and student management .....	21
7.2. Staff .....	21
7.3. Research and international cooperation .....	21
7.4. Finances and infrastructure/space and equipment .....	21
7.5. Quality management .....	22
7.6. Conclusion & Recommendations .....	22
8. Hydrotechnics (Bachelor level; reaccreditation) .....	22
8.1. Academic programmes and student management .....	22
8.2. Staff .....	22
8.3. Research and international cooperation .....	22
8.4. Finances and infrastructure/space and equipment .....	22
8.5. Quality management .....	23
8.6. Conclusion & Recommendations .....	23
9. Staff Matters .....	23
10. Student Matters .....	24
10.1. Positive Aspects .....	24
10.2. Aspects for Improvement .....	25
11. Final Recommendations .....	27
11.1. Architecture (Master level; Reaccreditation): .....	27
11.2. Civil Engineering, Construction (Bachelor Level; Accreditation): .....	27
11.3. Environmental Engineering (Bachelor Level; Accreditation): .....	27
11.4. Energy Efficiency (Master Level; Accreditation): .....	27
11.5. Geodesy (Bachelor Level; Reaccreditation): .....	27
11.6. Geodesy (Master Level; Accreditation): .....	27
11.7. Hydrotechnics (Bachelor Level; Reaccreditation) .....	27
12. Annex .....	28
12.1. Recommendation for KAA Organisation: .....	28

## **1. PRELIMINARY REMARKS**

The faculty consists of two departments at different places:

- The Department of Civil Engineering (dept. CE) and
- The Department of Architecture (dept. A).

The report for accreditation and reaccreditation is focused on the following programmes:

- Architecture (Master level; reaccreditation)
- Construction (Bachelor level; reaccreditation)
- Environmental Engineering (Bachelor level; accreditation)
- Energy Efficiency (Master level; accreditation)
- Geodesy (Bachelor level; reaccreditation)
- Geodesy (Master level; accreditation)
- Hydrotechnics (Bachelor level; reaccreditation)

They are evaluated and mentioned below separately, although numerous details are similar in all Programmes. The Expert Report follows the Kosovo Accreditation Agency (KAA) Guidelines for Programme Evaluations. Aspects that are fulfilled are put together. Only aspects that need additional recommendations are explained in detail separately. A separate section is provided with specific attention to student matters.

The whole visit prepared by the KAA took place in one day, with a dense programme of meetings with the managers, the staff reps and the student reps, and a quite expedited visit to labs and facilities are both departments. The Experts wish to express their acknowledgement to the staff of KAA for all the arrangements.

Please note that page 27 provides the detailed list of final recommendations for each programme.

## **2. ARCHITECTURE (MASTER LEVEL; REACCREDITATION)**

### **2.1. PRELIMINARY REMARKS:**

The Master study programme in Architecture has the duration of five years and in sum 300 ECTS. The degree provided is Msc. of Architecture. After three years and 180 ECTS students can stop and will quit the university with a Bachelor Degree (called Diploma 1). This is the result of a former study programme with three years Bachelor and two years Master. It is the reasonable takeover of these study programmes into the actual combined Master programme Msc. in Architecture.

The following statement and recommendations are based on Kosovo Guidelines for Experts in Academic Programs, recommendations of Expert teams from 2012 as well as 2009 and the actual site visit.

### **2.2. ACADEMIC PROGRAMMES AND STUDENT MANAGEMENT**

The Master programme in Architecture nearly fulfils all criteria of this topic. It corresponds to the institution's mission statement and principles, the programme, quality, aims and academic range fit to the academic degree and it is of an international standard. The allocation of ECTS is justified, as the workload is manageable for students. Some recommendations below will help to organize the study programme especially for international cooperation in future. One recommendation will be to improve the teaching methods and the understanding of students in architecture.

### **2.3. A FEW RECOMMENDATIONS TO THE ALLOCATION OF ECTS AND INTERNATIONALIZATION FOR STUDENTS:**

As mentioned before the program offers the possibility to stop after third year with 180 ECTS. That is fine and will help some students who wish to apply for a Master Programme (normally with two years and 120 ECTS) at another University in Kosovo or abroad. For some students, especially if they are interested in internationalization, it is often considered better to complete a Master Programme at another European or international university.

So the study plan needs some changes in the semester VI. It is recommended that the mandatory courses Architectural Design 5 and 6 are combined together as an elective course and named appropriately, for example "Integrated Project 1" with 12 ECTS. All students who want to continue to Master level should have to take that course. The other students who want to stop with Diploma 1 (i.e. Bachelor of Arts) need these 12 ECTS for the Bachelor Thesis. This would mean that in Semester VI there is one big module with 12 ECTS and the Bachelor Thesis with 12 ECTS, both elective. Students would have to choose one of them.

Especially for further cooperation with international universities it is recommended to organize the same situation (as mentioned above) also in semester VIII. The reason for this is that Double Degree or Joint Degree programs with international Faculties in Bachelor level Architecture usually need 240 ECTS in four years. The responsible staff should put together a minimum of 12 ECTS, (or even better 15 ECTS) and name that module appropriately, such as "Integrated Project 2", and make this module elective. With the same sum of ECTS they can offer Bachelor Thesis as Diploma 2 (e.g. Bachelor of Science). Because Diploma 2 is higher than Diploma 1 the ECTS should increase, for example to 15 ECTS.

Also for further cooperation in double degree programs at Master level it is necessary to mark or point out 120 ECTS (that is a two year Master study program), for example, in one or two specialities of the

department such as Urbanism. This will make it easier to organize in future a double degree Master programs (120 ECTS) with other international schools such as TU Vienna.

For student exchange and cooperation with other universities abroad it is helpful to combine courses, starting at third year to bigger modules with 9 ECTS, 12 ECTS or 15 ECTS. The ERASMUS+ Partners such as Politecnico Milano offer only big modules.

Please notice the recommendation to Teaching methods at the topic staff for all programs (See Section 9, p.24)

## 2.4. STAFF

It is noted that teaching methods change periodically, but at a progressive pace. Actual didactic teaching methods are a student's demand as well a demand from the experts. We will therefore recommend that the staff, especially the fulltime staff, should learn new possibilities in didactic teaching. The experts were very astonished that some teachers at the meeting with academic staff have the opinion that they don't need it. This is deemed as arrogant and does not fit to the student's opinion.

**It is recommended to improve didactic teaching methods and increase participation of staff attending teaching training.**

It is recommended that the Faculty (the Dean in cooperation with university board) have to solve first the personal problem of motivation and engagement at UP.

## 2.5. RESEARCH

Since research fields in Architecture and Design are different to fields such as Civil Engineering, the department staff fulfil the criteria. They organize seminars with international guests on relevant topics such as ECOWeek in 2014, they take part at international conferences and summer schools and they publish papers. All of these examples provided are research in the field of Architecture.

## 2.6. FINANCES AND INFRASTRUCTURE

As mentioned in the expert reports 2009 and 2012 the financial support is poor. However the staff at the department Architecture work very efficiently with the provided low budget. The infrastructure at that department is much better than at the department of Civil Engineering, although Architecture has a lower budget. But they care for their buildings and their infrastructure and that is fantastic. There is relatively good infrastructure and enough space at the department; as well the engaged and well-organized staff offer the possibility to increase the number of students. Nearly 500 students apply for study in Architecture. The department should take most of them otherwise the applicants must go to private schools, but they do not really want that. A solution could be the development of a Faculty of Architecture (see below next topic).

## 2.7. QUALITY MANAGEMENT

The quality management is acceptable and good for the financial situation here in Kosovo. Staff as well as students, demand their own Faculty of Architecture. Both think they can do better in future if the department Architecture is a single Faculty.

## 2.8. CONCLUSION & RECOMMENDATIONS

**The experts recommend to re-accredit the program for the next three years.**

### 2.8.1. GENERAL RECOMMENDATION FOR THE DEVELOPMENT OF DEPARTMENT ARCHITECTURE:

It is recommended to increase the number of students to about 50% of the applicants. If the department will do so it will be easier as a separate Faculty of Architecture to manage such big numbers of students. The dependency in organization as well in budget to the department CE is not helpful for an increase of student numbers and development of Architecture.

### **3. CIVIL ENGINEERING, CONSTRUCTION (BACHELOR LEVEL; REACCREDITATION)**

#### **3.1. PRELIMINARY REMARKS:**

The study program for Construction has the duration of three years and in sum 180 ECTS. The degree will be at Bachelor, level 6.

The following statement and recommendations are based on Kosovo Guideline for Experts in Academic Programs and the recommendations of Expert teams from re-accreditation of Master Program Construction from 2014 and 2013 as well Bachelor Program 2012.

#### **3.2. ACADEMIC PROGRAMMES AND STUDENT MANAGEMENT**

The responsible staff did not satisfactorily fulfil the recommendations from previous Expert Teams. They always do some steps and promise to do more, but they do not or only complete very little. The curriculum is just standard, there is no innovation and it is not very modern (up to date) and it is without international orientation. Especially the last point the students as well the experts noted this in previous years.

Students have an increasing demand for more practice in laboratories as only some of them have the chance to do seminars there, not all. It should be no problem to organize several seminars in the laboratories for every student. Space and infrastructure are given.

Elective courses in English language are not in the curriculum. The demand of students learning in English is minimum in one or two courses, some students also expressed that they want courses in German language too.

For more Internationalization and the possibility of cooperation it is necessary to create bigger modules, for example 9 ECTS or 12 ECTS. The curriculum shows lessons as we had before in diploma study programs ten years ago. Minimum English, better German language should also be integrated in special modules. They can start with English as a foreign language, then should move to offering topics of Civil engineering courses in English. This first recommendation from experts was stated more than six years ago. The current responsible persons for the study program will not really actualize the curriculum to Internationalization.

Please notice the recommendation to Teaching methods at the topic staff for all programs (See Section 9, p.24).

#### **3.3. STAFF**

The study program strongly needs interested and international-oriented staff. Current staff are equipped with the technical qualification, as well as the didactical qualification. However it is clear that there is no motivated interest in modern teaching.

Particularly the responsible staff are good engineers, but they will not really improve the situation for students and the faculty. They are less interested in student's demands and modern teaching and

learning. Perhaps younger motivated colleagues can change the situation. This must urgently change in order to improve the overall learning and teaching provided.

The discussions at the site visit during “Meeting with responsible persons for the study programs” as well as with “Meeting with the academic staff” show that the responsible persons want to remain static, as was clear in 2009. One reason for this could be due to the three responsible staff members are incorporated too much in study programs at private schools. Another reason is expressed in the following ‘Finances’ section. It is important to express that these are only assumption, but it is clear that this situation needs to urgently change.

### 3.4. RESEARCH AND INTERNATIONAL CO-OPERATION

Research fields are given, but the research activities are at a minimum or normal basis.

Internationalization only relates to within the region. Now and then an international guest is invited but that is based only on personal relations. Internationalization to central Europe or outside Europe is not provided. Again, the need to improve internationalization was expressed by previous expert teams. As a main anchor of Civil Engineering, it is imperative that the branch construction has to apply for international programs as Tempus.

### 3.5. FINANCES AND INFRASTRUCTURE/SPACE AND EQUIPMENT

The financial support from the University continues to be too low. Despite this, the Dean and the responsible staff have the possibility to achieve grants from industry or construction companies. Another option is that they should apply international programs like Tempus. Colleagues from other branches had done this successfully. Another possibility is using the recommendation from Experts in 2014:

*Apply for an accredited testing Institute in Kosovo for construction material (FR UP FCEA 2014, p. 7).*

The Dean of the faculty shows an official letter to create such an institute at the Faculty for all different branches at Civil Engineering as construction, road infrastructure etc. The expert appreciates this, as it is deemed to help the situation. But if the responsible professors are running their own private testing institutes, why would they have an interest in a public testing institute? For Kosovo a public testing institute is necessary.

### 3.6. CONCLUSION & RECOMMENDATIONS

**The experts recommend to re-accredit the program for the next three years with the following obligations:**

- It is urgently necessary to do the next re-accreditation procedure in Bachelor level and Master level **together**. The Master program got a re-accreditation in the year 2014. So the next re-accreditation procedure should be in 2018.
- Provide proof of engagement for achieving international research programs, like Tempus programs.
- Show success in modern teaching, didactical methods of teaching and learning.

## 4. ENVIRONMENTAL ENGINEERING (BACHELOR LEVEL; ACCREDITATION)

### 4.1. OVERALL APPRECIATION



The Kosovo Accreditation Agency (KAA) Standards (Annex 1) were followed in undertaking the evaluation, and a synthetic view of findings and recommendations is presented in the Table 1. The overall appreciation is positive: the creation of the Program is an opportunity to adapt the educational offer to the market demand and provide Kosovo with qualified staff to deal with environmental problems. The fact that this program is offered for the first time in Kosovo and the need for trained staff in this field are the strongest arguments to launch this program. The quality of the staff and their experience in teaching represent also considerable advantages. Improvement is needed in several fields, but this is considered by the experts as being a normal process of modernizing the whole teaching and research process in Kosovo.

Table 1. Overall evaluation of the Study programme Bachelor in Environmental engineering

Criteria	Evaluation	Short recommendations
<b>1.1 Academic Programmes and Student Management</b>		
1. Does the academic program correspond to the institution's mission statement and principles of operation?	Yes.	
2. Are the programme's quality, range and academic aims appropriate to academic degree?	Yes.	
3. Is the programme based on an overarching didactic concept that has been adequately communicated to and adopted by the teaching staff?	The criteria does not apply yet.	Develop pragmatic oriented case-study approach. Use computer and web resources for this.
4. Does the academic degree correspond to international standards?	Definitely yes.	
5. Does the structure of the programme give sufficient opportunity for independent study, reflection, analysis?	Yes, to be re-assessed later.	To leave enough time to the students in the latest semester (semester VI) for individual study.
6. Is the allocation of ECTS appropriate and justified?	Yes.	
7. Is the workload required for the programme manageable for students?	Yes, to be re-assessed later.	
8. Are the teaching methods and content of teaching units sufficient for the successful achievement of the programme's goals and outcomes?	Yes, improvement possible.	60% to 80% of the teaching modules to include a lecture given by an environmental sector representative.
9. Is the overlap of academic content between the various parts of the curriculum comprehensible and transparent?	Yes.	Once a year the content of the similar or interlinked modules should be discussed by the respective teachers.
10. How do the admission criteria and admission procedures measure-up to	Yes, above-	Continue with admission based on

international standards?	standards.	exams.
11. Is the ratio of academic/artistic staff to students appropriate?	Probably yes at 30 students per year.	
<b>1.2 Staff</b>		
1. Does the institution have an adequate proportion of permanent staff and appropriate proportions of permanent and external staff?	Rather yes.	
2. Does the academic staff 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?	Rather yes, to be re-assessed later.	Needed effort to publish in the field of the programme.
<b>1.3 Research and International Co-operation</b>		
1. Is the teaching staff involved in research activities inside or outside the institution, and do these research activities feed back into teaching/course contents?	This criteria does not apply yet.	To prove to the next assessment stage the existence of the research projects (number, titles), research cooperation (agreements, memorandums) and research published results (articles).
2. Is the extent and the quality of international cooperation in research and teaching adequate? Are students involved in research and cooperation projects?	This criteria does not apply yet.	To prove to the next assessment stage the existence of the research results and students' involvement in research.
<b>1.4 Finances and Infrastructure/Space and Equipment</b>		
1. Does the institution have an adequate budget plan?	This criteria does not apply yet for this programme.	
2. Does the institution have adequate buildings and specialized infrastructure for the requirements of the programme?	Yes, improvement possible.	Minimum 20 computers for classroom activities and for library-located work.  High quality web access services.  Good IT maintenance services.  Buildings need renovation.
<b>1.5 Quality Management</b>		
1. Are the institution's programmes assessed regularly within the context of internal evaluation processes?	This criteria does not apply yet.	Scientific publications by the teaching staff should be yearly monitored.

		Numbers and values for the indicators recorded with the help of the Questionnaires should be available.
--	--	---

## 4.2. ACADEMIC PROGRAMMES AND STUDENT MANAGEMENT

### **1. Does the academic programme correspond to the institution's mission statement and principles of operation?**

**Yes.** The FCEA mission is to provide professional staff for the market of construction engineering and architecture. The study programme corresponds to the Faculty assumed mission (teaching and research). A strong point of the proposed study programme is the fact that it address a real demand of the labour market. Thus the programme implements the vision of better and faster adaption of students to the labor market.

**Recommendations:** In the further development of the study programme, the staff should pay attention to research, as an essential element of the Faculty mission.

### **2. Are the programme's quality, range and academic aims appropriate to the academic degree?**

**Yes.** The Programme overview provides enough information to appreciate that the programme is appropriate as quality, range and aims for an academic degree.

### **3. Is the programme based on an overarching didactic concept that has been adequately communicated to and adopted by the teaching staff?**

**The criteria does not apply,** as far as the programme did not start yet. However, the information from of the staff's available CVs offers arguments for a positive answer to this question. <sup>[1]</sup><sub>[SEP]</sub>

**Recommendations:** The staff of the faculty should be aware that this new programme requires specific methods that should help students to develop their analytical skills. According to Article 16 of the Regulation for BA and MA studies of FNA 's : <sup>[1]</sup><sub>[SEP]</sub> Learning is realized in the form of lectures, seminars, laboratory exercises and numerical, experimental work, practical work in the field, study tours, professional discussion, projects, professional consultations and through scientific works of students. Therefore, we kindly recommend to the staff to do their best in order to facilitate the implementation of all appropriated forms of learning (not only lectures). Computer-based work is essential for the preparation as environmental engineer. At the end of the first year, the students should be able to correctly edit a word document, to do basic calculations in excel, and to use the computer for professional communication. For this reason, a sufficient number of computers should be provided, e.g. at ideal, one computer per student participating to the seminar works. Additionally, extra-computers should be available in the library for students who want to work out of the class room and do not dispose of a personal laptop.

A second recommendation is that the web sources and case-study approach should be used as much as possible. The case-study approach based on web information develops students' analytical skills and keeps their interest on didactic process, if done in the class room and if based on a careful didactic planning of objectives and expected outcomes.

### **4. Does the academic degree correspond to international standards?**

Definitely **yes**. The courses were carefully selected and they correspond to modern curricula in Environmental engineering.

**5. Does the structure of the programme give sufficient opportunity for independent study, reflection and analysis?** (E.g. what is the proportion of independent study time compared to online/distance teaching and classroom units?)

**Yes, to be re-assessed later.** This criteria need to be re-assessed (possible with the students also) when the programme will be running. The proposed curricula seems to leave enough time to the students in the latest semester (semester VI) for independent work and for finalizing the studies.

**6. Is the allocation of ECTS appropriate and justified?**

**Yes.** The allocation of ECTS is appropriate, and justified for the modules chosen.

**7. Is the workload required for the academic programme manageable for students?**

**Yes, to be re-assessed later.** However, this criteria need to be re-assessed together with the students when the programme will be running.

**8. Are the teaching methods and content of teaching units sufficient for the successful achievement of the programme's goals and outcomes** (competences and qualifications, knowledge and skills)?

**Yes, improvements possible.** The contents of the teaching units are appropriate for the programme goals.

**Recommendations.** The contact with the agencies and firms involved in environmental protection and management is vital to bring fresh pragmatic views on environmental management realities and to enhance future employment opportunities.

We strongly support the idea to forecast once in a semester a lecture given by a Kosovo environmental sector representative: owners of the firms, representatives of the local public administration, managers of waste and water management facilities or other authorities/specialists involved in sustainable environmental development. These lectures should complement the normal study/company visit with students.

**9. Is the overlap of academic content between the various parts of the curriculum comprehensible and transparent?**

**Yes.** The academic content is clear and does not overlap.

**Recommendations.** As a means to increase the quality of teaching, the expert proposes that once a year the respective teachers should discuss the content of similar, or interlinked, lectures in small groups by using the detailed information of the official curricula.

**10. How do the admission criteria and admission procedures measure-up to international standards?**

**Yes, above-standards.** The admission procedures are on international standards. The admission based on exam is rather an above-standards practice that guarantee high level of motivation from the candidates.

**11. Is the ratio of academic/artistic staff to students appropriate?**

**Probably yes.** The ration is appropriate for the number of students proposed now, e.g. 30 students. The case-study based work needs carefully supervising by teachers (assistants) who should be fully available

for students needs and questions.

### 4.3. STAFF

**1. Does the institution have an adequate proportion of permanent staff and appropriate proportions of permanent and external staff?**

**Yes.**

**Recommendation:** The managerial team should envisage the strengthening of computer-teaching (and computer-maintenance) capacities by additional recruitment. Only enough and well trained staff will make possible that the teaching modules can use computers for applications and practical training.

**2. Does the academic staff 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?**

**Rather yes.** We have dispose of CVs for the staff. Their publication record shows good academic and didactic level.

**Recommendation:** once the programme launched, the staff should direct their effort to publish in the field of the programme. Their publication records will further prove the capacities to do research in the field of the programme.

### 4.4. RESEARCH AND INTERNATIONAL CO-OPERATION

**1. Is the teaching staff involved in research activities inside or outside the institution, and do these research activities feed back into teaching/course contents?**

This criteria **does not apply yet**. The institution should prove to the next assessment stage the existence of the research projects, research cooperation and research published results.

**2. Is the extent and the quality of international cooperation in research and teaching adequate? Are students involved in research and cooperation projects?**

This criteria **does not apply yet**. The institution should prove to the next assessment stage the existence of the research projects, research cooperation and research published results.

### 4.5. FINANCES AND INFRASTRUCTURE/SPACE AND EQUIPMENT

**1. Does the institution have an adequate budget plan?**

This criteria **does not apply yet** for this programme.

**2. Does the institution have adequate buildings and specialized infrastructure for the requirements of the programme?**

**Yes, improvement possible.** Renovating at least a part of the current buildings is a basic requirement for efficient class-room activities.

**Recommendation.** The specialised infrastructure for this programme requires:

- At minimum 20 computers for class-room activities and for library-based individual or group work;
- High quality web access services;

- Good maintenance services for computers and web access;
- Sufficient books in the library. The books that form the basis of each module should be available at the library to be borrowed by students. Ideally, at least 50 to 70% of the students following the module should be able to use a borrowed book from the library. Photocopying cannot compensate the lack of books in the library. It is recommended then that before the programme starts, a plan of book purchase should be submitted and approved to make possible the run of this study programme.

#### 4.6. QUALITY MANAGEMENT

##### ***1. Are the institution's programmes assessed regularly within the context of internal evaluation processes?***

This criteria **does not apply yet**. However, the forms and questionnaires provided in the self-evaluation report show that there are implemented the basic procedures for quality management.

**Recommendation.** The number of staff' scientific publications and their value in terms of international visibility should be yearly monitored and the progress made should be stressed put in the next evaluation report. The future evaluation report should provide also some numbers and values for the indicators recorded with the help of the Questionnaires.

#### 4.7. CONCLUSION & RECOMMENDATION

Taking into account the self-assessment report and the facts recorded during the field visit at the Faculty facilities, we propose to KAA **to accredit the study programme of Bachelor in Environmental Engineering**, keeping in mind that the teaching experience of the existing staff and the good opportunities for the labour market are two promising factors for the success of the programme.

## 5. ENERGY EFFICIENCY (MASTER LEVEL; ACCREDITATION)

### 5.1. PRELIMINARY REMARKS

The Kosovo Accreditation Agency (KAA) Standards were followed in undertaking the evaluation, and a synthetic view of findings and recommendations is presented in the Table 2. The overall appreciation is positive: the creation of the Programme is an opportunity to adapt the educational offer to the market demand and provide Kosovo with experts in evaluation, design and implementation of energy efficient buildings. The quality of the staff and their experience in teaching represent considerable advantages in starting the programme.

Table 2. Overall evaluation of the Study programme Professional Master in Energy Efficiency

Criteria	Evaluation	Short recommendations
<b>1.1 Academic Programmes and Student Management</b>		
1. Does the academic programme correspond to the institution's mission statement and principles of operation?	Yes.	
2. Are the programme's quality, range and academic aims appropriate to academic degree?	Yes.	
3. Is the programme based on an overarching didactic concept that has been adequately communicated to and adopted by the teaching staff?	The criteria does not apply yet/ we could not assess yet.	
4. Does the academic degree correspond to international standards?	Definitely yes.	
5. Does the structure of the programme give sufficient opportunity for independent study, reflection, analysis?	Yes, to be re-assessed later.	
6. Is the allocation of ECTS appropriate and justified?	Yes.	
7. Is the workload required for the programme manageable for students?	Yes, to be re-assessed later with students.	
8. Are the teaching methods and content of teaching units sufficient for the successful achievement of the programme's goals and outcomes?	Yes.	Include at least a lecture per semester given by a business sector representative.

9. Is the overlap of academic content between the various parts of the curriculum comprehensible and transparent?	Yes, some small improvements needed.	Once a year the content of the similar or interlinked modules should be discussed by the respective teachers.
10. How do the admission criteria and admission procedures measure-up to international standards?	Yes, above-standards.	Continue with admission based on exams. Special conditions required for architect qualification.
11. Is the ratio of academic/artistic staff to students appropriate?	Yes, at 20 students per year.	
<b>1.2 Staff</b>		
1. Does the institution have an adequate proportion of permanent staff and appropriate proportions of permanent and external staff?	Yes.	
2. Does the academic staff 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?	Rather yes, to be re-assessed later.	Needed effort to publish in the field of the programme.
<b>1.3 Research and International Co-operation</b>		
1. Is the teaching staff involved in research activities inside or outside the institution, and do these research activities feed back into teaching/course contents?	This criteria does not apply yet.	To prove to the next assessment stage the existence of the research projects (number, titles), research cooperation (agreements, memorandums) and research published results (articles).
2. Is the extent and the quality of international cooperation in research and teaching adequate? Are students involved in research and cooperation projects?	This criteria does not apply yet.	To prove to the next assessment stage the existence of the research results and students' involvement in research.
<b>1.4 Finances and Infrastructure/Space and Equipment</b>		
1. Does the institution have an adequate budget plan?	This criteria does not apply yet for this programme.	
2. Does the institution have adequate buildings and specialized infrastructure for the requirements of the programme?	Yes, improvement possible.	Minimum 10 computers available for class-room activities and for library-located work.  High quality web access services.  Good IT maintenance services.



1.5 Quality Management		
1. Are the institution's programmes assessed regularly within the context of internal evaluation processes?	This criteria does not apply yet.	Scientific publications by the teaching staff should be yearly monitored.  Numbers and values for the indicators recorded with the help of the Questionnaires should be available.

## 5.2. ACADEMIC PROGRAMMES AND STUDENT MANAGEMENT

### ***1. Does the academic programme correspond to the institution's mission statement and principles of operation?***

**Yes.** The FCEA mission is to provide professional staff for the market of construction engineering and architecture. The study programme corresponds to the Faculty assumed mission (teaching and research). A strong point of the proposed study programme is the fact that it address a real demand of the labour market and public policies. Thus the programme implements the vision of better and faster adaption of students to the labor market.

**Recommendations:** In the further development of the study programme, the staff should pay attention to research, as an essential element of the Faculty mission.

### ***2. Are the programme's quality, range and academic aims appropriate to the academic degree?***

**Yes.** The Programme overview provides enough information to appreciate that the programme is appropriate as quality, range and aims for an academic degree.

### ***3. Is the programme based on an overarching didactic concept that has been adequately communicated to and adopted by the teaching staff?***

**The criteria does not apply**, as far as the programme did not start yet. However, the information from of the staff's available CVs offers arguments for a positive answer to this question. <sup>[1]</sup><sub>SEP</sub>

### ***4. Does the academic degree correspond to international standards?***

Definitely **yes**. The courses were carefully selected.

### ***5. Does the structure of the programme give sufficient opportunity for independent study, reflection and analysis? (E.g. what is the proportion of independent study time compared to online/distance teaching and classroom units?)***

**Yes, to be re-assed later.** This criteria need to be re-assessed (possible with the students also) when the programme will be running.

### ***6. Is the allocation of ECTS appropriate and justified?***

**Yes.** The allocation of ECTS is appropriate, and justified for the modules chosen.

### ***7. Is the workload required for the academic programme manageable for students?***

**Yes, to be re-assessed later.** However, this criteria need to be re-assessed together with the students when the programme will be running.

**8. Are the teaching methods and content of teaching units sufficient for the successful achievement of the programme's goals and outcomes (competences and qualifications, knowledge and skills)?**

**Yes.** The contents of the teaching units are appropriate for the programme goals. A small change would be needed in the name of the discipline Design methodology and energy efficiency legislation (named also Research Methods and national energy efficiency), for example Adapting design methods to Energy efficiency legal requirements.

**9. Is the overlap of academic content between the various parts of the curriculum comprehensible and transparent?**

**Yes.** The academic content is clear and does not overlap.

**Recommendations.** As a means to increase the quality of teaching, the expert proposes that once a year the respective teachers should discuss the content of similar, or interlinked, lectures in small groups.

**10. How do the admission criteria and admission procedures measure-up to international standards?**

**Yes, above-standards.** The admission procedures are on international standards. The admission based on exam is rather an above-standards practice that guarantee high level of motivation from the candidates. Students who want to enrol Master Professional in Energy Efficiency should have finished Bachelor level in the field of Architecture and Urban Planning, or Construction Engineering, or Electrical Engineering, or Mechanical Engineering.

**11. Is the ratio of academic/artistic staff to students appropriate?**

**Probably yes.** The ration is appropriate for the number of students proposed now, e.g. 20 students. The case-study based work needs carefully supervising by teachers (assistants) who should be fully available for students needs and questions.

### 5.3. STAFF

**1. Does the institution have an adequate proportion of permanent staff and appropriate proportions of permanent and external staff?**

**Yes.**

**Recommendation:** The managerial team should envisage the strengthening of computer-teaching (and computer-maintenance) capacities by additional recruitment. Only enough and well trained staff will make possible that the teaching modules can use computers for applications and practical training.

**2. Does the academic staff 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?**

**Rather yes.** We have dispose of CVs for the staff. Their publication record shows good academic and didactic level.

**Recommendation:** once the programme launched, the staff should direct their effort to publish in the field of the programme. Their publication records will further prove the capacities to do research in the field of the programme.

## 5.4. RESEARCH AND INTERNATIONAL CO-OPERATION

**1. Is the teaching staff involved in research activities inside or outside the institution, and do these research activities feed back into teaching/course contents?**

This criteria is at least partly fulfilled thanks to TEMPUS project.

**2. Is the extent and the quality of international cooperation in research and teaching adequate? Are students involved in research and cooperation projects?**

This criteria is at least partly fulfilled thanks to TEMPUS project.

## 5.5. FINANCES AND INFRASTRUCTURE/SPACE AND EQUIPMENT

**1. Does the institution have an adequate budget plan?**

This criteria **does not apply yet** for this programme.

**2. Does the institution have adequate buildings and specialized infrastructure for the requirements of the programme?**

**Yes, improvement possible.** Renovating at least a part of the current buildings is a basic requirement for efficient classroom activities. Locating the courses as far as possible in the Architecture buildings is suggested.

**Recommendation.** The specialised infrastructure for this programme requires:

- At minimum 10 computers for class-room activities and for library-based individual or group work;
- High quality web access services;
- Good maintenance services for computers and web access;
- Sufficient books in the library.

## 5.6. QUALITY MANAGEMENT

**1. Are the institution's programmes assessed regularly within the context of internal evaluation processes?**

This criteria **does not apply yet**. However, the forms and questionnaires provided in the self-evaluation report show that there are implemented the basic procedures for quality management.

**Recommendation.** The number of staff' scientific publications and their value in terms of international visibility should be yearly monitored and the progress made should be stressed put in the next evaluation report. The future evaluation report should provide also some numbers and values for the indicators recorded with the help of the Questionnaires.

## 5.7. CONCLUSION & RECOMMENDATIONS

Taking into account the self-assessment report and the facts recorded during the field visit at the Faculty facilities, we propose to KAA **to accredit the study programme of Professional Master in Energy Efficiency**, keeping in mind that the teaching experience of the existing staff and the good opportunities for the labour market are two promising factors for the success of the programme.

## 6. GEODESY (BACHELOR LEVEL; REACCREDITATION)

### 6.1. ACADEMIC PROGRAMMES AND STUDENT MANAGEMENT

The bachelor programme Geodesy complies with the mission of the Faculty of Civil Engineering and Architecture. There is the need of experts in Geodesy because many maps and documents were destroyed during the war. The range of the programme is appropriate to a bachelor degree. The workload required for the academic programme is manageable for students. Allocation of ECTS is appropriate. The admission criteria and procedure are standard. The ratio between the number of students and the number of teachers is very high but still acceptable.

### 6.2. STAFF

Some teachers of Geodesy are in touch with some western universities and they are on a European standard. These teachers have a potential to significantly improve the quality of the whole Faculty and the experts await standard results (papers in international journals or conference contributions indexed in databases). Other teachers are in touch with neighbouring countries only. All teachers should develop an effort to start collaboration with countries in central and western Europe. The teachers pay nearly all expenses connected with their attendance on international conferences which is admirable and a suitable amount of money should be allocated by the Faculty (University or Government) for these expenses. The interviews during the site visit reveal that nearly all teachers own study materials and they provide their lecture notes to students in hard copy or electronic form. It is not clear why these notes could not be slightly improved and published as textbooks. The vast majority of teachers published several papers in local journals and many contributions to mainly local conferences but papers into international journals and indexed international conferences are missing. Interview with students reveals satisfactory level of didactic skills.

### 6.3. RESEARCH AND INTERNATIONAL COOPERATION

The team dealing with Geodesy is in touch with several western universities and the members of the team have access to the state of the art equipment in their branch. Foreign experts will teach some courses and this will improve the quality. Bachelor students cannot do research.

### 6.4. FINANCES AND INFRASTRUCTURE/SPACE AND EQUIPMENT

There are two new laboratories of Geodesy equipped at European standard. The equipment was obtained within the TEMPUS project and it is a very good example of possible improvement for other departments and branches.

### 6.5. QUALITY MANAGEMENT

Quality management is assured by internal evaluation processes based on a questionnaire, which is filled in by students. The questionnaires are evaluated by externally and students approved the influence of the evaluation on teachers and their overall learning experience.

### 6.6. CONCLUSION & RECOMMENDATIONS

**The bachelor study Geodesy is recommended for accreditation.**

There are teachers with international contacts and some of them are incorporated in international projects. Some courses will be taught by foreign experts. There is a possibility to improve quality of the Faculty of Civil Engineering and Architecture.

## **7. GEODESY (MASTER LEVEL; ACCREDITATION)**

### **7.1. ACADEMIC PROGRAMMES AND STUDENT MANAGEMENT**

The master programme Geodesy continues from the Bachelor programme and it complies with the mission of the Faculty of Civil Engineering and Architecture. The programme is well prepared and teachers with reasonable international experience are available. The workload required for the academic programme is manageable for students. Allocation of ECTS is appropriate. The admission criteria and procedure are standard. The ratio between the number of students and the number of teachers is suitable.

### **7.2. STAFF**

There are several people at the department of Geodesy with international contacts and some of them are involved in international project. These are on a European standard. These teachers have a potential to significantly improve the quality of the whole Faculty and the experts await standard results (papers in international journals or conference contributions indexed in databases). Other teachers are in touch with neighbouring countries only. All teachers should develop an effort to start collaboration with countries in central and western Europe. Foreign experts are expected to take part in teaching process. The teachers pay nearly all expenses connected with their attendance on international conferences which is admirable and a suitable amount of money should be allocated by the Faculty (University or Government) for these expenses. The interviews during the site visit reveal that nearly all teachers own study materials and they provide their lecture notes to students in hard copy or electronic form. It is not clear why these notes could not be slightly improved and published as textbooks. The vast majority of teachers published several papers in local journals and many contributions to mainly local conferences but papers into international journals and indexed international conferences are missing. Interview with students reveals satisfactory level of didactic skills.

### **7.3. RESEARCH AND INTERNATIONAL COOPERATION**

Teachers of Geodesy are in touch with several European universities, namely with the University in Karlsruhe. Some of them take part in international projects. Their activity has resulted in two new laboratories, which are well equipped.

The quality of research should be improved because the teachers of Geodesy have only contributions to journals without impact factor and mainly to local conferences. In future, they have to publish their results in international journals with impact factor indexed in databases like Thomson Reuters (WoS) or Scopus (managed by Elsevier).

### **7.4. FINANCES AND INFRASTRUCTURE/SPACE AND EQUIPMENT**

There are two renewed rooms in the laboratory dedicated to geodesy with 20 seats. The rooms are equipped at a standard level but they are located in a building, which does not meet European standards.

The Department of Geodesy/The Faculty takes a part in the TEMPUS project and new equipment has been obtained. There are 20 new computers and approximately 10 theodolites and 10 levelling machines. From the TEMPUS project, there is also a new A0 scanner and other equipment was bought. The equipment obtained is adequate for master study programme of geodesy because the planned number of students is 20. The equipment satisfies European standards.

## 7.5. QUALITY MANAGEMENT

Quality management will be assured by internal evaluation process based on a questionnaire, which is filled in by students. The same system is used now in other branches of study. The management promised to change the internal evaluation process to an electronic form.

## 7.6. CONCLUSION & RECOMMENDATIONS

**The master study Geodesy is recommended for accreditation.**

It smoothly extends the bachelor study. There are teachers with international contacts and some of them are incorporated in international projects. Some courses are to be taught by foreign experts. There is a possibility to improve quality of the Faculty of Civil Engineering and Architecture.

# 8. HYDROTECHNICS (BACHELOR LEVEL; REACCREDITATION)

## 8.1. ACADEMIC PROGRAMMES AND STUDENT MANAGEMENT

The study programme of Hydrotechnics is in accordance with the mission of the Faculty of Civil Engineering and Architecture. The range of the programme is appropriate to the bachelor degree and it is comparable with European standards. The workload required for the academic programme is manageable for students. Allocation of ECTS is appropriate. The admission criteria and procedure are standard. The ratio between the number of students and the number of teachers is very high but still acceptable.

## 8.2. STAFF

The number of academic staff is lower than European standards but it is still enough for successful operation. The teachers are in touch with neighbouring countries only. All teachers should develop an effort to start collaboration with countries in central and western Europe. The teachers pay nearly all expenses connected with their attendance on international conferences which is admirable and a suitable amount of money should be allocated by the Faculty (University or Government) for these expenses. The interviews during the site visit reveal that nearly all teachers own study materials and they provide their lecture notes to students in hard copy or electronic form. It is not clear why these notes could not be slightly improved and published as textbooks. The vast majority of teachers published several papers in local journals and many contributions to mainly local conferences but papers into international journals and indexed international conferences are missing. The academic staff have to improve their research activity which should be visible in standard results, i.e. they have to submit papers to reviewed international journals, ideally to the journals indexed in international databases (WoS, Scopus, etc.). Interview with students reveals satisfactory level of didactic skills.

## 8.3. RESEARCH AND INTERNATIONAL COOPERATION

In Bachelor study, students could be hardly involved in research and therefore it is not an issue. There is an international cooperation with neighbouring countries but no cooperation with central and Western Europe. It is strongly recommended to do research within the Faculty and do not use a part-time job. Collaboration with other institutions could be organized in a framework of research projects.

## 8.4. FINANCES AND INFRASTRUCTURE/SPACE AND EQUIPMENT

Equipment of the hydrotechnics laboratory does not meet European standards but basic experiments could be done there. Teachers claim that additional equipment was ordered. For the Bachelor study

programmes it is sufficient. With respect to the long-term perspective of the Faculty, more money has to be invested to the laboratory equipment and also to academic staff salaries.

## 8.5. QUALITY MANAGEMENT

Quality management is assured by internal evaluation processes based on a questionnaire, which is filled in by students. The questionnaires are evaluated by externally and students approved the influence of the evaluation on teachers and their overall learning experience.

## 8.6. CONCLUSION & RECOMMENDATIONS

**The Bachelor study Hydrotechnics is recommended for accreditation.**

For future, the academic staff have to improve its research and it has to increase the number of standard results, such as papers in international journals.

## 9. STAFF MATTERS

It is noted that teaching methods change periodically, but at a progressive pace. Actual didactic teaching methods are a student's demand as well a demand from the experts. We will therefore recommend that the staff, especially the fulltime staff, should learn new possibilities in didactic teaching. The experts were very astonished that some teachers at the meeting with academic staff have the opinion that they don't need it. This is deemed as arrogant and does not fit to the student's opinion.

**It is recommended to improve didactic teaching methods and increase participation of staff attending teaching training.**

The University of Pristina does not support the teachers in their qualification growth. The teachers claim that they have to pay all expenses connected with their doctorate studies by themselves. They are also not supported to take part in international conferences, which results in difficulties to be familiar with the state of the art equipment, research and methods in the particular branches/areas.

Repeatedly, the experts are not happy with the structure of academic staff. The notation professor, professor associate, professor assistant, lecturer, assistant is used instead of the internationally recognized professor (full), associate professor and assistant professor. Professor and associate professor positions should have doctorate (PhD) degrees. Assistant professor could be a person without PhD. but he/she needs to be a PhD student.

It is recommended that the Faculty (the Dean in cooperation with university board) have to solve first the personal problem of motivation and engagement at UP. That recommendation fits to the recommendations on the topic staff above.

The ratio between the number of students and the number of teachers is very high.

One of the important measures of quality of a university is the number of publications in international journals with impact factor indexed in generally accepted databases (WoS, Scopus, etc.). The experts suggests including submitted, rejected and accepted papers to such journals into the next self-evaluation report. It is not clear whether the academic staff at least try to submit a paper into these journals. The team of experts understand the difficulties with publishing in such journals but it is necessary for future improvement of the quality of the UP. The experts emphasize that publication in most of international journals with impact factor is free of charge.

Experts suggest to invest a reasonable amount of money to the infrastructure of UP. This appeal is directed to the representatives of the Republic of Kosovo rather than to the management of UP. A reconstruction of the building of UP is needed in order to meet at least partly European standards.

The situation with textbooks and books for students is not clear. There are nearly no textbooks for students. The interviews during the site visit reveal that nearly all teachers provide their lecture notes to students in hard copy or electronic form. It is not clear why these notes could not be slightly improved and published as textbooks.

Repeatedly, the quality of the library is criticised heavily. The UP should prescribe electronic access to at least a few international journals in order to enable students and academic staff to be in touch with the state of the art research in their branch.

In the self-evaluation reports, the section 3 (Staff) is organized in a strange way. There are tables containing teachers but the expert did not understand the system used there. It is not ordered alphabetically as well as with respect to departments. In the next report, it is strongly suggested to collect teachers with respect to their departments and within the department, alphabetical ordering has to be used.

In the section VII Research and International Cooperation, subsection 2, the list of academic publications and students in the last three years in international and national journals, the table has to be split into two parts. First part will contain only papers indexed in accepted international databases (WoS, Scopus, etc.) and second part will contain other journal contributions. Also, the experts suggest to list submitted and rejected papers to the international journals section. The Team of experts on the next visit should be able to check the activity of the academic staff. The experts understand the difficulties with publication in reviewed international journals but the academic staff have to start to submit papers into such journals. Any number of conference contributions cannot counterweight a single indexed journal paper.

## **10. STUDENT MATTERS**

During the meeting with students a number of topics were covered. It is worthwhile to note that the students that attended were from all fields of study within FCEA. Specifically students were asked to comment on aspects that they most liked about their studies, and aspects that they desired to be improved. This section will be split into positive aspects and aspects for improvement that were noted in the self-evaluation report, the site visit and specifically the meeting with students.

### **10.1. POSITIVE ASPECTS**

Very delighted information comes from the interview with the students that the university graduates from UP are recognized by a society better than students graduated from private universities. It is a good basis for the future growth of the UP.

Several students noted the collegiality with staff of the Faculty, particularly in Architecture. One student was even quoted as saying that there is a “family relationship with teachers”. This highlights levels of partnership, which enhances the overall student experience, and the experts feel that this should continue to improve in all branches of the faculty.

Another positive aspect was the opportunity to be involved in practical work, rather than focusing predominantly on examinations and paper-based assessments. As mentioned in previous sections of this report, students should have access to practical elements of their courses, with use in laboratories and use of equipment that is relevant to their field as this will help improve employability and overall satisfaction of students.



Several students appreciated the internationalization aspects of their courses, with the opportunity to study abroad and be taught by foreign experts. The experts of this report hope that this continues to grow for the benefit of students, staff and the overall Faculty.

Students are aware of the Student Council, and it seems as if the student organisation is active in improving the quality of the faculty by creating and disseminating questionnaires.

Closing the feedback loop is apparent as students are aware of when improvements are made based on their feedback.

**It is recommended that the Faculty continue to nurture aspects that students like.**

## 10.2. ASPECTS FOR IMPROVEMENT

While there were several students that mentioned internationalization as a positive to their learning experience, the majority of students expressed that they desire an increase in international collaborations, either through exchanges, foreign teachers or the provision of being taught in foreign languages. There is currently no modules related to the field of study taught in English or German. Students see this as a disadvantage and would appreciate having more elective classes in their field of study in foreign languages.

**It is recommended that several modules across FCEA should be taught in a foreign language. One possibility could be to invite foreign teachers to provide this.**

In association with the above recommendation, it was noted that there is a lack of literature in Albanian. As mentioned previously, staff could have the opportunity to create teaching materials into textbooks to improve this situation.

**It is recommended that staff create textbooks from teaching materials to improve the number of resources available to students.**

Another element that was mentioned as a positive was the opportunity for practice in the laboratories or use of equipment. However, many students emphasised that this needs to be improved, and this has been expressed by the experts in the report for greater practicality in the programmes. Some students mentioned that they have semesters that are fully theoretical. This is deemed as not sufficient to an Engineering Faculty.

**It is recommended that all students should have some element of practice per semester.**

Approximately one fourth of students expressed the interest to study a PhD. programme. This fact has to motivate academic staff and mainly the management of the faculty to improve the research. A PhD. programme could be recommended for accreditation only if an appropriate team of teachers will be available. Only full professors or associate professors (all of them must have the PhD. degree) can teach in such programme. They also must have at least 2 or 3 publications in internationally recognized databases like WoS or Scopus.

**It is recommended that the Faculty begin to consider and prepare for accreditation of PhD programmes in order to accommodate demand from students.**

It was noted on several occasions during the Expert visit that staff have limited time to support students due to other commitments. As already expressed, students have a desire for greater support and more opportunity for practical work. Several students mentioned that they wished for support in using appropriate software. One recommendation to help alleviate these issues is to create the role of Teaching Assistants that would be filled by senior students. For example third year Bachelor students could help support first year Bachelor students on simple techniques or methods, or Master students could help

support Bachelor students. This would improve the request for more support, whilst also helping spare time to staff to focus on the more complex issues. The teaching assistants would also benefit from improving their employability skills, therefore it is an overall beneficial initiative that the Faculty should employ. It should also be emphasised that students that take up this role as a mentor or teaching assistant must receive adequate training and have sufficient levels of support from the Faculty.

**It is recommended that the Faculty develop a Teaching Assistant programme and hire students to support more junior classmates in basic teaching methods.**

## 11. FINAL RECOMMENDATIONS

This section will provide a quick summary of the recommendations for the accreditation and re-accreditation of the programmes evaluated in this report.

### 11.1. ARCHITECTURE (MASTER LEVEL; REACCREDITATION):

**The experts recommend to re-accredit the programme for the next three years (Section 2.8, p. 7).**

### 11.2. CIVIL ENGINEERING, CONSTRUCTION (BACHELOR LEVEL; ACCREDITATION):

**The experts recommend to re-accredit the programme for the next three years with the following obligations (Section 3.6, p. 8):**

- It is urgently necessary to do the next re-accreditation procedure in Bachelor level and Master level **together**. The Master programme got a re-accreditation in the year 2014. So the next re-accreditation procedure should be in 2018.
- Install Internationalization in the curriculum, teaching and research.
- Provide proof of engagement for achieving international research programmes, like Tempus programmes.
- Show success in modern teaching, didactical methods of teaching and learning.

### 11.3. ENVIRONMENTAL ENGINEERING (BACHELOR LEVEL; ACCREDITATION):

**The experts recommend to accredit the programme for the next three years (Section 4.7, p. 14)**

### 11.4. ENERGY EFFICIENCY (MASTER LEVEL; ACCREDITATION):

**The experts recommend to accredit the programme for the next three years (Section 5.7, p. 19)**

### 11.5. GEODESY (BACHELOR LEVEL; REACCREDITATION):

**The experts recommend to reaccredit the programme for the next three years (Section 6.6, p.20)**

### 11.6. GEODESY (MASTER LEVEL; ACCREDITATION):

**The experts recommend to accredit the programme for the next three years (Section 7.6, p.22)**

### 11.7. HYDROTECHNICS (BACHELOR LEVEL; REACCREDITATION)

**The experts recommend to reaccredit the programme for the next three years (Section 8.6, p.23)**

## **12. ANNEX**

### **12.1. RECOMMENDATION FOR KAA ORGANISATION:**

It is necessary that the expert team is doing the whole procedure together; dividing into single experts for some programmes is not acceptable and not good for the procedure.

It is also necessary that in the case of programme evaluation not more than four, maximum five programmes be on the same schedule for one day.

Institutional and programme evaluations here in Kosovo needs two days, one day is to short. That is necessary because of the national problems with infrastructure (buildings, libraries, laboratories etc.) and teaching staff and their engagement on private colleges. It is necessary especially at the Faculty of “CE and Arch”, because they are located at different spaces, that an accreditation or re-accreditation procedure needs two days.