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***UNIVERSITY OF PRISHTINA “HASAN PRISHTINA”  
HYDROTECHNICS BSc***

***REACCREDITATION***

**REPORT OF THE EXPERT TEAM**

*3. May 2021*



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## 1. INTRODUCTION

### 1.1. Context

**Date of online evaluation:** 30<sup>th</sup> of March 2021

**Expert Team (ET):**

- Prof. Dr. Gábor Dombay
- Marija Vasilevska bachelor student

**Coordinators from Kosovo Accreditation Agency (KAA):**

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

**Sources of information for the Report:**

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

**Criteria used for program evaluation:**

- KAA Accreditation Manual 2018



## 1.2. Online meeting schedule

30<sup>th</sup> March 2021

<u>Meeting no</u>	<u>time</u>	<u>Meeting</u>	<u>Meeting Participants</u>
<u>1</u>	09.00 – 09.40	Meeting with the management of the institution	<u>Prof.ass.Dr.Florim Grajçevci, Dean</u> <u>Prof.ass.Dr.Ymer Kuka, Vice Dean</u> <u>Ms. Valdete Shala, FCE Secretary</u>
<u>2</u>	09.45 – 10.45	Meeting with the heads of the study programme BSc	<u>Prof.ass.Dr.Esat Gashi</u> <u>Prof.asoc.Dr.Naim Hasani (*)</u> <u>Prof.ass.Dr.Hajdar Sadiku</u>
<u>3</u>	10.50 – 11.50	Meeting with the heads of the study programme MSc	<u>Prof.asoc.Dr.Laura Kusari</u> <u>Prof.ass.Dr.Ragip Hadri(*)</u> <u>Dr.Sc Zijadin Guri</u>
<u>4</u>	11.55 – 12.35	Meeting with quality assurance representatives and administrative staff	<b><u>Quality insurance</u></b> <u>Besnik Loxha</u> <u>MSc Enes Krasniqi</u> <u>DrSc Milot Muhaxheri</u> <b><u>Administrative staff:</u></b> <u>Valon Kurtaj</u> <u>Agon Begiri</u> <u>Meriton Shabani</u> <u>Mevlude Rrmoku</u>
	12.35 – 13.30	<b><u>Lunch Break</u></b>	
<u>4</u>	13.30 – 14.20	Meeting with teaching staff	<u>Prof.Dr. Naser Kabashi</u> <u>Prof.Dr. Abdullah Zejnullahu</u> <u>Prof.asoc.Dr. Figene Ahmedi</u> <u>Prof.ass.Dr. Lavdim Osmani</u> <u>MSc Arban Berisha</u> <u>MSc Hana Shehu</u>
<u>5</u>	14.25 – 15.05	Meeting with students	<u>1 Yllka Binaku</u> <u>2 Qëndresa Bajraktari</u> <u>3 Marijana Pera</u>



			<u>4 Leutrim Ramadanaj</u> <u>5 Blerim Sllamniku</u> <u>6 Njomëza Selmani</u>
<u>6</u>	15.10 – 15.50	Meeting with graduates	<u>1 Venera Hajdari</u> <u>2 Krenar Xhaferi</u> <u>3 Valmir Daqaj</u> <u>4 Bledar Hajdari</u> <u>5 Ermira Krasniqi</u> <u>6 Linda Berisha</u> <u>7 Armend Avdiu</u>
<u>7</u>	15.55 – 16.35	Meeting with employers of graduates	<u>1 Hidroterm (Naser Berisha)</u> <u>2 Hidroing (Eta Morina)</u> <u>3 ALFA-I (Halit Jahaj)</u> <u>4 KRU Prishtina – Sokol Xhafa</u> <u>5 Alba Arkitekt (Afrim Demiri)</u> <u>6 Ministry of economic development and Environmental</u> <u>7 Musa Islami</u>
<u>8</u>	16.40 – 16.50	Internal meeting of KAA staff and experts	
<u>9</u>	16.50 – 17.00	Closing meeting with the management of the faculty and program	<u>Prof.ass.Dr.Florim Grajçevci, Dean</u> <u>Prof.ass.Dr.Hajdar Sadiku, Vice Dean</u> <u>Prof.ass.Dr.Ymer Kuka, Vice Dean</u> <u>Ms. Valdete Shala, FCE Secretary</u>



Nr.	Study programs	Experts	Responsible persons of study programs		
1	Hydrotechnics /BSc (Reaccreditation)	Prof. Dr. Gabor Dombay Marija Vasilevska	Esat Gashi	<b>Naim Hasani</b>	Hajdar Sadiku
2	Hydrotechnics /MSc (Reaccreditation)	Prof. Dr. Gabor Dombay Marija Vasilevska	Laura Kusari	<b>Ragip Hadri</b>	Zijadin Guri

Notice (\*: For the Meetings no: 2 and 3 (with the heads of the study programmes) The participants prof. asoc.Dr. Naim Hasani and Prof.ass.Dr. Ragip Hadri are infected with Corona 19, Virus. For this reason, they cannot be a part of meeting.



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

The **Faculty of Civil Engineering (FCE)** as an academic unit of the **University of Prishtina**, the largest public institution of higher education in Kosovo since 1971/72. The main role of a modern academic unit for democratic society, is to provide professional education and upgrades by following contemporary scientific developments in the relevant field of studies.

The mission of FCE is based on the mission of the University of Prishtina for the development of academic activities, research, scientific work and to create professional staff of higher education for the labor market for the fields of civil engineering in accordance with strategic and developmental interests in country level.

Teaching and research are the main activity of this academic unit. The activity of an academic unit is characterized by the interaction between the teaching activity and the scientific-research activity. This is due to the fact that, in order to achieve the desired results in studies, teaching must be inseparable from scientific research.

Within the ongoing activities developed at the FCE, the main focus is on below listed orientations and achievements:

- teaching - learning, which at the same time represent one of two main activities,
- continuous scientific research in the service of society and the country in general,
- professionals compatible with market requirements,
- development of activities required according to the market demands,
- providing services and expertise to third parties,
- research on patent development by academic staff.

The Faculty of Civil Engineering organizes study programs at BSc and MSc levels, while currently no Doctoral programs are available. FCE Study Programs are classified at Departments and Levels as in the following:

- Construction (BSc), and (MSc)
- **Hydrotechnics (BSc)** and (MSc)
- Geodesy (BSc), (MSc), and
- Environmental Engineering (BSc)



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The study programs Constructive, Hydrotechnics, Geodesy and Environmental Engineering, generally consist of the group of general subjects, subjects of professional formative character, integrative, professional, complementary subjects and the work of the Master's degree thesis which is based in the application of acquired knowledge and in preliminary research.

The Hydrotechnics BSc study programme is summarized in the following tables of the **SER**:

<b>Name of institution</b>	University of Prishtina "Hasan Prishtina"
<b>Faculty / Department</b>	Faculty of Civil Engineering
<b>Main Campus and / or Branch:</b>	The main campus
<b>If applying for a branch please specify the Branch:</b>	
<b>Name of study program:</b>	Hydrotechnics
<b>Person Responsible for the study program</b>	Prof.Ass.Dr. Esat Gashi
<b>Accreditation / Reaccreditation</b>	reaccreditation
<b>Qualification level according to NQF:</b>	Level VI
<b>Academic degree or the name of the academic degree in the diploma:</b>	BSc of Civil Engineering Hydrotechnics Study Program
<b>ECTS:</b>	180
<b>Study program profile:</b>	Hydrotechnics
<b>Field of study according to Erasmus Subject Area Codes (ESAC):</b>	06.04 (Civil Engineering)
<b>Form of Studies:</b>	Regular studies
<b>Minimum Duration of Studies</b>	3 years
<b>Number of places for study:</b>	120
<b>Indicate permanent scientific staff for the Study Program (At least 3 PhD)</b>	1. Prof. Naser Kabashi 2. Prof. Abdullah Zejnullahu 3. Prof.Asoc.Dr. Laura Kusari 4. Prof.asoc.Dr. Figene Ahmedi 5. Prof.asoc.Dr. Naim Hasani 6. Prof.Ass.Dr. Esat Gashi





Field of discipline	Formative activity	ECTS		
		ECTS	total	%
General formation	Introduction to Civil Engineering	3	27	15
	Mathematics I	9		
	Mathematics II	9		
	Physics	6		
Characteristic, Professional	Mathematics II	6	114	63.33
	Mechanics I	6		
	Construction materials	6		
	Urban water management	6		
	Measurement technique in geodesy	3		
	Probability and Statistics	3		
	Material Resistance I	6		
	Fluid Mechanics	6		
	Water supply	6		
	Urban water sewerage	6		
	Soil Mechanics	6		
	Theory of Structures	6		
	Hydraulic Structures	6		
	Hydrology	6		
	Hydraulics I	6		
	Utilization of water power	3		
	River engineering	6		
	Concrete constructions	6		
	Earthworks and mechanization	3		
	Hydraulics II	6		
	Field wastewater treatment systems	6		
Irrigation systems	3			
Construction Organization and Technology	3			
Integrated	English language	3	15	8.33
	Basics of Informatics A-CAD	6		
	Descriptive Geometry I	6		
	Environmental protection	3	Max up to 12 ECTS [6]	
	Practical work	3		
By choice	Concrete technology	6	Max up to 12 ECTS [24]	
	Road design	6		
	Water resources and the environment	6		



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	Geotechnical Engineering	3		
	Construction Physics	3		
Additional	Construction Regulations	3	Max up to 12 ECTS [18]	
	Strength of materials II	6		
	Steel constructions	3		
	Mechanics II	6		
Diploma	Practical work	3	12	6.66
	Diploma Thesis	9		

The main goal of the Bachelor of Hydrotechnics program is to enable students to:

- To gain extensive knowledge in the technical field from natural sciences and engineering.
- To integrate the acquired engineering knowledge and skills to identify problems and challenges in the field of Hydrotechnics.
- To create practical strategies based on science that will be applied in the field of Hydrotechnics.
- Work in teams of Hydrotechnics professionals capable of collaborating, creating and delivering innovative solutions to the challenges of complex water resources management.



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## 2. PROGRAM EVALUATION

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

### 2.1. Mission, objectives and administration

In 2018 KAA introduced its new accreditation standards which defines the framework of evaluation. Unfortunately the Self Evaluation Report (SER) follows the structure of the Accreditation Manual only as per the 7 groups of standards, but does not address each and every standard respectively, in a systematic manner. It is not obvious to find all the relevant information in the SER, as it is a rather unstructured amalgamation of information. Other faculties of UP (e.g. FME) provide well structured reports for the reaccreditation process, which means that the information about the necessary SER structure exists within UP. This structure should be applied in every faculty to facilitate the evaluation process.

The mission statements are clearly defined in compliance with the overall mission statement of University of Prishtina although there is no research strategy, no clearly defined research concept for the study programme.

As the ET was informed during the meetings professional advice and consultation was taken into account in the creation of the curricula of the programs. Didactic and research concepts are defined. Formal policies, guidelines and regulations are set, although as the concerning documents are in Albanian, the ET cannot examine its content.

Key Performance Indicators are defined and used in the performance evaluation of the programme.



## Compliance calculation

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

**Compliance level:** 83 % - Substantially compliant

### ET recommendations:

1. *The research aspects of the programme mission should be presented in more clear and detailed way.*
2. *A detailed strategic research development plan should be prepared for the FCE Hydrotechnics programme.*



## 2.2. Quality management

Based on the SER, and also on the discussions with the quality management representatives, quality management is established and functioning within FCE. As the ET already had taken part in evaluations at other faculties of UP, there are a number of areas which are different at this particular faculty and study programme:

1. As it was already outlined in 2.1. of this report, the structure and elaborateness of the SER does not comply with the KAA standards, it is difficult to use for evaluation. Quality assurance should be applied in SER preparations as well, using the already existing report writing knowledge of other faculties of UP. (E.g. FME prepared well structured SERs, including practically all the relevant information for the evaluation, on 160-170 pages. In comparison, this particular SER of the Hydrotechnics BSc programme is 48 page long only.)
2. There are many SWOT analyses included in the SER, complying with the requirements of KAA. Unfortunately many SWOT analyses in the SER identified no weaknesses at all in the examined areas, which is not realistic and not acceptable. These kind of SWOT analyses could support not only the reaccreditation process, but the strategic planning of the faculty, so they should be seriously taken and not only as an administrative burden. This results in non-compliance of standard 2.2.
3. The ET asked for some additional materials after the online evaluation, such as a summary table of teaching staff. Unfortunately the faculty did not provide this information for the BSc programme. Requests of ET should be taken seriously with more attention in the future.

The basis of the QA is the electronic SEMS system, which can make surveys, evaluation and feedback processes fairly effective, and enables the integration of the actual academic data of the study programs in these processes. Student participation is ensured also by the SEMS system. The survey reports are not public though, which does not comply with KAA requirements (Standard 2.6.).



### Compliance calculation

<i>Standard</i>	<b>Compliance</b>	
	<b>Yes</b>	<b>No</b>
<i>Standard 2.1.</i> All staff participate in self-evaluations and cooperate with reporting and improvement processes in their sphere of activity.	X	
<i>Standard 2.2.</i> Evaluation processes and planning for improvement are integrated into normal planning processes.		X
<i>Standard 2.3.</i> Quality assurance processes deal with all aspects of program planning and delivery, including services and resources provided by other parts of the institution.	X	
<i>Standard 2.4.</i> Quality evaluations provide an overview of quality issues for the overall program as well as of different components within it; the evaluations consider inputs, processes and outputs, with particular attention given to learning outcomes for students	X	
<i>Standard 2.5.</i> Quality assurance processes ensure both that required standards are met and that there is continuing improvement in performance.	X	
<i>Standard 2.6.</i> Survey data is being collected from students, graduates and employers; the results of these evaluations are made publicly available.		X
<i>Standard 2.7.</i> Results of the internal quality assurance system are taken into account for further development of the study program. This includes evaluation results, investigation of the student workload, academic success and employment of graduates.	X	
<i>Standard 2.8.</i> The institution ensures that reports on the overall quality of the program are prepared periodically (eg. every three years) for consideration within the institution indicating its strengths and weaknesses.	X	
<i>Standard 2.9.</i> The quality assurance arrangements for the program are themselves regularly evaluated and improved.	X	

**Compliance level:** 78% - Substantially compliant

### ET recommendations:

- SER should be prepared more detailed, addressing every single standard of KAA Accreditation Manual.*
- SWOT analyses should be prepared more thoroughly, and be integrated in the strategic planning of FCE.*
- ET requests of additional materials should be treated more attentively.*
- Quality evaluations should be made publicly available. A bilingual website for quality management can be a mean for this.*



### 2.3. Academic staff

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

The SER contains no summary table of the teaching staff, clearly indicating full time, part time and external occupations. As it was already mentioned in the previous chapter, the ET asked for this information, but it has not been provided. Based on the unverified statement of SER, the academic staff of the Hydrotechnics BSc programme is “60% regular staff while 40% engaged staff”. Based on this presumption the 50% criteria for full time staff of Standard 3.4. is fulfilled.

The ET was informed during the interviews that UP provides trainings of teaching methodology for staff members having QA issues, which is considered beneficial. (Standard 3.6.)

<i>Standard</i>	<b>Compliance</b>	
	<b>Yes</b>	<b>No</b>
<i>Standard 3.1.</i> Candidates for employment are provided with full position descriptions and conditions of employment. To be presented in tabular form data about full time (FT) and part time (PT) academic/ artistic staff, such as: name, qualification, academic title, duration of official (valid) contract, workload for teaching, exams, consulting, administrative activities, research, etc. for the study program under evaluation.		X
<i>Standard 3.2.</i> The teaching staff must comply with the legal requirements concerning the occupation of teaching positions included in the Administrative instruction on Accreditation.	X	
<i>Standard 3.3.</i> Academic staff do not cover, within an academic year, more than two teaching positions (one full-time, one part-time), regardless of the educational institution where they carry out their activity.	X	
<i>Standard 3.4.</i> At least 50% of the academic staff in the study program are full time employees, and account for at least 50% of the classes of the study program.	X	





<i>Standard 3.5.</i> For each student group (defined by the statute of the institution) and for every 60 ECTS credits in the study program, the institution has employed at least one full time staff with PhD title or equivalent title in the case of artistic/applied science institutions.	X	
<i>Standard 3.6.</i> Opportunities are provided for additional professional development of teaching staff, with special assistance given to any who are facing difficulties.	X	
<i>Standard 3.7.</i> The responsibilities of all teaching staff, especially full-time, include the engagement in the academic community, availability for consultations with students and community service.	X	
<i>Standard 3.8.</i> Academic staff evaluation is conducted regularly at least through self-evaluation, students, peer and superiors' evaluations, and occur on a formal basis at least once each year. The results of the evaluation are made publicly available.		X
<i>Standard 3.9.</i> Strategies for quality enhancement include improving the teaching strategies and quality of learning materials.	X	
<i>Standard 3.10.</i> Teachers retired at age limit or for other reasons lose the status of full-time teachers and are considered part-time teachers.	X	

**Compliance level:** 80% - Substantially compliant

**ET recommendations:**

- 1. Academic staff evaluation has to be made publicly available.*
- 2. Detailed tabular representation of the staff including all important and necessary specified by Standard 3.1. is to be included in the SER.*





## 2.4. Educational process content

In the Hydrotechnics BSc programme the ratio of theory and practice related subjects is favourable. The courses cover all major areas of water engineering. As the ET was informed, there were some changes in the curricula, introducing water and wastewater treatment related subjects in the bachelor programme, as a requirement from the professional field. This kind of interaction with the practice and flexibility to integrate subjects according to the needs of Kosovo is very beneficial.

There is one deficiency of the curricula, which is the complete lack of social sciences. Prospective bachelor graduates will work in society, under legal, economic and managerial requirements. They should be prepared for the socio-economic aspects of the engineers' work. This results in non-compliance of standard 4.2.

The cooperation with companies and institutions regarding to student involvement in internships and site visits is good.

### Compliance calculation

<i>Standard</i>	<b>Compliance</b>	
	<b>Yes</b>	<b>No</b>
<i>Standard 4.1.</i> The study program is modelled on qualification objectives. These include subject-related and interdisciplinary aspects as well as the acquisition of disciplinary, methodological and generic skills and competencies. The aspects refer especially to academic or artistic competencies, to the capability of taking up adequate employment, contributing to the civil society and of developing the students' personality.	X	
<i>Standard 4.2.</i> The study program complies with the National Qualifications Framework and the Framework for Qualifications of the European Higher Education Area. The individual components of the program are combined in a way to best achieve the specified qualification objectives and provide for adequate forms of teaching and learning.		X
<i>Standard 4.3.</i> The disciplines within the curriculum are provided in a logical flow and meet the definition and precise determination of the general and specific competencies, as well as the compatibility with the study programs and	X	



curricula delivered in the EHEA. To be listed at least 7 learning outcomes for the study program under evaluation.		
<i>Standard 4.4.</i> The disciplines within the curriculum have analytical syllabuses which comprise at least the following: the discipline's objectives, the basic thematic content, learning outcomes, the distribution of classes, seminars and applicative activities, students' assessment system, the minimal bibliography, etc. The full course description/ syllabuses of each subject/ module should be attached only in electronic form to the self-assessment report for the study program under evaluation.	X	
<i>Standard 4.5.</i> If the language of instruction is other than Albanian, actions are taken to ensure that language skills of both students and academic staff are adequate for instruction in that language when students begin their studies. This may be done through language training prior to the commencement of the program.	X	
<i>Standard 4.6.</i> The student-teacher relationship is a partnership in which each assumes the responsibility of reaching the learning outcomes. Learning outcomes are explained and discussed with students from the perspective of their relevance to the students' development.	X	
<i>Standard 4.7.</i> Teaching strategies are fit for the different types of learning outcomes programs are intended to develop. Strategies of teaching and assessment set out in program and course specifications are followed with flexibility to meet the needs of different groups of students.	X	
<i>Standard 4.8.</i> Student assessment mechanisms are conducted fairly and objectively, are appropriate for the different forms of learning sought and are clearly communicated to students at the beginning of courses.	X	
<i>Standard 4.9.</i> Appropriate, valid and reliable mechanisms are used for verifying standards of student achievement. The standard of work required for different grades is consistent over time, comparable in courses offered within a program, and in comparison with other study programs at highly regarded institutions.	X	
<i>Standard 4.10.</i> Policies and procedures include actions to be taken in to dealing with situations where standards of student achievement are inadequate or KAA inconsistently assessed.	X	
<i>Standard 4.11.</i> If the study program includes practice stages, the intended student learning outcomes are clearly specified and effective processes are followed to ensure that those learning outcomes and the strategies to develop that learning are understood by students. The practice stages are allocated ETCS credits and the work of the students at the practical training organisations is monitored through activity reports; students during practice stages have assigned tutors among the academic staff in the study program.	X	



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<p><i>Standard 4.12. In order to facilitate the practice stages, the higher education institution signs cooperation agreements, contracts or other documents with institutions/organisations/practical training units.</i></p> <p><i>*To be inserted the overview of the program (with all areas to be filled out).</i></p>	X	
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**Compliance level:** 92% - Fully compliant

**ET recommendations:**

1. *Integrate one socio-economic subject per semester into the curricula, according to the practical needs of a prospective engineer.*



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## 2.5. Students

The Faculty of Civil Engineering is led by the objective to put the students in the focus of the studies. The studies are aiming to prepare students to easily adapt to the basic positions in the labor market. In parallel, the Faculty creates good premises for continuing further studies at higher levels, through easily transferable knowledge in related disciplines. Nevertheless, the Faculty takes steps for revising the study program according to the market needs so that the students can easily enter in the labor market when they will graduate.

During the site visit, the experts` team met more master than bachelor students. In general, they are satisfied with the study program. The students shared that it is hard to study during a pandemic. But they are happy that through the online studies, they strengthened their digital skills.

The graduates that the experts` team met shared the site visits to different sides in Albania as important and best parts of their studies. Moreover, they highlighted the importance of making the language courses obligatory and the need for introducing international exchange programs for students.

The opportunities for students` scholarships is reported in the SER. Those opportunities are offered in the framework of scientific cooperation of the particular University with other international universities.

Youth interested to study in the particular study program have to fulfil the prescribed criteria by the University following the regulations by the respective Ministry, as reported in the SER. Eligible candidates for this study program are the ones who have completed secondary education according to MEST for secondary education framework and the candidates from other countries. There is a public call for enrolment of students with all details included, after which the future students who have applied are invited to pass admission exams. The assessment process includes evaluation of the faculty entrance exam, success from the high school, and the Matura exam. The ranking is announced on the website of the faculty as well as in hard copy announcements in the faculty. The number of students that are expected to be



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enrolled is prescribed by the Senate of the University for each study program. For the specific study program that number is 120 students. (Standard 5.1 & 5.2)

In the document Additional information and evidence, for evaluation of study program of BSc and MSc, the table with the number of students shows that in 2019/20, 26 students have been enrolled. This is a significantly lower number of students than the ones enrolled in 2017/18 (57) and a slightly lower number than the ones enrolled in 2018/19. The trend of decreasing of the students` number is a concerning fact. The demographic movements that may cause a decrease in the number of students are pointed out as one of the weaknesses in the SWOT analysis included in the report. The management of the Faculty is aware of this problem and as the experts` team learned they plan to take some actions for addressing this, such as making promotional campaigns in high schools. The experts` team would like to propose urgent actions in this manner by the whole management of the Faculty including the Alumni students as ambassadors for the program.

Neither the SER or the additionally provided documents include information for the dimensions of the study groups. The study program does include theoretical and practical parts, lab works and sometimes presentations and limited teamwork. Having in mind the fact that there are less than 30 students enrolled in the last two academic years it can only be envisioned that the groups are small. But no clear evidence for that is offered. Having in mind the fact that this study program is planned for 120 students, such planning is needed.

Some of the syllabuses do include group work as a tool for studies. One of the weaknesses pointed out in the SWOT analysis is non-adaptation to teamwork and group projects. From the meetings during the site visit the experts` team learned that nowadays there is a demand for increasing teamwork as a skill and because of that the academic staff started to give exercises for group work to the students. (Standard 5.3.)

The feedback to students`performance and results of assessments is not regulated in the Regulation for Bachelor studies. Moreover, there is no information or evidence showing that the provided feedback is accompanied by mechanisms for assistance if needed. (Standard 5.4.)



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The results obtained by the students are certified with the academic record. As reported in the SER, at the end of the studies, the student works on the diploma thesis certifying the achievements of learning and the application of knowledge gained during studies in various fields of Hydrotechnics. After the successful completion of the bachelor level studies in the Hydrotechnical study program, the academic title "Bachelor of Civil Engineering" is obtained in the Hydrotechnical study program. (Standard 5.5)

Records of student completion rates are maintained in the electronic student management system (SEMS) from the beginning until the end of the studies, as confirmed in the Regulation of Bachelor Studies. (Standard 5.7.)

Plagiarism as negative behavior is mentioned in the Code of Ethics. The document Regulation of Bachelor Studies regulates the plagiarism and the originality of the students' work in the section called Guide for the thesis of the bachelor's degree. However, the Faculty does not have an electronic system for ensuring that the students work is original. Such a system will be more efficient, even though some steps for regulating plagiarism are taken. (Standard 5.8.)

As learned from the SER and from the site visit, the students have the liberty to communicate free with the academic staff and the administration officers. During the meeting with the students, they highlighted that they communicate easier with the academic staff on master studies rather than on bachelor studies. Moreover, they are informed of their rights and obligations through the website of the Faculty and from the document Regulation of Bachelor studies. This document specifies that at the beginning of the year the academic staff are obliged to inform the students of the syllabus of the course, including their obligations. (Standard 5.9)

The possibility for students' transfer between higher education institutions, faculties, and study programs is clearly regulated in the Statute of the University (articles 142, 143, and 155) and in the Regulation of Bachelor Studies (articles 14-18). (Standard 5.10.) The same document also provides evidence that the Faculty does have flexible treatment of students in special situations respecting the deadlines and formal requirements in the program and to all examinations in its article 11. (Standard 5.6.)



The syllabuses do include consultation hours with the academic staff. The academic staff shared that due to the pandemic in the last year they were conducting the consultation hours with the students online usually with a group of students. In certain cases, they were doing consultation directly with the students in the labs. No evidence is showing that the Faculty has developed a tutorial system (Standard 5.11)

The Faculty should take steps for introducing more students' services such as tutorial system and system for assistance and feedback for students and more international exchange program. That will also influence more youth to enroll in the study program.

### Compliance calculation

<i>Standard</i>	<b>Compliance</b>	
	<b>Yes</b>	<b>No</b>
<i>Standard 5.1.</i> There is a clear and formally adopted admission procedure at institutional level that the study program respects when organising students' recruitment. Admission requirements are consistently and fairly applied for all students.	X	
<i>Standard 5.2.</i> All students enrolled in the study program possess a high school graduation diploma or other equivalent document of study, according to MEST requirements.	X	
<i>Standard 5.3.</i> The study groups are dimensioned so as to ensure an effective and interactive teaching and learning process.	X	
<i>Standard 5.4.</i> Feedback to students on their performance and results of assessments is given promptly and accompanied by mechanisms for assistance if needed.		X
<i>Standard 5.5.</i> The results obtained by the students throughout the study cycles are certified by the academic record.	X	
<i>Standard 5.6.</i> Flexible treatment of students in special situations is ensured with respect to deadlines and formal requirements in the program and to all examinations.	X	
<i>Standard 5.7.</i> Records of student completion rates are kept for all courses and for the program as a whole and included among quality indicators.	X	
<i>Standard 5.8.</i> Effective procedures are being used to ensure that work submitted by students is original.		X
<i>Standard 5.9.</i> Students' rights and obligations are made publicly available, promoted to all those concerned and enforced equitably; these will include the right to academic appeals.	X	





<i>Standard 5.10.</i> The students' transfer between higher education institutions, faculties and study programs is clearly regulated in formal internal documents.	X	
<i>Standard 5.11.</i> Academic staff is available at sufficient scheduled times for consultation and advice to students. Adequate tutorial assistance is provided to ensure understanding and ability to apply learning.	X	

**Compliance level:** 82% - Substantially compliant

**ET recommendations:**

- 1. Develop a mitigation plan with specific actions for promotion of the study program among the high school students including Alumni and graduates as ambassadors.*
- 2. There is a need for more students' services such as feedback that is provided is accompanied by mechanisms for assistance if needed, tutorial system, and international exchange programs.*
- 3. The Faculty should consider procuring an electronic system for ensuring that the students' work is original.*
- 4. The Faculty should include more teamwork in the syllabuses. Moreover, there is a need for formal regulations in terms of the dimensions of the study groups.*





## 2.6. Research

The SWOT analysis in chapter 4.3.6. of SER certain weaknesses as follows:

- Lack of adequate financial support for research,
- Prolonged and inefficient procedures for providing financial support,
- Lack of laboratories within FCE, for more detailed research in the field of Hydrotechnics,
- Insufficient cooperation with the business sector in the country,
- Insufficient number of development and technological projects.

These findings highlight that research activity is not among the strongest areas of UP's FCE.

The ET has expressed a number of times during previous evaluations at UP, that a clear and specific research strategy has to be created. Although, according to SER, the University has a Research Development Plan, it has clearly not been broken down to faculty level, nor even further to departmental level, with study program specializations. Research activity is still based on individual initiatives, which are although beneficial, are not subsequent and fairly accidental. This shortcoming unfortunately is well reflected by the teaching staff's CVs: there are only a very few publications from the recent years. According to the role of universities in research, scientific and technical development, and also the KAA standard requirements, UP, including its FCE should put a significant effort to bring up its research and publication activity to a higher level.

### Compliance calculation

<i>Standard</i>	<b>Compliance</b>	
	<b>Yes</b>	<b>No</b>
<i>Standard 6.1.</i> The study program has defined scientific/applied research objectives (on its own or as part of a research centre or interdisciplinary program), which are also reflected in the research development plan of the institution; sufficient financial, logistic and human resources are allocated for achieving the proposed research objectives.		X



<i>Standard 6.2.</i> Expectations for teaching staff involvement in research and scholarly activities are clearly specified, and performance in relation to these expectations is considered in staff evaluation and promotion criteria.		X
<i>Standard 6.3.</i> Clear policies are established for defining what is recognized as research, consistent with international standards and established norms in the field of study of the program.	X	
<i>Standard 6.4.</i> The academic staff has a proven track record of research results on the same topics as their teaching activity.	X	
<i>Standard 6.5.</i> The academic and research staff publish their work in speciality magazines or publishing houses, scientific/applied/artistic products are presented at conferences, sessions, symposiums, seminars etc. and contracts, expertise, consultancy, conventions, etc. are provided to partners inside the country and/or abroad.	X	
<i>Standard 6.6.</i> Research is validated through: scientific and applied research publications, artistic products, technological transfer through consultancy centres, scientific parks and other structures for validation.		X
<i>Standard 6.7.</i> Each academic staff member and researcher has produced at least an average of one scientific/applied research publication or artistic outcome/product per year for the past three years.		X
<i>Standard 6.8.</i> Academic and research staff publish under the name of the institution in Kosovo they are affiliated to as full time staff.	X	
<i>Standard 6.9.</i> Academic staff are encouraged to include in their teaching information about their research and scholarly activities that are relevant to courses they teach, together with other significant research developments in the field.	X	
<i>Standard 6.10.</i> Policies are established for ownership of intellectual property and clear procedures set out for commercialization of ideas developed by staff and students.	X	
<i>Standard 6.11.</i> Students are engaged in research projects and other activities.	X	

**Compliance level:** 64% - Substantially compliant

**ET recommendations:**

- In the framework of UP's Research Development Plan, create a detailed research strategy and research development plan for the Faculty, specifying the involvement of every department, emphasizing co-operations and possible synergies. Every study program is to be integrated in the research development plan, giving specific and realistic directions.*



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2. *The management of the Faculty should establish funding opportunities, and effectively support the departments and the staff to establish and carry out research projects, in accordance with the research development plan.*
3. *The Faculty should create a publication strategy within the framework of the research strategy. As KAA standards put an emphasis on the publication activity, the Faculty must take consider it a crucial strategic question in the reaccreditation procedures in the future.*



## 2.7. Infrastructure and resources

University of Prishtina has put a significant effort to improve its infrastructural condition during the last years. There has been substantial reconstructions in the main Faculty building and the laboratory building. The ET appreciates this effort, and can see the commitment from the management of the university.

Present report was written during the covid pandemic, lockdown situation has been going on around the world for more than a year. UP and FCE adapted well to these dire restrictions, and carry out online teaching activity successfully.

The video presentation shared with the experts' team presents premises with different types of rooms for studying, classrooms, amphitheatres, halls, labs, and cabinets for the academic staff where they can prepare their research and teaching plans.

The adequate long-term implementation of the study program is ensured, due to the fact that the Faculty is an entity of the University. The premises, human resources, and equipment are also ensured having in mind the number of academic staff, the labs, and others.

From the video presentation and the SER, the experts were informed that the Faculty owns the following laboratories: Laboratory for building materials; Bitumen and Asphalt section; Geodesy Laboratory; Hydrotechnics Laboratory; Geomechanics Laboratory. In addition to this, the Faculty has an outdoor experimental investigation place. During the site visit the experts` learned that new equipment is integrated within the labs and now can be used. The licensed software Autocad was procured and is included in the curriculum.

The building has a library equipped with reading rooms most of which in the Albanian language. The SER reports that there are several weaknesses related to the literature available in the library. In specific, there is a lack of professional textbooks in the library. However, the Faculty has access to ScienceDirect digital library, the Central National Library through the LibApps platform created by the University of Prishtina within the Erasmus + project, "Library Network Support Services". Nevertheless, there is a need of Technical Library in the future.



Moreover, there is a lack of space for independent study by students and a lack of relaxing and recreational spaces for students. (Standard 7.1 & 7.3& 7.4)

The video presentation does not show reading rooms within the library. In addition, it should be specified that the SER reports as an opportunity the creation of spaces for students' own learning. The Faculty should explore different ways to expand the place for reading. (Standard 7.5)

Among the additionally provided documents, the Faculty has submitted a planned budget from 2021-2023. Although in Albanian the document provides a plan for financial stability for the particular program. It should be underlined that the same document for the financial plan is submitted for the bachelor and for the master studies. However, the experts` are concerned regarding the financial stability of the program having in mind the trend of decreasing the number of students. A mitigation plan is needed as insurance. (Standard 7.2.)

There is no evidence that the infrastructure and facilities are adapted to students with special needs. The video does not show available elevator within the building neither access for students with special needs in the entrance. (Standard 7.6.)

The Faculty`s premises have free WiFi in all parts. Part of the premises of the Faculty was renovated two years, but part still remains not renovated.

### Compliance calculation

<i>Standard</i>	<b>Compliance</b>	
	<b>Yes</b>	<b>No</b>
<i>Standard 7.1.</i> The adequate long-term implementation of the study program is ensured in quantitative terms as regards premises, human resources and equipment. At the same time, it is guaranteed that qualitative aspects are also taken into account.	X	
<i>Standard 7.2.</i> There is a financial plan at the level of the study program that would demonstrate the sustainability of the study program for the next minimum three years.	X	



<p><i>Standard 7.3.</i> The higher education institution must demonstrate with adequate documents (property deeds, lease contracts, inventories, invoices etc.) that, for the study program submitted for evaluation it possesses the following, for the next at least three years:</p> <p>a) owned or rented spaces adequate for the educational process;</p> <p>b) owned or rented laboratories, with the adequate equipment for all the compulsory disciplines within the curriculum, wherever the analytical syllabus includes such activities;</p> <p>c) adequate software for the disciplines of study included in the curriculum, with utilisation licence;</p> <p>d) library equipped with reading rooms, group work rooms and its own book stock according to the disciplines included in the curricula.</p>	X	
<p><i>Standard 7.4.</i> The number of seats in the lecture rooms, seminar rooms and laboratories must be related to the study groups' size (series, groups, subgroups); the applicative activities for the speciality disciplines included in the curricula are carried out in laboratories equipped with IT equipment.</p>	X	
<p><i>Standard 7.5.</i> The education institution's libraries must ensure, for each of the study programs:</p> <p>a) a number of seats in the reading rooms corresponding to at least 10% of the total number of students in the study program;</p> <p>b) a number of seats in the group work rooms corresponding to at least 10% of the total number of students in the study program;</p> <p>c) their own book stock from Albanian and foreign speciality literature, enough to cover the disciplines within the curricula, out of which at least 50% should represent book titles or speciality courses of recognised publishers, from the last 10 years;</p> <p>d) a book stock within its own library with a sufficient number of books so as to cover the needs of all students in the cycle and year of study the respective discipline is provided for;</p> <p>e) a sufficient number of subscriptions to Albanian and foreign publications and periodicals, according to the stated mission.</p>		X
<p><i>Standard 7.6.</i> The infrastructure and facilities dedicated to the implementation of the program is adapted to students with special needs.</p>		X

**Compliance level:** 67% - Substantially compliant



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**ET recommendations:**

- 1. A mitigation plan is needed as insurance for the financial stability is needed. The Faculty management is encouraged to explore and detect additionally funding from the possibilities for research and cooperation with the industry through the Industrial Board*
- 2. The infrastructure and facilities should be adapted to students with special need.*
- 3. Continue the effort to develop laboratory equipment.*



### 3. OVERALL EVALUATION AND RECOMMENDATION OF THE ET

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

Standard	Compliance level	
1. Mission, objectives and administration	83%	Substantially compliant
2. Quality management	78%	Substantially compliant
3. Academic staff	80%	Substantially compliant
4. Educational process content	92%	Fully compliant
5. Students	82%	Substantially compliant
6. Research	64%	Substantially compliant
7. Infrastructure and resources	67%	Substantially compliant
<b>Overall compliance</b>	<b>78%</b>	<b>Substantially compliant</b>

**In conclusion, the Expert Team recommends *to re-accredit* Hydrotechnics BSc study programme for a duration of 3 years, with the provision of 120 students enrolled per year.**

Expert Team

Chair

**Prof. Dr. Gábor Dombay**

03.05.2021.

Member

**Marija Vasilevska**

03.05.2021.





#### 4. APPENDICES

##### **Compliance level assessment calculation**

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

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

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

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

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