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

REACCREDITATION

REPORT OF THE EXPERT TEAM

7. June 2021



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1. INTRODUCTION

1.1. Context

Date of online evaluation: 23rd of April 2021

Expert Team (ET):

- Prof. Dr. Gábor Dombay
- Mikus Dubickis PhD 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

23rd April 2021

<u>Meeting no</u>	<u>time</u>	<u>Meeting</u>	<u>Meeting Participants</u>
<u>1</u>	09.00 – 09.45	Meeting with the management of the institution	<u>Prof.ass.Dr.Florim Grajçevci, Dean</u> <u>Prof.ass.Dr. Elton Bahtiri, Vice Rector</u> <u>Prof.ass.Dr.Ymer Kuka, Vice Dean</u> <u>Ms. Valdete Shala, FCE Secretary</u>
<u>2</u>	09.50 – 10.50	Meeting with the heads of the study programme BSc Construction	<u>Prof.ass.Dr.Qani Kadiri</u> <u>Prof.asoc.Dr.Fatos Pllana</u> <u>Prof.ass.Dr.Arton Dautaj</u>
<u>3</u>	10.55 – 11.55	Meeting with the heads of the study programme MSc Construction	<u>Prof.Dr.Naser Kabashi</u> <u>Prof.asoc.Dr.Misin Misini</u> <u>Dr.Sc Milot Muhaxheri</u>
	11.55 – 12.40	<u>Lunch Break</u>	
<u>4</u>	12.40 – 13.20	Meeting with quality assurance representatives and administrative staff	<u>Quality insurance</u> <u>Besnik Loxha</u> <u>MSc Enes Krasniqi</u> <u>Administrative staff:</u> <u>Valon Kurtaj</u> <u>Agon Begiri</u>



			<u>Meriton Shabani</u> <u>Mevlude Rrmoku</u>
	13.25 – 14.05	Meeting with teaching staff	<u>Prof.Dr. Abdullah Zejnullahu</u> <u>Prof.ass.Dr. Hajdar Sadiku</u> <u>Prof.ass.Dr. Esat Gashi</u> <u>MSc. Ali Muriqi</u> <u>MSc Anita Gjukaj</u> <u>MSc Zijadin Guri</u>
	14.10 – 14.50	Meeting with students	1. <u>Agona Ramaj</u> 2. <u>Florentinë Latifi</u> 3. <u>Miranda Muriqi</u> 4. <u>Fatlind Musa</u> 5. <u>Laurit Hafizi</u> 6. <u>Rigon Frangu</u> 7. <u>Trim Haxhiu</u>
	14.55 – 15.35	Meeting with graduates	1. <u>Denis Sadrijaj</u> 2. <u>Antigona Geci</u> 3. <u>Bled Gashi</u> 4. <u>Ilir Rashani</u> 5. <u>Diellza Berisha</u> 6. <u>Diellza Avdiu</u>
<u>7</u>	15.40 – 16.30	Meeting with employers of graduates	1. <u>Tregtia</u> 2. <u>AL Trade</u> 3. <u>Ministria PB – Sherbimet publike</u> 4. <u>Inxhiniering</u> 5. <u>InfraKos</u> 6. <u>Marigona Hill</u>
<u>8</u>	16.20 – 16.30	Internal meeting of KAA staff and experts	



<u>9</u>	16.20 – 16.30	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>
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No	Study programs	Experts	Responsible persons of study programs
1	Construction, BSc (Re accreditation)	Gabor Dombay Mikus Dubickis	Qani Kadiri Fatos Pllana Arton Dautaj
2	Construction / MSc (Re accreditation)	Gabor Dombay Mikus Dubickis	Naser Kabashi Misin Misini Milot Muhaxheri



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 Construction, 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 Construction BSc study programme is summarized in the following tables of the **SER**:

Name of institution	University of Prishtina "Hasan Prishtina"
Faculty / Department	Faculty of Civil Engineering / Construction
Main Campus and / or Branch:	Main campus
If applying for a branch please specify the Branch:	
Name of study program:	Construction
The person responsible for the study program:	Prof.ass.Dr. Qani Kadiri
Accreditation / Reaccreditation	Reaccreditation
Qualification level according to NQF:	1st cycle. Level 6
Academic degree or the name of the academic degree in the diploma:	BSc in Construction Constructive Study Program
ECTS:	180
Study program profile:	Konstruksionet
Field of study according to Erasmus Subject Area Codes (ESAC):	06.04 (Construction)
Form of Studies:	Regular studies
Minimum Duration of Studies	3 years
Number of places for study:	150
Indicate permanent scientific staff for the Study Program (At least 3 PhD)	1. Prof.Dr. Naser Kabashi 2. Prof.Dr. Abdullah Zejnullahu 3. Prof.asoc.Dr. Fatos Pllana 4. Prof.ass.Dr. Florim Grajcevc 5. Prof.ass.Dr. Hajdar Sadiku 6. Prof.ass.Dr. Cene Krasniqi 7. Prof.ass.Dr. Qani Kadiri 8. Prof.ass.Dr. Ragip Hadri 9. Prof.ass.Dr. Esat Gashi 10. Prof.ass.Dr. Arton Dautaj 11. Dr.sc. Milot Muhaxheri 12. Dr.sc. Zijadin Guri



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Discipline / Field	Formative activity	ECTS		
		ECTS	total	%
General formation	Civil Engineering Introduction	3	45	25
	Mathematics I	9		
	Mathematics II	9		
	Physics	6		
	Descriptive Geometry I	6		
	Numerical Methods	6		
	Building Construction	6		
Characteristic, Professional	Mechanics I and II	(6+6)	93	51.66
	Building Materials I and II	(6+6)		
	Strength of Materials I and II	(9+6)		
	Soil Mechanics	6		
	Theory of Structures I and II	(9+6)		
	Foundation of Structures	6		
	Concrete Structures Principles	6		
	Metalic structures Principles	6		
	Timber Structures and Fromwork	6		
	Concrete Structures Elements	6		
	Metalic Structures in Civil Engineering	6		
Integruese	English Language	3	Minimum elective 12 ECTS	Up to 6.6
	Informatics	3		
	CAD	3		
	Environmental Protection	3		
	Professional ethic	3		
	Descriptive Geometry II	3		
Elective	Surveying Techniques in Geodesy	3	Minimum elective 18 ECTS	Up to 10
	Building Regulation	3		
	Geology in Civil Engineering	3		
	Building Law	3		
	Probability and Statistics	6		
	Buliding Physics	3		
	Fluid Mechanics	3		
	Technic of High Rise Buildings	3		
	Hydrotechnical Structures	3		
	Technic of Low Rise Buildings	3		
	Professional Ethics	3		
Additional	Organisation and Technology of Construction	3	9	5
	Concrete Technology	6		
Diploma	Practical Training	3	9	5
	Diploma Work	9		



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The study program offered by FCE, for the level of bachelor studies (BSc) from the Constructive department, represents the basic study in the offered study programs, which are related to the needs of the market economy and create a good basis for the continuation and deepening of knowledge for further studies of higher levels. Moreover, updating and development of the study program for structures will be supported by the demands and needs of the labor market not only at the national level but also abroad, at the level of Europe and beyond, therefore the updating of the program is based in many Higher Education Institutions at regional and European level.

This program aims to provide students with the appropriate management skills for technical and construction process to effectively contribute to this environment and prepare students for their careers as engineers but also as future researchers. The FCE organizes study programs in other engineering fields such as studies in Hydrotechnics, Geodesy, in two levels and Environmental Engineering at BSc level, therefore this study program for structures at best fullfills the spectrum of technical fields of these programs.

The undergraduate study program in constructive is organized in three years of study, in six semesters with 30 ECTS for each semester. The offered courses and modules mostly cover the fields of civil engineering, enabling students to make a profile in the field of construction, both theoretically and practically. The sustainability of the study program lies and is based on local and European relevance in terms of the field of construction, construction development, advanced construction technology, rationalization of the workforce during construction and materials, labor market requirements, continuity in higher level studies and others.

Upon completion of this level of studies the student accumulates 180ECTS, and in addition to the labor market they have the opportunity to continue their second level master studies in the same fields of construction as in other related master study programs (road infrastructure, energy efficiency, etc.) respecting the regulations for the studies of the Bachelor and Master programs at the University level.



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 though 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.

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



Compliance calculation

<i>Standard</i>	Compliance	
	Yes	No
<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 Construction programme.*



2.2. Quality management

Considering the information gathered during the evaluation visit and the additional information received after the visit, the experts' team agrees that staff participate in self-evaluations and cooperate with reporting and improvement processes in their sphere of activity. Besides, the ET was informed that there are changes implemented in the program (updated study course descriptions). Therefore, we can confirm that the evaluation processes and planning for improvement are integrated into normal planning processes. However, the role of the study program's head is not clear (especially at the Bachelor's level). Both the HEI and external stakeholders would benefit from a publicly available Quality Assurance handbook.

Survey data is being collected from students, but the evidence of collecting data from graduates and employers is not clear. The results of these evaluations are not made publicly available. None of the employers was involved in implementing and evaluating the program (no one had received and filled in any questionnaire from the HEI). Consequently, it can be concluded that cooperation with employers should be expanded. The graduates who participated in the visit were also not involved in implementing or evaluating the study program. Overall, there is no unite coordination in work with the external stakeholders.

According to the Statutes of the HEI, quality assurance processes deal with program planning and delivery and provide an overview of quality issues for the overall program and different components within it. But the analysis of services and resources provided by other parts of the institution is missing. The ET believes that the internal quality assurance system results rather are considered for further development of the study program. The quality assurance arrangements for the program are regularly evaluated and improved. However, the ET cannot confirm that the institution would ensure that reports on the program's overall quality are prepared periodically for consideration within the institution indicating its strengths and weaknesses. Overall, the ET can confirm that the quality assurance processes ensure that most of the required standards are met. There is continuous improvement, but the evidence could be better prepared.



Compliance calculation

<i>Standard</i>	Compliance	
	Yes	No
<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: 67% - Substantially compliant

ET recommendations:

1. *Prepare and collect evidence of the performed actions for continuous improvement.*
2. *Develop and publish a Quality Assurance handbook.*
3. *Publish the results of the surveys.*
4. *Expand the cooperation with the external stakeholders, e.g., graduates and employers.*
5. *Improve the coordination in work with the external stakeholders.*
6. *Include the analysis of services and resources provided by other parts of the institution in the quality assurance.*



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7. *Prepare one self-assessment report on the program's overall quality for consideration within the institution, indicating its strengths and weaknesses.*
8. *Conduct a comprehensive reassessment of the program at least once every five years. Policies and procedures for conducting this reassessment should be published. Program assessment should involve external stakeholders (e.g., experienced people from relevant industries and professions and experienced staff from other institutions).*
9. *Design and publish a specific improvement plan interrelated with the survey results (advisable at the study program level - so the implementation of recommendations could be clearly assessed by the HEI staff and the external reviewers). The improvement plan should clearly indicate the areas as follows: survey results, investigation of the student workload, academic success, and graduates' employment.*
10. *Continue to evaluate and improve the quality assurance arrangements regularly and systematically (once a year). Review of quality assurance arrangements should include both internal and external stakeholders, including students.*
11. *Move towards higher engagement of students in their academic life at the HEI.*



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 per requirement of Standard 3.1.). The table was later provided by the Faculty upon the request of the ET. Based on the table, the academic staff of the Construction BSc programme is comprised by 28 full time and 15 part time employees. Based on this the 50% criteria for full time staff of Standard 3.4. is fulfilled (being 65%).

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.)

The ET was informed that a new generation of teaching staff has been employed for the construction programmes. It has been a significant step from the Faculty to solve the aging nature of teaching staff.

<i>Standard</i>	Compliance	
	Yes	No
<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: 90% - 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 Construction BSc programme the ratio of theory and practice related subjects is favourable. The courses cover all relevant areas of civil engineering. As the ET was informed, there are plans to carry out important changes in the curricula, accommodating new demands of the industry. E.g. the need of railway engineering subjects has already been answered, as railway network development is an ongoing project in Kosovo at the moment. This kind of interaction with the practice and flexibility to integrate subjects according to the needs of Kosovo is very beneficial.

During the ET's interviews with students and also with graduates a strong critique was expressed regarding to the lack of courses addressing computer aided design and computer aided engineering calculations. The students expressed that in order to learn to use CAD software they need to enrol to external courses, or find materials on the internet. Although there is a CAD course in the curricula of Construction BSc, it is elective, and it is in Semester 4. Students should learn to use CAD in the very first semester, as it is crucial for their studies and assignments.

Also, the students expressed the lack of courses where contemporary engineering software applications are taught, especially for structural calculation. The ET asked for clarification about software applications, and the following answer was given by the Faculty:

Students start to use applicative software's like Tower, SAP 2000, SOFiSTiK, mainly in master studies, because to use this software's or this kind of software's, students have to finish many basic subjects in order to understand theoretical background within software's. Prescribed software's are often used for BSc thesis in subjects related to structure analysis and design but in MSc level students use this software's mainly in courses: Dynamics of Structures - for seminar work, Finite Element Method - for Seminar Work, Basis of Seismic Engineering, Masonry Structures, Laminated Timber Structures etc. and in Master Thesis to calculate, analyze and design various structures [A2] and [A3].

As student are supposed to use software applications in their BSc thesis work, they should be given the relevant information during their studies.

There is one more deficiency of the curricula, which is a recurring matter in UP's engineering programmes: 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 importance of these subjects were expressed by some companies that were invited to the ET's meeting with employers: graduates of the Construction programmes although technically well prepared are not very strong in soft skills, budget calculations etc. It means there is a need from the industry as well to include social science subjects in the curricula.

Students and graduates also criticized the lack of internships, and the lack of organized contact opportunities with companies.

Students are content with the availability of written teaching materials for most courses. They expressed the need for two textbooks, in Albanian language, which would be the most beneficial for them: reinforced concrete structures and steel structures.

Compliance calculation

<i>Standard</i>	Compliance	
	Yes	No
<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 curricula delivered in the EHEA. To be listed at least 7 learning outcomes for the study program under evaluation.	X	
<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	X	



attached only in electronic form to the self-assessment report for the study program under evaluation.		
<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	
<i>Standard 4.12.</i> 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>*To be inserted the overview of the program (with all areas to be filled out).</i>	X	

Compliance level: 92% - Fully compliant



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ET recommendations:

1. *The CAD course should be placed in the first semester, obligatory for every student.*
2. *The use of engineering software applications for structural calculations should be integrated in the curricula.*
3. *Integrate one socio-economic subject per semester into the curricula, according to the practical needs of a prospective engineer.*
4. *Provide opportunities for students to contact prospective employers. The integration of a summer internship in the curricula should be considered.*
5. *Publish textbooks for the most important engineering courses (e.g. reinforced concrete structures, steel structures).*



2.5. Students

There is a clear and formally adopted admission procedure at the institutional level that the study program respects when organizing students' recruitment. The experts' team did not find any evidence that admission requirements would not be consistently and fairly applied for all students. All students enrolled in the study program possess a high school graduation diploma or other equivalent documents of study, according to MEST requirements.

The results obtained by the students throughout the study cycles are certified by the academic record. Considering the information gathered during the evaluation visit, the experts' team believes that:

- The study groups are dimensioned to ensure an effective and interactive teaching and learning process. At the same time, understanding of SCL principles could be improved (see, e.g., https://www.esu-online.org/wp-content/uploads/2017/10/SCL_toolkit_ESU_EI.compressed.pdf). Both students and graduates mentioned the need for more software usage in the study process. Students would like to have more practical tasks, and they would highly appreciate it if every professor would prepare his or her lecture notes. Overall, students are satisfied with the assessment and feedback.
- Flexible treatment of students in particular situations is ensured with respect to deadlines and formal requirements in the program and to all examinations.
- The 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.

The experts' team did not find that the records of student completion rates are kept for all courses and the program as a whole and included among quality indicators. The HEI does not have software for ensuring the originality of the students' work.

Students' rights and obligations are made and include the right to academic appeals. The students' transfer between higher education institutions, faculties, and study programs is regulated.



Compliance calculation

<i>Standard</i>	Compliance	
	Yes	No
<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. *The understanding of SCL principles could be improved.*
2. *Consider more software usage in the study process, more practical tasks, and lecture notes prepared by professors.*
3. *Establish procedures for monitoring year-to-year progression rates and program completion rates. Collect student completion rates at the study program level and include this aspect among quality indicators.*
4. *The Faculty should procure anti-plagiarism software.*
5. *Consider designing recognition rules for qualifications obtained outside higher education institutions (informal education, experience, etc.).*
6. *Establish procedures for monitoring and coordinating student workload across courses.*
7. *Explain in more detail the criteria used to evaluate the tasks performed by students (e.g., by using matrices or other means to ensure that the planned range of domains of student learning outcomes is addressed).*
8. *Consider supplementing/clarifying the questionnaire for Students with the following aspects – student counseling in case of emotional problems, student counseling in case of financial problems, student counseling in case of family-related problems, student counseling in international matters, legal advice, and interdisciplinary guidance.*
9. *Consider regularly monitoring the professional fields for which students are prepared and employment of graduates with necessary adjustments made in the program and in text and reference materials to ensure continuing relevance and quality.*
10. *Consider regularly monitoring labor market demands/trends and make adjustments in the program according to the monitoring results.*
11. *Consider updating the list of compulsory and recommended literature (study course descriptions), incorporating the latest developments in the field of study.*
12. *Make sure that the documents referred to in these Standards are publicly available online all the time.*



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2.6. Research

Chapter 2.1.6. of the SER states:

The University of Prishtina and the Faculty of Construction have adopted the 2017-2019 Strategic Plan. The vision of the UP together with the academic units is: with a look ahead, the University of Prishtina will set a new quality standard for higher education in Southern Europe. We will equip our students with world-class learning and discovery opportunities. We will set high standards in teaching, scholarship, research, and creative work for our teachers and researchers. We will be the engine that will guide Kosovo's progress in the 21st century.

The first area out of the eight strategic areas of strategic focus and initiative is teaching, research and service. Increasing research results of academic staff in internationally recognized competitive journals in their field.

The study program for the Construction BSc along with the academic staff has clear scientific research objectives which are also reflected in the department development plan, namely the faculty. The teachers involved in the Construction bachelor degree program are selected through policies developed by the University of Prishtina. These findings highlight that research activity is not among the strongest areas of UP's FCE.

According to this, the study program of construction has well defined research objectives. Unfortunately these elaborated research objectives, or a research development plan cannot be found in the document. The ET has expressed a number of times during previous evaluations at UP, that a clear and specific research strategy has to be created. Research activity seems to be 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: although there are very reasonable publications, unfortunately many CVs lack 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 an organized effort to bring up its research and publication activity to a higher level.



Compliance calculation

<i>Standard</i>	Compliance	
	Yes	No
<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



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ET recommendations:

- 1. 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.*
- 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.*



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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 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.

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)

There is no evidence that the infrastructure and facilities are adapted to students with special needs (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>	Compliance	
	Yes	No
<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	
<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: a) owned or rented spaces adequate for the educational process; b) owned or rented laboratories, with the adequate equipment for all the compulsory disciplines within the curriculum, wherever the analytical syllabus includes such activities; c) adequate software for the disciplines of study included in the curriculum, with utilisation licence; d) library equipped with reading rooms, group work rooms and its own book stock according to the disciplines included in the curricula.	X	
<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.	X	
<i>Standard 7.5.</i> The education institution's libraries must ensure, for each of the study programs: a) a number of seats in the reading rooms corresponding to at least 10% of the total number of students in the study program; b) a number of seats in the group work rooms corresponding to at least 10% of the total number of students in the study program; c) their own book stock from Albanian and foreign speciality literature, enough to cover the disciplines within the curricula, out of which at least 50% should represent book titles or speciality courses of recognised publishers, from the last 10 years;		X



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d) a book stock within its own library with a sufficient number of books so as to cover the needs of all students in the cycle and year of study the respective discipline is provided for;		
e) a sufficient number of subscriptions to Albanian and foreign publications and periodicals, according to the stated mission.		
<i>Standard 7.6.</i> The infrastructure and facilities dedicated to the implementation of the program is adapted to students with special needs.		X

Compliance level: 67% - Substantially compliant

ET recommendations:

- 1. The infrastructure and facilities should be adapted to students with special need.*
- 2. 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	67%	Substantially compliant
3. Academic staff	90%	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
Overall compliance	78%	Substantially compliant

In conclusion, the Expert Team recommends to re-accredit Construction BSc study programme for a duration of 3 years, with the provision of 150 students enrolled per year.

Expert Team

Chair

Prof. Dr. Gábor Dombay

07.06.2021.

Member

Mikus Dubickis

07.06.2021.



4. APPENDICES

Compliance level assessment calculation

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

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

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

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

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