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UNIVERSITY OF PRISHTINA "HASAN PRISHTINA"
FACULTY OF ELECTRICAL AND COMPUTER ENGINEERING
BACHELOR OF SCIENCE IN POWER SYSTEMS

ACCREDITATION

REPORT OF THE EXPERT TEAM

2 Apr 2021, Zagreb, Croatia



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1. INTRODUCTION

1.1. Context

Date of site visit: 18 Mar 2021

Expert Team (ET) members:

- *Dr. Dražen Vrhovski*

Coordinators from Kosovo Accreditation Agency (KAA):

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

Sources of information for the Report:

- [1] *Self-Evaluation Report-General Part, University of Prishtina “Hasan Prishtina”, Faculty of Electrical and Computer Engineering (FECE), Prishtina, 2021.*
- [2] *Self-Evaluation Report, University of Prishtina “Hasan Prishtina”, FECE, BSc in Power Systems, Prishtina, 2021.*
- *Self-Evaluation Report Appendices:*
 - [3] *Document entitled “EVOLUTION AND LAST TIME DEVELOPMENT REGISTERED FROM PREVIOUS EVALUATION (if any)”, publisher/date/place of publishing not known, filename “02-Annex-UP-FECE-PS-BSc-Quality improvement plan [EN]”.*
 - [4] *Document entitled “BUDGET AND FINANCING PLANNING”, publisher/date/place of publishing not known, filename “03-Annex-UP-FECE-PS-BSc-Budget Planning and Expenses [EN]”.*
- [5] *Syllabi of the study programme.*
- [6] *CVs of the study programme academic staff.*



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- *Videos depicting FECE teaching, research and other relevant infrastructure:*
 - [7] *FECE Overview*
 - [8] *Electric Machinery and Drives Laboratory*
 - [9] *Electric Measurements Laboratory*
 - [10] *Electrical Installation Laboratory*
 - [11] *Electrical Materials Laboratory and*
 - [12] *Power Transmission and Distribution Laboratory.*
- [13] *University of Prishtina “Hasan Prishtina” Statute, Prishtina, 2012.*
- [14] *FECE Strategic Plan of Actions 2021-2023, DRAFT, Prishtina, 2021.*
- [15] *Code of Ethics for the Academic Staff of the University of Prishtina “Hasan Prishtina”, Prishtina, 2013.*
- [16] *User Manual for Student Electronic Management System (SEMS), Prishtina, (date of publishing unknown).*
- [17] *Document entitled “Academic Staff Professional Trainings”, date/place of publishing unknown.*
- [18] *Document entitled “Statistics, Quality Assessment at University Of Prishtina (UP)”, Prishtina, date of publishing unknown.*
- *Questionnaires:*
 - [19] *Bachelor Level Student Questionnaire*
 - [20] *Student Questionnaire for Course Mathematics I*
- [21] *Document entitled “The Review Process Following a Poor Student/Peer Review”, Prishtina, 2021.*
- [22] *List of partnerships between FECE and Companies/Institutions/Professional Authorities, date/place of publishing unknown.*
- [23] *Regulation on the Selection Procedures Related to the Appointment, Reappointment, And Promotion of the Academic Staff at the University of Prishtina “Hasan Prishtina”, Prishtina, 2021.*
- [24] *Regulation for Undergraduate Studies – Bachelor, Prishtina, 2019.*
- [25] *Amendment to the Regulation for Undergraduate Studies – Bachelor, Prishtina, 2020.*

Sources referenced from [1] to [12] were provided prior to the online evaluation interviews, whereas the sources from [13] onwards were requested and received upon the interviewing.



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Criteria used for program evaluation:

- *Standards and performance indicators outlined in the Kosovo Accreditation Agency's Accreditation Manual, 2018.*
- *The European Qualifications Framework*
- *The Framework for Qualifications of the European Higher Education Area*

1.2. Site visit schedule

- 09.00-09.40 *Meeting with the management of the faculty where the programme is integrated*
- 09.45-10.30 *Meeting with quality assurance representatives and administrative staff - Joint session*
- 11.00-12.25 *Meeting with the heads of the study programme*
- 12.30-13.10 *Meeting with teaching staff*
- 13.15-14.00 *Meeting with employers of graduates*
- 14.05-14.15 *Internal meeting of KAA staff and experts*
- 14.15-14.25 *Closing meeting with the management of the faculty and program*

1.3. A brief overview of the institution and program under evaluation

The University of Prishtina “Hasan Prishtina”, Faculty of Electrical and Computer Engineering (hereafter referred to as: FECE) was established in 1961 in Prishtina as a joint engineering-related higher education institution named the Technical Faculty, offering study programmes in civil, electrical and mechanical engineering, as well as providing a natural follow up to the students graduating from the Prishtina Technical High School. Since 2001 FECE operates under the name of “Faculty of Electrical and Computer Engineering” and offers its study programmes aligned with the Bologna Declaration. The FECE offers five (5) study programmes on bachelor level, and the same number (5) of master level programmes. At time of this writing, the FECE has got the total of 2410 students enrolled in the study programmes taught, of which 2200 in bachelor and 210 in master studies.



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The BSc in Power Systems program which has been the subject of the undertaken evaluation (hereafter referred to as: Study Programme) is a study programme aimed at educating electric power system engineers capable to address present and future challenges in the energy sector. Given the profile of the FECE, the programme fits well in the existing programme portfolio and may be seen as providing knowledges and skills complementary to those of the alternative FECE study programmes.

Work done as a part of the undertaken expertise has been based on the self-evaluation report [1] prepared by the FECE in January 2021 (hereafter referred to as: SER), as well as on supplementary information and documentation listed in Section 1.1. All the documentation was provided either by the FECE/KAA or have been publicly available via different channels.

Due to the Covid-19 pandemic, the assessment process did not include site visits to FECE locations. The evaluation has therefore been done entirely via online interviews and by means of document consultation. Although this has not had any influence on the objectiveness of the assessments made, nevertheless the process has still been somewhat hindered by the inability to undertake physical inspection of the FECE facilities and operational procedures.

As given in Section 1.2, online meetings were held with the following stakeholder groups and attendees:

- *FECE Management, attended by Prof.Dr. Isak Shabani, Prof.Dr. Qamil Kabashi, Prof.Dr. Milaim Zebeli and Prof.Dr. Kadri Syleymani;*
- *Academic staff members acting as the heads of the study programme, attended by Prof.Dr. Bahri Prebreza, Prof.Dr. Arben Gjukaj and Prof.Dr. Shqipe Lohaj;*
- *Quality assurance representatives;*
- *Teachers, attended by Prof.Dr. Vezir Rexhepi, Prof.Dr. Sabrije Osmanaj, Mr. Marjan Dema and Mr. Nuri Berisha;*
- *Representatives from the industry, attended by Mr. Fadil Sejdiu, Kosovo Energy Cooperation J.S.C., Mr. Ibrahim Gashi, KOSTT J.S.C., Ms. Valbona Kadrijaj, Kosovo Electricity Distribution Company J.S.C. and Mr. Muavi Rexhepi, NEWCO FERRONIKELI COMPLEX L.L.C.;*
- *Graduate students.*



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2. PROGRAM EVALUATION

2.1. Mission, objectives and administration

Both the general part of the self-evaluation report (hereafter referred to as: General SER) [1] and the programme self-evaluation report (hereafter referred to as: SER) [2] refer to a large extent to complementary strategic objectives but it is not clear whether these objectives have been structured and provided in a formally adopted document. The General SER outlines the mission and vision to be “educating the youth in the fields of Electric and Computer Engineering, at all levels of higher education, with the aim of preparing them for the demands of the labour market in the country and beyond, and for the continuous education in this highly dynamic field, and also to contribute directly to the sustainable technological, social and scientific development of Kosovo” and “orientation towards the national and international model of a contemporary and innovative faculty with integrated teaching, whereby practice complements theory and professional skills and research skills are developed for the benefit of society“ respectively. The mission outlined in the SER could be seen as following the pattern set by the General SER and hence outlines the programme mission as focusing on issues such as knowledge dissemination, problem solving skills and challenges of the energy sector.

Although it may be deemed that the Study Programme has therefore been aligned with the FECE mission and vision statements, it needs to be said that both statements are somewhat generic and as such fit for a variety of possible academic and/or business outcomes. The mission and vision statements do not suggest FECE’s comparative advantages and unique discriminators on the market, neither do they imply its strategic orientation with respect to the specific geographic area of interest, research focus or target academic relevance/market share. In this regard, the Study Programme has indeed been aligned with the FECE mission, nevertheless, it does not reflect in any way on the current and future specific strategic needs of both the institution and the local community, neither it recognises any of the critical trends of the 21st century’s industry/economy.

The feedback received from the FECE management has demonstrated some strategic planning and in this regard internationalisation of both the institution and the Study Programme has been communicated as one of the priorities. However, no specific development plans have been articulated or presented apart from a rather generic orientation and reliance on accessible EU



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funding. The draft Strategic Plan for 2021-23 [14] does include certain concrete actions to be undertaken, but a number of these are rather dubious as they lack concrete performance indicators and have been valued as of zero cost.

The interviewed representatives from the industry have unanimously complimented the quality of the graduated students and their engineering capacities, and, as such, the programme may be deemed to follow a certain overall didactic concept. Nevertheless, at the same time it is difficult to find any evidence as to how the concept corresponds with new industry trends and technology paradigms as the majority of them are addressed in the elective modules only.

Furthermore, although the feedback from the industry representatives implies appropriate study programme profiling with respect to the actual job market requirements, conflicting strengths and weaknesses identified in the SER suggest otherwise. Thus, for instance, the feature to provide students with modules which are "...flexible and easily adaptable to local, regional and global job market requirements" has been identified as a major strength of the study programme just to be somewhat dismissed through the corresponding weakness articulated as "Achieving the objectives of teaching and learning through activities that meet the needs of the labour market". At the same time, the management did not provide any sensible explanation to the conflicting statements thus leaving an impression that both were assessed rather frivolously.

The institution has got introduced a regulation addressing ethical conduct in academic and research undertaking but it is applicable to academic staff only (see Article 3 of the Code of Ethics [15]). It is hence not clear what was the logic behind separating ethical (mis)conduct between different stakeholders as their individual contribution to the overarching promotion of ethical behaviour and merit-driven academic recognition is equally important.

Moreover, in addition the Code of Ethics, the institution has got a number of other relevant regulations introduced, however, many of them are not publicly available via the FECE web site. Finally, some important documents and information which happen to be publicly available are of questionable integrity. Thus, for instance a strategic plan downloadable from the FECE web site (https://fiek.uni-pr.edu/getattachment/Ballina/Plani-Strategjik-i-FIEK-2020-22_shq_en.pdf.aspx) corresponds to the three year period starting from 2020 to 2022, whilst it has been communicated that a new strategic planning process has been underway aiming to cover for the 2021-23 period as has been shown in the draft Strategic Plan document [14] supporting the FECE accreditation process.



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Compliance level: Partially compliant

ET recommendations:

1. *Finalise the strategic plan for the next business timeframe outlining clearly key strategic academic, research and business objectives with the corresponding action plans and performance indicators. The strategic plan needs to reflect actual global trends but equally so local needs and applicability of the new paradigms, technologies and practice into the target geography, as opposed to designing an everlasting plan fit for all scenarios possible.*
2. *Introduce practice which would secure a seamless transition between two consecutive planning processes/periods (eg. strategic planning) thus enabling effective business and academic continuity.*
3. *Resolve contradictions and applicability in important regulations such as Code of Ethics, Strategic Plan and others.*
4. *Promptly introduce a new university/FECE web site and make all formal policies, guidelines and internal regulations publicly available.*

2.2. Quality management

From the information collected and documentation consulted, it is evident that all staff participate in the QA activities and these activities are integrated in the overall planning process. Nevertheless, evidence of poor handling of identified needs for improvements can be seen. Thus, for instance, even though all the stakeholders interviewed appreciate the need for a prompt upgrade of the FECE website, this has not been translated in the corresponding QA related documents and planned procedures. Furthermore, the interviewed QA personnel have outlined the relatively poor survey sample size as a main obstacle to reaching better representativeness of the feedback collected. As participation in the student questionnaires is voluntary, a feedback would be collected typically from only a handful of students making it rather unrepresentative. In this regard it would hence be expected that corresponding prompt calls for actions are made and documented, however, only a scarce evidence of such undertakings has been found. One such example is the objective entitled as “Quality of self-assessment reports” found in the draft strategic plan [14] but given that it has been – for some reason – set to be effective as of May 2021 onwards, it can hardly be seen as genuine. Another example of a QA-related undertaking of questionable integrity is demonstrated through the submitted report analysing the collected feedbacks [18]. Although the document provides basic



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statistics related to the student satisfaction, it is not known which period does the report refer to, neither it gives any action plans targeted to remedy the drawbacks identified.

The interviewed QA representatives have outlined that student passing rate has been used as a method to assess the quality of both the study programme and the teacher. The passing rate may indeed provide a valuable info on how the study process is meeting the overall expected didactic outcomes, however, if used solely, it may well be misleading. It is therefore recommended the QA assessment process include a cross-sectional approach and generate integrated analytics to support improvement planning.

Further to the above, no feedback collection procedure has been set to seek useful information from graduates and employers, and only unstructured communication with both of the stakeholders is present. Moreover, most of the feedbacks collected are not publicly available, neither the way they are structured allow for easy manipulation or keyword searching. As a result, it may be deemed that only basic QA procedures aimed at securing long-term institutional and study programme development have been put in place, and more should be done to raise the current standards of QA-related operations. The reports are prepared regularly, however, it is deemed the reporting is focused primarily to meet the regulatory requirements rather than to improve the quality of the processes it refers to.

Compliance level: Partially compliant

ET recommendations:

- 1. If it hasn't already done so, introduce regulation which would mandate students to participate in QA-related surveys.*
- 2. Introduce feedback collection systems and procedures to gather feedbacks from other stakeholders such as graduates, employers, local community and local government.*
- 3. Make findings of the QA assessment processes publicly available and promote positive practices internally and externally.*

2.3. Academic staff

Teaching staff at the FECE include, in total, 33 full time, 24 part-time, and 5 retired academics. In the Study Programme 14 full time academic staff and 3 retired academics are involved, which results in that over 80% of the academic staff involved in the Study Programme are full



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time employees. Furthermore, all academics involved in the Study Programme hold a PhD degree and, as such, the institution meets the condition that for each student group (defined by the statute of the institution) and for every 60 ECTS credits in the Study Programme, at least one full time staff with PhD title is employed.

Selection and promotion of teaching staff to the respective academic title is conducted according to Article 171, 175, 176 and 177 of the University of Prishtina Statute [13] and the following regulations:

- Regulation on selection procedures for appointment, reappointment and promotion of academic staff [23] and
- Regulation on selection procedures for part-time staff.

The publication of position openings by the University of Prishtina is normally done twice a year. Requests for new academic personnel are initiated with proposals submitted by the respective department to the FECE Council which makes a decision whether to proceed with the publication of the vacancy notice or not.

In the SER, only basic information regarding the full time and part time academic staff was provided and from the available information it was not possible to evaluate fully the qualifications and experience of the academic staff. However, from the CVs and other documentation accompanying the accreditation application, as well as from the feedback accumulated through the interviews it may be concluded that the staff is adequately trained and capacitated to run the given Study Programme. Moreover, the staff gets regularly engaged in the academic community, and is available for consultations with students and community service.

Although some information on the staff biographies is available online on the FECE web page, these have not been regularly maintained and as such have been outdated. Furthermore, it is not clear whether during the employment procedure all candidates are aware of their responsibilities and expectations other than teaching, such as consulting, administrative activities, research, etc.

Evaluation of the teaching staff is administered by the University Rectorate and is done at the end of each semester through the questionnaires posted on the Student Electronic Management System (SEMS). The results of the academic staff evaluation are taken into account for



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promotion of the academic staff and renewal of contracts. The performance of each professor is measured based on the regulation for staff promotions [23]. However, as indicated earlier, the number of students that participate in the surveys and questionnaires is low and it should be improved dramatically in order to get a representative sample for analysis and evaluation of teachers' performance, course quality, as well as the quality of the Study Programme. Furthermore, teaching staff should get insight into the results of their teaching performance as well as the results on the student satisfaction with the course content.

It is ensured by the law, the introduced regulations and given declarations that academic staff do not cover more than two teaching positions within an academic year regardless of the educational institution where they carry out their activity. Furthermore, during the meeting with quality assurance representatives it was stated that the majority of teaching staff has only one full time teaching position, and some part time contracts.

Teaching staff has different opportunities for additional development of professional and teaching skills through the university centre for teaching and excellence responsible for the organization of training and workshops for the teaching staff. Feedback from the interviewed academics suggested that some of them had undergone the training in a "train-the-trainers" setup which has made them capacitated to hold trainings for their colleagues. More recently training on enhancing teaching and assessment methods, creating syllabi and writing learning outcomes were organized by international experts and some of the trainings done were part of the international projects DRIVE. Other opportunities for teaching staff include regular meetings during the academic year at which experienced teaching staff present their experience in teaching, share documents and materials and more. Furthermore, newly employed teaching staff are obligated to take two courses on improvement of teaching methodology and the requirements for the other teaching staff is to attend at least two trainings/workshops between each promotion or before signing the new contract. However, there is no strategy nor a plan for teaching staff improvements, as well as no obligatory reporting or perhaps a database summarising all activities undertaken by the teaching staff, like attended trainings, workshops, conferences etc.

The responsibilities of all teaching staff in addition to teaching include also other engagements such as conducting and correcting exams, students' project and bachelor thesis evaluation, as well as consultations with students. Although, some academics participate in the boards of national agencies and government institutions, in general, their community service should be improved.



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During the meeting with the quality assurance representatives, it was stated that University of Prishtina strategic plan includes action measures to deploy quality enhancement, improve teaching strategies and raise the quality of learning materials. However, only improvements related to teaching by means of introducing new methodologies can be found in the document. In this regard, target improvements of the teaching and assessment methods as well as improvements in the content and quality of learning materials must be included into the strategies for quality enhancement and the corresponding strategic plans.

Compliance level: Substantially compliant

ET recommendations:

- 1. Regularly maintain and update the academic staff CVs that are available on the FECE web page. CVs should be in English language and special attention should be given to the sections describing teaching staff research interest and teaching profile.*
- 2. Include planned improvements of the teaching and assessment methods, as well as the content and quality of learning materials into the strategies for quality enhancement and the strategic plan.*
- 3. Create scientific profiles on the official web page of online scientific platforms in order to improve the digital visibility of the institution (such as Research Gate, IEEE, Google Scholar, etc..).*
- 4. Improve the quantity of students participating in surveys and questionnaires in order to get a representative sample for analysis and evaluation of teachers performance and quality of courses and study program.*
- 5. A number of academic staff interviewed in the evaluation process have demonstrated relatively poor fluency in English language. As this may hinder both their academic development and research work, it is recommended that the FECE strategies for professional development of the teaching staff target English fluency too.*

2.4. Educational process content

The SER refers the syllabi of the Faculty of Electrical Engineering and Computing Zagreb, Croatia and Technical University Graz, Austria, to have served as benchmarks when designing the Study Programme. This however can hardly be found as genuine given that the former does



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not run BSc studies in Power Systems. The programme can be regarded as modelled according to the labour market needs as well as according to the needs of the forthcoming major improvements expected to happen in the Kosovo energy system. However, to a large extent it lacks any significant reference to the modern trends and practices having to do with renewable energy, efficiency and sustainability. Even if it may be deemed that these issues have been integrated in major engineering disciplines through modules such as “Fundamentals of Electrical Engineering” or similar, it is not clear why the majority of modules covering disciplines critical to modern way of analysing energy-related challenges have been designated as elective (eg. “Renewable energy sources”, “Energy Management and Energy Efficiency Auditing”, “Energy and environment” etc.).

Although the Study Programme feels balanced, it provides only information on the individual course learning outcomes and not the expected outcomes of the programme as a whole. It is hence rather difficult to assess how and to what extent each of the courses contribute to meeting the key programme objectives. Furthermore, the majority of modules carry 6 ECTS credits, thus suggesting the programme does not discriminate between core modules critical to successful accomplishment of the programme mission, and those targeted primarily at underpinning the general didactic concept.

The courses taught all have their content, learning outcomes and assessment methods explained in the syllabi which the students are introduced with at the beginning of the semester. However, even though Level 6 of the European Qualifications Framework (available at: <https://europa.eu/europass/en/description-eight-efq-levels>) the Study Programme is expected to be associated with require advanced knowledge and creative problem-solving skills to be achieved, as well as the ability to manage complex technical and professional project activities, both course descriptions and learning outcomes suggest that, to a large extent, these capacities are planned to be achieved only on a basic level. Examples of the courses focusing on basic level achievements include both compulsory (“Electrical measurements”, “Power engineering”, “Electronics”, “Transmission and Distribution of Electricity”, “Electric Machines”) and elective (“Software Application in Power Engineering”, “Renewable Energy Sources”) study courses. Moreover, even though a degree of logical and didactic progression as to the complexity of the materials taught would be expected in the follow-up courses such as “Electric Machines I”, “Electric Machines II” and “Special electric machines”, the progression is focused more on the quantity of the materials taught rather than on their complexity. In addition, from both the documentation consulted and the feedback acquired it is not clear whether mechanisms to secure learning outcomes complementarity between



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different study courses have been introduced. Thus, for instance, even though three (3) courses utilise MATLAB software as a tool underpinning the teaching process, all three of them expect basic level of MATLAB literacy to be achieved as a result. Indeed, it may be deemed that the planned use of the software corresponds to different application domains, still, some level of progression in thus acquired competencies should be observed.

Apart from the questionable learning outcome complementarity explained above, the teaching strategies may be found as fit for different types of learning outcomes. Nevertheless, the feedback collected suggests that some parts of the teaching process are facilitated by the use of unlicensed software which is found utterly unacceptable. Not merely that a viable open source alternative is likely to always be available, thus compensating for a possible lack of finances needed to purchase the target licensed software, but also, any higher education institution should lead by example and promote lawful use of intellectual property rights as much as possible. Moreover, the institution should demonstrate creative thinking – especially since operating in the ICT sector – and try to find workarounds such as distant/virtual labs, pay-per-use schemes or special licensing plans negotiated with either the software vendors in charge or partner institutions able to outsource a part of the teaching process.

Finally, from the feedbacks gathered through the undertaken interviews it is beyond any doubt that the FECE enjoys a reputation of a respectable and highly qualified partnering institution. The representatives from the industry speak highly about the qualities of both the graduated students as well as the academic staff. With respect to the former, the industry representatives have reported that more than 80% of the interns end up as their full-time employees upon graduation. Furthermore, they see the graduated students capacitated not merely for junior positions, but also positions involving managerial activities too. However, all of this does not translate into the corresponding number of partnerships the FECE has formalised with the industry as can be seen from [22]. It is hence recommended the FECE management assesses partnership opportunities with industry members other than major publicly owned companies and institutions as this is likely to increase the agility and efficiency of both the Study Programme as well as the institution as a whole.

Compliance level: Partially compliant



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ET recommendations:

- 1. In addition to the outcomes of individual study courses, define key expected programme outcomes and quantify to what extent each of the courses taught contribute to meeting them.*
- 2. Align expected learning outcomes with the European Qualifications Framework.*
- 3. Further to the recommendations outlined in the previous section, introduce development plans aimed at capacitating the Study Programme to be taught in languages other than Albanian.*
- 4. Prevent the use of unlicensed software and set up dedicated processes and development plans aimed at identifying the needs for the software supporting the teaching process as well as plans designed to translate these needs into operation.*
- 5. Identify partnership opportunities with industry members other than major publicly owned companies and institutions and initiate partnership negotiations.*

2.5. Students

The admission criteria for enrolment are clearly defined and publicly announced and are specified in the public call. These criteria apply to all students. To enrol a study programme, a student must have a high school diploma, pass the matura state exam and the entrance exam organized by the FECE. The University Senate is responsible for defining the maximum number of first year candidates to be accepted, taking into account the proposed number by the Faculty Council for each study program.

The planned study group size feels well designed to ensure effective and interactive teaching and learning, but given that the Study Programme is a new program and study groups are hence yet to be defined, it is somewhat difficult to assess the expected outcomes more concretely. The programme curriculum is published on the FECE website and it is hence available to the students before the beginning of the semester. Also, lectures are organized on a regular basis according to the class schedule which is also published on the website.

To disseminate all information relevant to students and their studying, the SEMS electronic system is used. Each student has got an individual SEMS account keeping records of student achievements and containing all materials and information needed to pass the courses. In addition to the website, all course syllabi are also published on the SEMS.



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Assessment of the student knowledge is done through exams, colloquiums, seminars, laboratory exercises, and presentations of the realization of any practical project in the field of engineering. Typically, in order to pass an exam, the student first needs to pass a written exam which is then followed by an oral part of the exam. The exam grade is normally calculated as an average of the two grades. The student has the right to review the assessment of the written exam and if he/she disagrees with the assessment, he/she has the right to file a written complaint to the Dean. In such cases, the student takes another exam before the commission.

All exams are held within the announced exam terms (January, June and September). The Senate of the University of Pristina, following the proposal of the Study Committee and the Faculty Councils, may decide to announce additional exam terms if it considers that this would contribute to a successful progression of the study process.

The feedback collected through the interviews held suggests the FECE is flexible to students participating in exchange programmes or those doing internships abroad by allowing them to take the exams earlier. The FACE runs a database where a record is kept records of all student grades and students can get a printout of their grades should they need it. The faculty collects and analyses the pass rate and the final grades in all courses included in the Study Programme. This data is used for various QA-related undertakings and the results of these analyses are passed to the Dean and Vice-deans for further measures to be developed and taken.

Although the FECE claims that adequate infrastructure for students with disabilities has been put in place, no evidence supporting such a claim has been observed. Also, for students whose mother tongue is not Albanian exams and literature may be provided in their language.

The faculty has introduced mechanisms aimed at preventing cheating in exams. However, these primarily include exam supervisors, and students caught cheating are reported to the disciplinary committee in charge of taking further measures. Regarding plagiarism, unfortunately teachers do not have any solution available for plagiarism checking, but are encouraged to do it manually. This however implies that it is down to the teacher if a work would be checked for plagiarism or not.

Academic staff have sufficient time available in their working hours for consultation and advice to students. All students' rights and obligations are made publicly available and the students' transfer between higher education institutions, faculties and study programs is regulated in formal internal documents.



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Compliance level: Substantially compliant

ET recommendations:

- 1. Improve ways student works are checked for plagiarism and introduce plans for proactive promotion of authentic academic work through public lectures, workshops and other such events.*
- 2. If it hasn't already done so, improve accessibility of faculty premises and facilities for disabled students by introducing access ramps, dedicated parking lots, lavatories, text-to-speech assistive tools on the website and other such facilities.*
- 3. Further promote student mobility through ways other than those supported by EU mechanisms.*

2.6. Research

Even though research has been identified as one of the objectives of the Study Programme (page 4 of the SER), it is hard to find evidence on how such a strategic orientation translates into concrete operation. There is no separate research methods/methodology course in the Study Programme aimed at introducing students to basic concepts of research, neither have research methods or practices been mentioned in the descriptions of the courses included in the programme. It hence remains unclear how it is expected that a student would obtain the articulated research competences given that research has only been scarcely mentioned in the learning outcomes. Furthermore, no reference to research is included in the corresponding regulation for undergraduate studies [24] and [25].

Expectations for teaching staff involvement in research and scholarly activities, and the performance in relation to these expectations are specified in the work contract, the university statute [13] and in the regulation covering the selection procedures [23]. In this regard, research activities which are considered relevant to the overall FECE business objectives are determined indirectly, by means of listing all the activities that are eligible to be financially supported. In addition, some research indicators have been listed in the strategic plan [14], however, without concrete quantifiers which would ease the assessment of whether the given objective is met or not.



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Research accomplishments are primarily validated by the number and credibility of the follow-up scientific publications. The research done by FECE academics is internationally visible and the listed publications demonstrate focus on local and/or regional energy issues and may be seen as of moderate research significance.

Technological transfer is not regulated nor stimulated by both the university and the FECE. In this regard, the salary system has not been set to recognise individual contributions to research, neither it values contributions to setting up cooperation with the industry. However, realization of professional expertise for the needs of the community is foreseen as one of the tasks in the strategic plan [14].

From the feedback collected and the documentation consulted it is clear that the academic staff publishes papers under the name of the FECE. However, no evidence has been collected proving that academic staff are encouraged to include their research in the teaching process, neither they are actively stimulated to update their curriculum such that to reflect significant research developments in the study field.

The institution does not have established intellectual property ownership policies or regulations, although safeguarding intellectual property has been outlined in the statute [13] as one of the responsibilities of the university senate.

Finally, the prerequisites for student research are insufficient and the curriculum does not address properly research methods and methodology to be used as a fundamental part of the Study Programme. Apart from their final works/thesis, no significant research is done by the students.

Compliance level: Partially compliant

ET recommendations:

1. *Set up clear strategic objectives and the corresponding development policies as to which disciplines, technologies and research areas the institution will aim to excel in.*
2. *Set up straightforward and universally accepted research performance indicators tailored also to address research contributions other than paper publishing.*
3. *Update the Study Programme either such that it addresses research methods and methodology to be used in joint research projects done by students and academics.*
4. *Develop and implement a regulation on technology transfer.*



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5. *Establish an intellectual property ownership policy.*

2.7. Infrastructure and resources

The FECE is a publicly funded institution and as such enjoys the comfort of – to a certain extent – secured long-term financial stability through public funds. Although the institution has submitted a document providing some information on the Study Programme cost breakdown structure [4], this can hardly be treated as serious financial planning. Also, the interview held with the FECE management has not provided evidence as to how the Study Programme complements the existing operations financially, neither has been proved that alternative contingency scenarios were analysed to secure long-term financial viability.

The facilities used by the FECE for the given Study Programme are owned by the University of Prishtina. According to the feedback collected and documents consulted the university runs a central library, and in addition the department has its own library of 30 m². Considering the total number of students studying at FECE (roughly 2400), the number and size of classrooms and laboratories seems adequate.

Although the FECE locations and premises could not be evaluated physically, there are no reasons to believe the FECE is undercapacitated with respect to available infrastructural resources such as classrooms, offices, common areas and other such physical infrastructure needed to underpin the planned study programme. However, from the video material accompanying the accreditation application [7], [8], [9], [10], [11] and [12], it may be concluded that only moderate quality equipment has been secured to aid the teaching process of the Study Programme. This is further substantiated by the findings of the [18] even though it is not clear which concrete capacities were assessed in the document. Thus, for instance, the document outlines that only 50% of the students interviewed feel that laboratories and halls are equipped with the necessary tools and materials needed to support the teaching process successfully. The FECE however has not provided proofs that such a feedback has been properly taken care off, and that the corresponding actions aimed at remedying the observed were planned and, if possible, executed.

Finally, it must be said that the FECE failed to demonstrate its dedication to adequate presentation of the facilities used in the teaching process, as well as a dedication to further



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developments. Both the SER and the video material sent provide only basic information on the available infrastructure and resources, without any reference on the concrete development plans and/or major expected upgrades to both physical infrastructure, as well as the supporting technology and equipment. In this regard, as mentioned earlier, one such upgrade should definitely include infrastructure and resources needed by students and staff with special needs. Even though this has been recognised in the draft strategic plan [14], the institution has failed to introduce concrete quantifiers the realisation of the plan would be measured against.

Compliance level: Partially compliant

ET recommendations:

- 1. Set up clear strategic objectives and the corresponding development policies with respect to the long-term infrastructural development which would correspond to the teaching and research priorities set.*
- 2. Ensure adherence to the strategic plan of actions concerning infrastructure for students with special needs by introducing concrete quantifiers the realisation of the plan would be measured against.*
- 3. Ensure adequate financial planning is done, and entrepreneurial mindset promoted by both the FECE management and senior academics.*



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3. OVERALL EVALUATION AND RECOMMENDATION OF THE EXPERT TEAM

The University of Prishtina “Hasan Prishtina”, Faculty of Electrical and Computer Engineering is an institution with a long history of dealing with different educational matters. The evaluated BSc in Power Systems programme is a study programme aimed at educating electric power system engineers capable to address present and future challenges in the energy sector. The programme recognises needs of the local labour market and, in its essence, fits well in the existing programme portfolio by providing knowledges and skills complementary to those of the alternative FECE study programmes.

Due to the Covid-19 crisis, the assessment process did not include any site visits to FECE locations, nor it included physical face-to-face interaction with the interviewed stakeholders. Although it may be argued that such circumstances may have influenced the objectivity of the conclusions made, the evaluation process has included every effort to make the conclusions sound, substantiated by concrete evidence and not a result of speculation or misjudgement.

In this regard, in every section a set of recommendations has been given to address the issues raised through the evaluation process. It needs to be emphasised that all of these recommendations should be seen only as guidelines aimed at improving the overall quality of both the study programme evaluated as well as the institution as a whole. In this regard, it remains to the FECE management and staff whether these recommendations would be found affirmative and hence put into practice or disregarded.

In conclusion, the Expert Team considers that the study program Bachelor of Science in Power Systems offered by the University of Prishtina “Hasan Prishtina”, Faculty of Electrical and Computer Engineering is *Partially compliant* with the standards included in the *KAA Accreditation manual* and, therefore, recommends *not to accredit* the study program.

Expert Team

Chair

(Signature)

Dražen Vrhovski

(Date)