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*University of Pristina „Hasan Prishtina“
Faculty of Civil Engineering*

BSc Geodesy

Programme Re- Accreditation Procedure

REPORT OF THE EXPERT TEAM

8th May 2021, Dessau - Riga



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1. INTRODUCTION

1.1. Context

Date of site visit: 19.3.2021, 09:00- 16:00

Expert Team (ET) members:

- *Prof. Stephan Pinkau, Anhalt University of Applied Sciences*
- *Mr. Mikus Dubickis - Riga Technical University*

Coordinators from Kosovo Accreditation Agency (KAA):

- *Arianit Krasniqi, Senior Officer for Evaluation and Accreditation*
- *Albana Begu, Officer for Budget and Finance*

Sources of information for the Report:

- *01_Syllabusi_Basis of Engineering Geodesy.docx*
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- *01_Syllabusi_Land surveying.docx*
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- *06_Syllabusi_Legislation and geodesy provision.docx*
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- *06_Syllabus_Water management.docx*
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- *07_Syllabusi_The use of geoinformation.docx*
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- *1.1. Questionnaire for Bachelor students Albanian.docx*
- *1.1a. Questionnaire for Graduates.pdf*
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- *1.1e. Questionnaire for Students.pdf*
- *Abdullah Zejnullahu.pdf*
- *ARDITA IBISHI.pdf*
- *Bashkim Idrizi.pdf*
- *Dukagjin Hasimja.pdf*
- *Fevzi Berisha.pdf*
- *Figene Ahmedi.pdf*
- *Ismail Kabashi.pdf*
- *Kadri Sylejmani.pdf*
- *List of references_SER FCE_24.03.docx*
- *Lista e referencave_RVB_English.docx*
- *Murat Meha.pdf*
- *Perparim Ameti.pdf*
- *Qani KADIRI.pdf*
- *Reference 1 Statute of UP.pdf*
- *Reference 10 Amendment to the Regulation of Master Studies.pdf*
- *Reference 10.pdf*
- *Reference 11 Decision - Coordinator Florim Grajcevci.doc*
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- *Reference 12 Decision - Coordinator Laura Kusari.doc*
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- *Reference 16 Decision - Commission for studies in FCE.doc*
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- *Reference 26 Decision - Appointment of the supervisor of authorized assistants for lectures.doc*
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- *Reference 27_Decision - Appointment of experts for the court case.doc*
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- *Reference 29 Regulation on the Advisory Board of UP.pdf*
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- *Reference 2_Monograph UP.pdf*
- *Reference 3 The Strategic Plan of the University 2020-2022.pdf*
- *Reference 30_CV Template of Academic Staff.pdf*
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- *Reference 32_Template part-time contract.pdf*
- *Reference 33_Contract for engagement with overtime Template.pdf*
- *Reference 34 Regulation on Quality Assurance.pdf*
- *Reference 34_Regulation on quality assurance and evaluation UP.pdf*
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- *Reference 39_Extension of the accreditation period for the study programs of UP - FN and FA.pdf*
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- *Reference 4 Code of Ethics.pdf*
- *Reference 40_Decision of the Contract Manager and decision of the Admission Commission.pdf*
- *Reference 41_Contract Notice - Supply of laboratory equipment for FIEK and others.Pdf*
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- *Reference 43_Tender Dossier - Albanian_Supply with Laboratory equipment for FIEK and FNA.Doc*
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- *Reference 45_Contract and Financial Offer-Lot-2.pdf*
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- *Reference 47_List of Academic Staff Hydrotechnics.xlsx*



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- *Reference 49_Preliminary procurement planning - budget for 2021.pdf*
- *Reference 4_Code of Ethics of academic staff.pdf*
- *Reference 50_Rectorate request regarding the budget of 2021, 22 from FN, FIM, FIEK.docx*
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- *Reference 51 10. Formular F4-defence of the MSc diploma works.docx*
- *Reference 51 6. Formular F1 project proposal MSc Thesis.docx*
- *Reference 51 7. FCE-F1,1-Evaluation report of the MSc Project proposal.docx*
- *Reference 51 8 FCE-F2-request for diploma work avaluation and defendse commision.docx*
- *Reference 51 9 Formular F3 Study thesis Evaluation report.docx*
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- *Reference 51.3_Form F1B_Request for BSc mentor appointment.doc*
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- *Reference 51.4_Form F2B_Report for approval, formation of the commission and defense of the BSc diploma thesis.doc*
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- *Reference 51.5_Request for withdrawal of diploma thesis and decision for defense BSc.doc*
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- *Reference 51.6_Form F1_Request for evaluation of the project proposal of the MSc diploma thesis.pdf*
- *Reference 51.7_Form F1_Evaluation Report of the MSc Project Proposal.pdf*
- *Reference 51.8_Form F2_Request for the Formation of the Commission for the evaluation of the MSc Diploma thesis.pdf*
- *Reference 51.9_Form F3_Study thesis evaluation report MSc.pdf*



- *Reference 52.1_Questionnaire for academic staff Albanian.doc*
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- *Reference 52.3_Subject evaluation questionnaire Albanian.docx*
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- *Reference 52.5_Questionnaire for Bachelor students - English.doc*
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- *Reference 52.7_Questionnaire for the administrative and support staff of the university - Albanian.docx*
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- *Reference 53_Template, Certificate of training of academic staff.pdf*
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- *Reference 55_Planned budget 2021,2022,2023.xls*
- *Reference 56_Planimetry of the faculty building-Floor 3.pdf*
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- *Reference 58_Planimetry of the faculty building-Floor 5.pdf*
- *Reference 59_Planimetry of the faculty building-Floor 7.pdf*
- *Reference 5_Agreement between the Faculty of Civil Engineering and the Faculty of Architecture.pdf*
- *Reference 5_Agreement between the FCE and FA.docx*
- *Reference 60_Suterrain-Laboratories and Classrooms.pdf*
- *Reference 61_Ground Floor-Laboratories and Classrooms.pdf*
- *Reference 62_Laboratories and Classrooms - 1st floor.pdf*
- *Reference 63 Learning agreement Student Mobility for Studies.PDF*
- *Reference 63A Learning Agreement Student Mobility for Studies.pdf*
- *Reference 63_Learning agreement Student Mobility for Studies.PDF*
- *Reference 6_Job Description of the Dean.docx*
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- *Reference 7_Regulation of Bachelor Studies.pdf*
- *Reference 7_Regulation for Bachelor (BSc) studies UP.pdf*
- *Reference 8_Regulation of Master Studies.pdf*
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- *RVV-BSc-UP-FN-riakreditim-Gjeodezi.pdf*
- *Skender Kabashi.pdf*
- *Statistical data-Geodesy.xlsx*
- *Ymer Kuka.pdf*
- *[1] Response addressed to the Kosovo accreditation agency.pdf*
- *[2] Geodesy-Additional documents and explanation.docx*
- *[A10] UP status.pdf*
- *[A11] Status of university.pdf*
- *[A12] Regulation on quality assurance .pdf*
- *[A13] Example of academic record.pdf*
- *[A14] KPI sample for academic staff.pdf*
- *[A15] ESMS Regulation.pdf*
- *[A16] Manual-on-the-use-of-management-and-monitoring-of-attendance-at-the-University-of-Prishtina-Hasan-Prishtina.pdf*
- *[A17] EYE project.pdf*
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- *[A19] Strategic plan.pdf*
- *[A1] Statistical Report of exams pass for January 2021 Geodesy.xlsx*
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- *[A3] guide for the evaluation of courses by students and the use of their results at the University of Prishtina-Hasan Prishtina.pdf*
- *[A4-1] Old_Syllabus_Basis of Geodesy.docx*
- *[A4-2] New_Syllabus_Basis of Geodesy.docx*
- *[A4-3] 2021-03_Syllabusi_Basis of geodesy.pdf*
- *[A5] Faculty council agenda.pdf*
- *[A6] Training for teaching in higher education.pdf*
- *[A7-1] Cartography - grading criteria.pdf*
- *[A7-2] Syllabusi_Field surveying with geodetic equipment.pdf*
- *[A7-3] Syllabus_Satellite positioning.pdf*
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- *[A8-2] Survey_report_Students.pdf*
- *[A8-3] BESTSDI Analysing Requirements Questionnaire_Kosovo.pdf*



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- *[A9] Template of NATIONAL ACADEMIC RECOGNATION.docx*
- *[Moster per KPI pika 20 ne kerkesat e para].pdf*

Criteria used for program evaluation:

- *KAA Accreditation Manual, July 2018*



1.2. Site visit schedule

<u>Meeting no</u>	<u>time</u>	<u>Meeting</u>	<u>Meeting Participants</u>
<u>1</u>	09.00 – 09.4	Meeting with the management of the faculty where the programme is integrated	<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>
<u>2</u>	09.45 – 11.0	Meeting with the heads of the study programme	<u>Prof.ass.Dr.Bashkim Idrizi</u> <u>Prof.asoc.Dr.Perparim Ahmeti</u> <u>Prof.Dr.Abdullah Zejnullahu</u>
<u>3</u>	11.05 – 11.45	Meeting with quality assurance representatives and administrative staff	<u>Quality insurance</u> <u>Prof. Naser Kabashi</u> <u>DrSc Milot Muhaxheri</u> <u>Administrative staff:</u> <u>Valon Kurtaj</u> <u>Agon Beqiri</u> <u>Meriton Shabani</u> <u>Mevlude Rrmoku</u>
	11.45 – 12.30	<u>Lunch Break</u>	
<u>4</u>	12.30 – 13.10	Meeting with teaching staff	<u>Prof.Dr. Murat Meha</u> <u>Prof.Dr. Fevzi Berisha</u> <u>Prof.ass.Dr. Qani Kadiri</u> <u>MSc Fitore Bairami</u> <u>MSc Besim Ajvazi</u> <u>MSc Fisnik Loshi</u>
<u>5</u>	13.15 – 13.55	Meeting with students	<u>1 Dardan Muzaqi</u> <u>2 Altin Muja</u> <u>3 Anduene Poroshtica</u> <u>4 Çlirime Horuni</u> <u>5 Taulant Gashi</u> <u>6 Agon Nimani</u>
<u>6</u>	14.00 – 14.40	Meeting with graduates	<u>1 Lekë Berisha</u> <u>2 Donjeta Gashi</u> <u>3 Mergim Morina</u> <u>4 Qendrim Dragusha</u> <u>5 Fatbardh Bytyqi</u> <u>6 Gentrir Raçi</u>
<u>7</u>	14.45 – 15.25	Meeting with employers of graduates	<u>1 Geo&Land sh.p.k</u> <u>2 Consult Engineering sh.p.k.</u> <u>3 Geo-Consulting sh.p.k.</u> <u>4 Gjeogauss</u>



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			<u>5 GEOMap</u>
<u>8</u>	15.30 – 15.40	Internal meeting of KAA staff and experts	
<u>9</u>	15.40 – 15.50	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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1.3. A brief overview of the institution and program under evaluation

The Faculty of Civil Engineering is an academic unit of the University of Prishtina "Hasan Prishtina". The latter is the largest public university in Kosovo, founded in 1970.

Within the Faculty of Civil Engineering there are four departments: Construction, Hydrotechnics, Geodesy and Environmental Engineering.

In addition to the Geodesy BSc. to be evaluated here, the Geodesy Department also offers an MSc, which will not be considered further here.

According to the information from the self-documentation, 50 students are newly enrolled in the BSc every winter semester; the total number of students in this programme is 231. The programme has a standard duration of study of six semesters and comprises 180 ECTS.

The Bachelor of Sciences degree corresponds to Level 6 of the Framework for Qualifications of the European Higher Education Area.

The programme is - according to its own information - designed to teach and conduct scientific research in the eight focal areas which are: 1.: geodesy, 2.: cartography, 3.: cadaster, 4.: geoinformatics, 5.: geodetic engineering, 6.: photogrammetry, 7.: remote sensing and 8.: GIS.

The following evaluation of the programme and, in particular, the recommendations made aim to support the Faculty of Civil Engineering in achieving the objectives described.

2. PROGRAM EVALUATION

2.1. Mission, objectives and administration

The mission statement for the BSc Geodesy is relatively general: the main goal is described as "educating the younger generation". In fact, this programme is the only one of its kind at a public university in Kosovo. However, this unique selling point is not mentioned in the course description and is taken for granted, so to speak.



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The main objective of the BSc Geodesy (European Qualifications Framework, EQF Level 6) should be to provide students with a qualitatively outstanding basic education in the entire breadth of the subject within the standard period of study.

Specialisation in sub-disciplines should be reserved for the MSc (EQF Level 7).

The BSc opens up the professional fields of geoinformation, cartography and cadastre to enrolled students. Apparently, the BSc Geodesy is regularly a sufficient entry requirement for professional work in these fields.

On the job market in Kosovo, the demand for qualified employees is apparently significantly higher than the supply. In this respect, employers and also government agencies are prepared to make far-reaching concessions in order to attract employees already at the student level and, if necessary, to retain them in the long term.

On the other hand, the BSc Geodesy programme is not very proactive in opening itself up to cooperation with external stakeholders:

For example, graduates or professionally experienced people from this field are not regularly included as guest lecturers or lecturers in the courses in order to increase their topicality.

Also, the international exchange of students - with 231 enrolled - is at a very low level of 1-2 per year, measured against the declared goal of the Bologna signatory states that at least 20% of graduates have completed a study or internship period abroad of at least three months or have acquired 15 ECTS credits abroad.

Unfortunately, in the SWOT analysis under "B. Weaknesses" it is almost regularly entered: "There are no weaknesses in this area.

Measured against the volume of approx. 40 new students per year, the absolute number of 231 enrolled students is extraordinarily high. The average length of stay between the start and completion of studies will therefore far exceed the framework of six semesters and is more likely to be ten to twelve semesters.



The faculty should take the following measures to ensure that the average length of study in this six-semester programme is significantly reduced.

The requirements according to "Regulation for undergraduate Studies Bachelor, Article 10(5): The student may not take the exams of the current year of study before completing those of the previous year" should be reduced to what is necessary and appropriate. Also the attendance requirements according to the "Regulation for undergraduate Studies Bachelor, Article 11" should also be reduced to the absolutely necessary extent.

Although the "Regulation for undergraduate Studies Bachelor" are not solely related to and not matter of the evaluated programme, this hint is allowed here, because these regulations directly affect the length of stay of students.

Since the successful completion of a special mathematical entrance examination is required for admission to the degree programme - in addition to a school leaving certificate - it can be assumed that the applicants ultimately admitted to the degree programme are suitable for this degree programme. This is also supported by the low dropout rate.

Compliance level: Substantially compliant

ET recommendations:

1. The faculty should ensure through appropriate measures that a study duration of six semesters can be adhered to as a rule.
2. The international exchange of students should be developed in the direction of the declared goal of the Bologna signatory states that at least 20 % of graduates have completed a study or internship period abroad of at least three months or that 15 ECTS credits have been acquired abroad
3. The requirements according to the "Regulation for undergraduate Studies Bachelor, Article 10(5) and 11 should be limited to what is absolutely necessary.
4. Networking with local stakeholders should be increased by regularly involving graduates or professionally experienced people from this field as guest lecturers or lecturers in the courses.

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 observed that there are changes implemented in the program. Therefore, we can confirm that the evaluation processes and planning for improvement are integrated into normal planning processes. However, not everything is fully documented. Also, both the HEI and external stakeholders would benefit from a publicly available Quality Policy and a 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. Only a few of the employers who took part in the visit were able to name some examples of cooperation with the HEI. No one 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.

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 level: Substantially compliant

ET recommendations:

1. *Prepare and collect evidence of the performed actions for continuous improvement.*
2. *Develop and publish a Quality Policy and 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. *Include the analysis of services and resources provided by other parts of the institution in the quality assurance.*
6. *Prepare one self-assessment report on the program's overall quality for consideration within the institution, indicating its strengths and weaknesses.*
7. *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).*
8. *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.*
9. *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.*
10. *Move towards higher engagement of students in their academic life at the HEI.*

2.3. Academic staff

Since the list of academic staff on page 43 only includes staff according to F1 and F2, it can be assumed that there is actually no academic staff according to F3 (by competition).

This should be improved, especially against the background of the current experience with online lectures. For example, a seminar could be started in a workshop and then continued online.

As an answer to the request of the ET from March 22, 2021 "14: Please list and describe how other departments are involved in the implementation of the study program if there is any."

Reference 47	List of Academic Staff Hydrotechnics
Reference 48	List of Academic Staff Construction

was provided March 26, 2021. These lists unfortunately refer to other study programs (BSc / Msc Hydrotechnics and BSc / MSc Construction) but not BSc Geodesy.



In fact, it is precisely this part of the teaching staff that is particularly important for input from outside the university or from abroad.

Special emphasis should be placed on bringing external expertise into the study programme at this point, both from the national field and from outside the country's borders. The Erasmusplus programme offers excellent opportunities for this.

Furthermore, the global experience in online learning in connection with the Covid 19 pandemic can be built upon here in order to integrate external teachers into the programme in online seminars at low cost.

According to the documents submitted, quality management exists, whereby it must be ensured that the standardised surveys are carried out and evaluated objectively. Furthermore, any deficiencies identified must actually be followed up and remedied, and those affected and those surveyed must be involved in this.

Compliance level: Fully compliant

ET recommendations:

1. Special emphasis should be placed on involving external expertise in the study programme, both from the national field and from outside the country's borders (e.g. through the Erasmusplus programme).

2.4. Educational process content

Section 4.2.4. (first paragraph) does not correspond to the profile of a BSc. according to EQF, because the profile of a Bachelor's programme clearly cannot be defined "as the approach to guarantee advanced training and specialized competencies through the provision of in-depth theoretical and practical knowledge in the field of Geodesy (...)"

Without discussing the syllabus in detail, the ET recommends in general to keep the average length of stay in mind and to put emphasis on keeping the framework of six semesters, as already mentioned above (see 2.1).



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It should be the task of the BSc to provide students with a qualitatively outstanding basic education in the entire breadth of the subject and within the standard period of study.

Specialisation in sub-disciplines should be reserved for the MSc (EQF Level 7).

For this reason, the profile of the BSc should be sharpened and aligned, where necessary.

On a positive note, the practical part, as described on page 23 ("laboratory and experimental (examination) part") apparently accounts for 40%.

Apparently, it is widespread among students to pursue a job parallel to full-time studies. This is also encouraged by the fact that the demand for labour in this field is very high and companies have an interest in retaining students after the first semesters of study.

It should be investigated whether the application-oriented nature of the degree programme could be increased through cooperation with companies and government offices. At present, such cooperation does not seem to have been developed.

With regard to the denomination of the BSc. as a Bachelor of Science, it can certainly be assumed that research references can only be developed to a limited extent at Bachelor level. Nevertheless, these references are important, and they should be emphasised through targeted exercises and seminars.

As already described above, a proportion of 20% of students should be able to gain experience abroad within their Bachelor's programme. Apparently, corresponding agreements are in place. Decisive for successful implementation is the recognition of study achievements gained abroad. Here, the great learning progress within the framework of a stay abroad should be appreciated and a generous, preferably flat-rate recognition of 15 ECTS should be anchored in the study regulations.

Compliance level: Substantially compliant



ET recommendations:

1. The BSc curriculum is to be developed in such a way that students are provided with a qualitatively outstanding basic education in the entire breadth of the subject within the standard period of study. Specialisation in sub-areas is expressly reserved for the MSc (EQF Level 7).
2. The application-oriented nature of the degree programme should be increased through cooperation with companies and government agencies.
3. The scientific relevance of a "BSc" should be met through the targeted offer of suitable exercises and seminars.

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 document 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). Students are willing to see more connections between theory and practice. Students are delighted 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. At the same time, the HEI could review the conditions and still allow, for example, one academic debt.
- 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. It would also be useful for the HEI to improve the identification of students remotely (do not rely only on logging in to the system).

Students' rights and obligations are made and include the right to academic appeals. However, the experts' team could not find that they are publicly available – if they are not publicly available, the HEI should publish students' rights and obligations. The students' transfer between higher education institutions, faculties, and study programs is regulated (<https://uni-pr.edu/desk/inc/media/BA831ED1-9509-4526-A221-5797F822601D.pdf>). However, the students were not aware of the transfer option. Besides, the HEI should make sure that the document is available online all the time (e.g., on April 21, it was not available).

Compliance level: Substantially compliant

ET recommendations:

1. *The understanding of SCL principles could be improved.*
2. *Consider establishing more connections between theory and practice.*
3. *Consider reviewing the conditions and still allow, for example, one academic debt.*
4. *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.*
5. *The Faculty should procure anti-plagiarism software.*
6. *Consider improving the identification of students remotely (do not rely only on logging in to the system).*
7. *Consider designing recognition rules for foreign qualifications and qualifications obtained outside higher education institutions (informal education, experience, etc.).*
8. *Establish procedures for monitoring and coordinating student workload across courses.*
9. *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).*
10. *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.*



11. *Consider regularly monitoring the professional fields for which students are prepared with necessary adjustments made in the program and in text and reference materials to ensure continuing relevance and quality.*
12. *Consider updating the list of compulsory and recommended literature (study course descriptions), incorporating the latest developments in the field of study.*
13. *Make sure that the documents referred to in these Standards are publicly available online all the time.*

2.6. Research

Although it is obviously difficult to conduct research parallel to teaching duties, a significant proportion of teachers seem to succeed in doing so.

In order to also provide students with access to research questions, practical projects should be regularly integrated into the seminar assignments of suitable subjects. In this context, the regular integration of contributions from external experts should also be strived for.

An important role could be played here by online teaching, for which basic experience has now been gained in the context of the Covid-19 pandemic. In this way, it would be possible to gradually integrate the UP into an international research network - beyond visa issues and travel costs.

In this context, the international networking of the teachers of this study programme (joint projects, participation in international conferences, publications) must be further expanded and deepened. In particular, it would be desirable to combine research collaborations with foreign universities with student exchange agreements.

A prerequisite for successful research activity is the accessibility of appropriate literature.

Guidelines for avoiding plagiarism apparently exist, but they are not sufficiently practicable because no standardised online procedure for submitting and checking for plagiarism is applied.

Compliance level: Substantially compliant



ET recommendations:

1. Regular integration of practical projects in the seminar assignments of suitable subjects in order to introduce students to current research questions. 2. establishment of a standard online procedure for submitting academic papers and checking them for plagiarism (e.g. Turnitin).
2. Establishing a standardised online procedure for submitting academic papers and checking them for plagiarism (e.g. Turnitin).
3. Expanding and deepening international networking among teachers (joint projects, participation in international conferences, publications)
4. Combining research collaborations with foreign universities with student exchange agreements.

2.7. Infrastructure and resources

Unfortunately, the documents provided only give a very limited insight into the infrastructure and resources of the programme, as the time portion in the video submitted specifically for the BSc Geodesy instead of the on-site visit comprises min. 3:38- min. 3:48, i.e. only about 11 sec. (<https://www.youtube.com/watch?v=QHMkk-DeqFk>).

No reference to the study programme can be deduced from the plans reference 56,57, 58,59, 60, 61,62, as the information on the use of space is unspecific throughout.

The Facilities and Equipment for BSc Geodesy are not listed in section 6.3 of the documentation. On March 26th, additional information was delivered.

It is noticeable that the seminar rooms shown in the video documentation are essentially permanently furnished for frontal teaching and therefore do not allow group work without other forms of seminar work.

A prerequisite for successful research work is the accessibility of appropriate literature. Therefore, the low library stock of specialised books should be improved. According to the information provided March 26th, the number of books in Albanian and English language in the library totals 36. The number enrolled students totals 231, which results in a ratio of more



than six students having to share any one book from the overall stock of the 36 books on geodesy available in total.

From these 36 books, only seven represent book titles of recognised publishers from the last 10 years, which does not comply with the Standard 7.5 of the compliance calculation (demand is a minimum of 50%).

The list provided does not contain subscriptions to Albanian and foreign publications and periodicals, according to the stated mission. This also does not comply with the Standard 7.5 of the compliance calculation.

There seem to be deficits here. The easiest way to improve this accessibility to research resources would be for the university to create contracts with the relevant online resources (JSTOR or similar).

Compliance level: Partially compliant

ET recommendations:

1. Seminar rooms should be flexibly furnished to allow for group work and other interactive forms of work.
2. Up-to-date literature is indispensable as a basis for a successful Bachelor of Sciences. It is recommended that this accessibility to research resources be improved by the university entering into contracts with the relevant online resources (JSTOR or similar).

3. OVERALL EVALUATION AND RECOMMENDATION OF THE ET

In conclusion, the Expert Team considers that the study program BSc. Geodesy offered by University of Pristina „Hasan Prishtina“ , Faculty of Civil Engineering is *Substantially compliant* with the standards included in the *KAA Accreditation manual* and, therefore, recommends *to accredit* the study program for a duration of *5 years* with a number of *50* students per year to be enrolled in the program.



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4. APPENDICES

1. *Compliance calculation BSc. Geodesy, University of Pristina*

Expert Team

Chair

Prof. Stephan Pinkau

08.05.2021

(Signature)

(Print Name)

(Date)

Member

Mikus Dubickis

08.05.2021

(Signature)

(Print Name)

(Date)

Compliance calculation: Geodesy BSc/University of Pristina

- re/accreditation for bachelor or master study programs -

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 – 70 – 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 – 70% 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.

1. Mission, objectives and administration

Standard	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: Substantially compliant

2. Quality management

<i>Standard</i>	<i>Compliance</i>	
	<i>Yes</i>	<i>No</i>
<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 have been taken into consideration 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 (e.g., 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: Substantially compliant

3. Academic staff

Standard	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: Fully compliant

4. Educational process content

Standard	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 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	X	

a program, and in comparison with other study programs at highly regarded institutions.		
<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.	X	

Compliance level: Substantially compliant

5. Students

<i>Standard</i>	<i>Compliance</i>	
	<i>Yes</i>	<i>No</i>
<i>Standard 5.1.</i> There is a clear and formally adopted admission procedure at the institutional level that the study program respects when organizing 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 another equivalent document of study, according to MEST requirements.	X	
<i>Standard 5.3.</i> The study groups are dimensioned 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 academic record certifies the results obtained by the students throughout the study cycles.	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 all examinations	X	
<i>Standard 5.7.</i> Records of student completion rates are kept for all courses and 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: Substantially compliant

6. Research

Standard	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 6.9/6.8.</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: Substantially compliant

7. Infrastructure and resources

Standard	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%		X

<p>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>		
<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: Partially compliant

Overall compliance:

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

According to the KAA Accreditation manual, in order to be granted a positive decision for program re/accreditation, every education provider has to demonstrate at least a **substantial compliance** level in the overall judgment. Therefore, failure in meeting at least an overall substantial compliance level entails delaying, withdrawing, suspending or denying accreditation.

In conclusion, in line with the Manual requirements, the Expert Team recommends **to accredit** the program.

Overall compliance: Substantially compliant