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University of Prishtina „Hasan Prishtina“

Faculty of Architecture

Programme Re-Accreditation Procedure

REPORT OF THE EXPERT TEAM

31st March 2021, Dessau - Riga



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1. INTRODUCTION

1.1. Context

Date of site visit: 5.3.2021, 09:00- 16:00

Expert Team (ET) members:

- *Prof. Stephan Pinkau*
- *Asnate Kažoka, student expert*

Coordinators from Kosovo Accreditation Agency (KAA):

- *Shkelzen Gerxhaliu, Senior Office for Evaluation and Monitoring – KAA*
- *Arianit Krasniqi, Senior Office for Evaluation and Monitoring – KAA*
- *Illirjanë Ademaj Ahmeti, Senior Office for Evaluation and Monitoring – KAA*

Sources of information for the Report:

- *First Page-Application*
- *SER-UP-FA-reaccreditation*
- *Annex-FA-Quality improvement plan for the Program under evaluation*
- *Annex-Work and scientific projects*
- *Annex-Cooperation Agreements*
- *CV-Teuta Jashari Kajtazi*
- *CV_Ardita Byci Jakupi*
- *CV_Arta Basha Jakupi*
- *CV_Arta Januzi Cana*
- *CV_Arta Xhambazi*
- *CV_Dukagjin Hasimja*
- *CV_Eliza Hoxha*



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- *CV_Fevzi Berisha*
- *CV_Florim Grajcevc*
- *CV_Florina Jerliu*
- *CV_Mimoza Dugolli*
- *CV_Miranda Rashani*
- *CV_Naser Kabashi*
- *CV_Rozafa Basha*
- *CV_Violeta Nushi*
- *CV_Vlora Aliu*
- *CV_Vlora Navakazi*
- *CV_Xhelal Lloncari*
- *Syllabuses Sem 1-Sem 9*
- *Regulation for bsc studies*
- *Updated regulation for bsc studies*
- *Regulation for msc studies*
- *Updated regulation for msc studies*
- *Video UP Architecture*
- *A short guide for reviewing and revising syllabi*
- *Extracurricular activities provided by University of Prishtina*
- *General Request_List of exchange mobility training for internal and international staff*
- *General request_Student Academic Mobility*
- *List of Certified Professors - Center for Excellence UP 2017-2020*
- *The Statute*
- *Developing a Module for managing and monitoring the quality of teaching within the SEMS*
- *Code of Ethics*
- *Final Document - ENG Strategic Plan 2020-2022*
- *Regulation on quality assurance*
- *QUESTIONNAIRE FOR STUDENTS*
- *QUESTIONNAIRE FOR ACADEMIC STAFF*
- *QUESTIONNAIRE FOR THE ADMINISTRATIVE*
- *STUDENT EVALUATION FOR TEACHING AND COURSES*
- *Job-decsription_Dean*



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- *Job-description_Coordinator for academic development*
- *LIST OF PROFESSIONAL DEVELOPMENT_2020*
- *List of Professional Development Activities of Academic Staff 2017 2018*
- *Regulation on disciplinary measures*
- *Students Appeals*
- *The Statute_article114*
- *Course description or equivalent for the VI-6 Internship - Study Visit Trip*
- *Regulation for bsc studies*
- *Regulation for msc studies*
- *Updated regulation for msc studies*
- *Updated regulation for bsc studies*
- *Regulation for bsc studies_article13-18*
- *The Statute_article142-143-155*
- *Academic Integrity*
- *University of Prishtina Student Handbook - Yearbook*
- *Regulation on selection procedures_UP*
- *Regulation on evaluation procedures of part-time staff*
- *Publication list of members scientific - applied research publication*
- *Research productivity overview -The list of total number of publications per academic unit*
- *Information about Central University Library*
- *The book collection_FA*
- *Titles of trainings offered by Center for Teaching Excellence of UP*
- *Statistical data - number of new students*
- *Statistical data - BSc and MSc_graduated students_certificates awarded*
- *List of thesis topics*
- *Evaluation data_Course_FA*
- *Curriculum review group for MSc Architecture meetings*
- *The composition of the group and the tasks and responsibilities*
- *Questionnaire for graduates*
- *Questionnaire for labor organisation*
- *Advisory board composition - FA and Civil Engineering*
- *Advisory board on the level of UP - meeting example*
- *Statistics on the appeals cases in the MSc Architecture*



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- *Course description or equivalent for the VI-6 Internship-Study Visit*
- *BSc Diploma*
- *BSc Diploma Supplement*
- *MSc Diploma*
- *MSc Diploma Supplement*

Criteria used for program evaluation:

- *KAA Accreditation Manual, July 2018*
- *A_Framework_for_Qualifications_for_the_European_Higher_Education_Area*
- *European Commission, Internal Market Information System; Form: PQ Notification - Architects*



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1.2. Site visit schedule

Programme Accreditation Procedure at the University of Pristina „Hasan Prishtina“ Faculty of Architecture, st. arch. Karl Gega, no.1, 10000 Pristina, Kosovo	
Experts Team Prof. Stephan Pinkau Asnate Kažoka, student expert	
Participants from the KAA Shkelzen Gerxhaliu, Senior Office for Evaluation and Monitoring – KAA Arianit Krasniqi, Senior Office for Evaluation and Monitoring – KAA Ilirjanë Ademaj Ahmeti, Senior Office for Evaluation and Monitoring – KAA	
SITE VISIT PROGRAM, on 5th March 2021	
09:00 – 09:40	Meeting with the management of the Faculty Prof.Dr. Violeta Nushi, dean Prof.Assoc.Dr. Vlora Navakazi, vice-dean Arta Zabërgja-Prelvukaj, Dean's assistant/ acting Secretary
09:45 – 10:55	Meeting with the heads of the Study Program Prof.Dr. Violeta Nushi, Sustainable Architectural Design Prof.Assoc.Dr. Vlora Navakazi, Architectural Design Prof.Assoc.Dr. Arta Basha Jakupi, Architecture and Technology Prof.Ass.Dr. Florina Jerliu, Cultural Heritage Prof.Ass.Dr. Dukagjin Hasimja, Urbanism and Spatial Planning
11:00 – 11:40	Meeting with the Quality assurance and Administrative Staff Prof.Ass.Dr. Teuta Jashari Kajtazi, Coordinator for Academic development Besnik Loxha/ Director, Office for Academic Development (UP) Ardita Byci-Jakupi, Ass.PHD Cand.
11:45 – 12:35	Meeting with academic staff Prof.Ass.Dr. Arta Xhambazi Prof.Ass.Dr. Mimoza Dugolli Ass.Dr.Sc. Rozafa Basha Ass.Dr.Sc. Miranda Rashani, Ass.Dr.Sc. Arta Januzi Cana Ass.PhD.Cand. Dashnor Kadiri
12:35 – 13:10	Lunch at Baron – next-door to the FA
13:15 – 13:55	Meeting with students



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	Gresa Morina Edmond Drenogllava Adonis Morina Rina Maliqi Lira Agusholli Njomza Mulhaxha
14:00 – 14:40	Meeting with graduate's students
	Errita Zuna Dasara Pula Genc Blakaj Rinor Shala Gresa Shaipi Majlinda Sylejmani
14:45 – 15:25	Meeting with employers of graduates
	Vjollca Podvorica Agon Basha Kaltrina Thaqi Nafije Gashi Mentor Pllana Diedon Kica
15:30 – 15:40	Internal meeting of KAA Staff and Experts
15:40 – 15:50	Closing meeting with a management of the faculty and program.

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

The Faculty of Architecture is organised as an academic unit at the University of Prishtina "HASAN PRISHTINA". It is the largest public university in Kosovo, and has existed since 1971.

The Faculty of Architecture was recently separated from the Faculty of Civil Engineering. It offers an integrated degree programme in architecture, in which the degrees of either a Bachelor of Science can be taken after six or eight semesters, or a Master of Science after ten semesters.



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Enrolment is currently only possible for the first semester, so a student can only choose one of these above-mentioned degrees at a time and - if a Bachelor's degree is chosen - cannot subsequently enrol in the more advanced Master's degree programme.

According to documentation, 1010 students are currently enrolled in the integrated Bachelor's and Master's degree programme. In addition, the faculty offers a Professional Master in Energy Efficiency, which is not the subject of this evaluation.

According to the documentation presented, the Faculty of Architecture has oriented itself towards the institutes of the Vienna University of Technology in the development of its study focus, especially in the Master's programme.

The mission of the MScA, integrated study program, is consistent with the overall mission statement of the Faculty of Architecture:

1. to educate generations of architects to address the challenges associated with specialist fields: Architecture, Urbanism and Spatial Planning, Architectural Design, Cultural Heritage, Architecture and Technology;
2. to research create, develop and disseminate new knowledge in the field of architecture;
3. to play a leading role in delivering interdisciplinary education in order to solve the academic and professional problems in architectural field facing society of the country.

The following evaluation of the programme and, in particular, the recommendations made are intended to support the Faculty of Architecture at the University of Prishtina in achieving the desired goals.

2. PROGRAM EVALUATION

2.1. Mission, objectives and administration

The mission statement of the University of Prishtina (Standard 1.1) is general in nature and includes educating students, gaining experience and preparing them for managerial positions.



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Regarding the Faculty of Architecture, it could and should refer to the specific profiles of its BSc and MSc programs. The faculty could profit from a profiled statement as providing a perspective for future development.

In the basic layout of its structure, the Faculty of Architecture refers to the Vienna University of Technology and to a certain extent derives the allocation of its focal points and thus also the distribution of subjects from this (Standard 1.3); the Vienna University of Technology acts here as an academic and professional advisor (Standard 1.2). This seems to be a good idea to a certain extent, because it can take into account the demand for diversification of the faculty's offer.

The self-imposed requirement of consistency of the study programme with the European Higher Education Area (Standard 1.2) can only be met by the consistent introduction of tiered degrees to the first study cycle (Bachelor of Science, EQF 6) and second study cycle (Master of Science, EQF 7):

http://ecahe.eu/w/index.php/Framework_for_Qualifications_of_the_European_Higher_Education_Area

A "Y-model", for example, is suitable for its implementation within the framework of the existing curriculum. Here, students must choose between two alternatives at the end of the fourth semester, namely

either

- Module VI-7 E Diploma Work (BA) as a compulsory module at the end of the at the end of the sixth semester

or

- Module VIII-9 E-AD Diploma Work (BSc) as a compulsory module at the end of the eighth semester,

thus earning a Bachelor's degree and a Bachelor's certificate. - In each case with the option to subsequently apply for the consecutive Master's programme of the UP, being enrolled there if the access requirements are fulfilled and hereafter obtain a MSc. degree.



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After the fourth semester, the programme, which has been uniform until then, could split into a group that aims for a six-semester Bachelor's degree and then, if necessary, a four-semester Master's degree, and another group that aims for an eight-semester Bachelor's degree and then, if necessary, a two-semester Master's degree (hence the "Y model"). These students also have the option of completing a four-semester Master's programme following the eight-semester Bachelor's programme.

The UP would be free to either accept all of its own graduates into the Master's programme after successful completion of the Bachelor's phase, or, alternatively, to set a certain grade point average as an entry requirement for the Master's programme.

On the one hand, this measure is necessary to comply with the Framework for Qualifications of the European Higher Education Area (Standard 1.2).

On the other hand, the "default" agreement between the UP and the applicant at the first enrolment would be the BSc - and not the MSc. This would have the effect that the profile of the BSc- MSc programme could be developed differently:

The BSc would develop its focus on teaching the fundamentals of architecture, and in doing so would be able to concentrate primarily on ensuring that as many of the first enrolled students as possible achieve their first professional BSc degree in the prescribed standard period of study.

The MSc would develop its focus in the acquisition of in-depth knowledge in sub-fields of architecture, in line with the focus already formulated. Research would also be anchored at this point, i.e. the envisaged specialisation profile could then be implemented in full breadth (General/Sustainable Architecture [S]; Design [D]; Urbanism and Spatial Planning [U]; Cultural Heritage [CH]; and Architecture and Technology [A]).



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External Master's students would be able to transfer to the MSc at UP, and students at UP would also be able to apply for an alternative Master's programme at another university with their Bachelor's certificate.

Because students in this case would consciously decide to continue their studies in the consecutive Master's programme MSc after their Bachelor's degree (and would not, as is currently the case, have simply fallen into it by waiting), one would almost exclusively be dealing with very committed participants in this course and the proportion of "inactive" students would be very low.

Faculty of Architecture is characterised in particular by the huge commitment of those involved. It is rather driven by the interests of the teachers and their desire to share this with the students. This is in itself a very positive approach and the discussions with students and graduates certainly confirmed this.

However, care must be taken to ensure that a good didactic concept also offers something for those students who are not 100% committed for personal or even economic reasons.

This group of people apparently makes up a larger proportion of the enrolled students ("out of 1010 enrolled students, approx. 450 are active and approx. 560 are not active") and therefore efforts should be made to also enable these people to successfully complete their studies. The studyability of the programme is apparently not given with such a large number of inactive students, it must be ensured.

The necessary approach to this is the consistent introduction of tiered degrees (see Standard 1.2 and the consistency with the Framework for qualifications of the European Higher Education Area demanded there).

Standard 1.4 is complied with, but Article 10 of the regulation for bsc studies, with its paragraph (5): "The student may not take the exams of the current year of study before completing those of the previous year", combined with paragraph (6): "The student who does



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not meet the conditions for registration in the following academic year, is obliged to repeat the registration of the same year of studies.

Furthermore, the very strict attendance requirements of Article 11 should be revised in this context.

There are basic regulations on Standard 1.5 and Standard 1.6 which should be recognised. It should also be recognised that the Strategic Plan of the University of Prishtina describes in its Action Plan 2020-2022 on "1. Teaching and Learning" (p. 20): "Setting up science platforms and other services for students and staff (eg sciencedirect, web of science, Moodle, Turnitin, etc.)".

It is now important that this plan is implemented and that in particular - with regard to the question of scientific integrity - plagiarism software such as "Turnitin" is not only purchased, but also introduced as a binding requirement for all written seminar papers and theses as part of a preliminary check.

The interviews during the inspection revealed a need to catch up in this area.

Compliance level: Partially compliant

ET recommendations:

1. The compulsory coupling of access to the MSc with a preceding waiver of the acquisition of a BSc in the evaluated program **does not correspond** to the requirements of the Framework for Qualifications of the European Higher Education Area. It is strongly recommended to bring the structure of the study programme into conformity with the first and second circles described in the Framework for Qualifications of the European Higher Education Area within a **one year** period.
2. Develop a 6-semester BSc with focus on teaching the fundamentals of architecture, ensuring that as many of the first enrolled students as possible achieve their first professional BSc degree in the prescribed standard period of study.
3. Develop a 4-semester MSc with focus on the acquisition of in-depth knowledge in certain fields of architecture. Anchor your research fields here (Sustainable



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Architecture; Design; Urbanism and Spatial Planning; Cultural Heritage; Architecture and Technology).

4. Ensure the studyability of the programme in particular on the BSc level. This includes to reduce the demands in Article 10 and 11 of the regulation for bsc studies to the absolutely necessary.
5. Implement plagiarism software such as "Turnitin" in compliance to the Strategic Plan of the University of Prishtina 2020-2022.

2.2. Quality management

The Regulation on Quality Assurance and Evaluation at the University of Prishtina states that the objective of the quality assurance system at UP is to ensure continuous development but at the same time to comply with the accreditation requirements.

The Regulation refers to a number of general evaluation activities, for example, *Evaluating the quality of teaching*. However, the Regulation does not state what mechanisms are used for these activities, what data are collected and what are the consequences of the results. In the SER the UP, among other processes, refers to the assessment of teaching staff done through internal evaluations of self-assessment, questionnaires and self-assessment by the academic staff and anonymous questionnaires from students.

The Regulation also refers to self-evaluation reports and activity reports that are distributed and published but the expert team did not evidence any other reports than the one prepared for the accreditation purposes - neither from the information provided to the expert team nor from the website of UP.

Through additional investigation the expert team was provided with consolidated results of the student assessment for one study course and therefore it can conclude that some analysis of the assessment results is performed. However, the expert team did not receive any evidence that these results would be analysed and communicated to the staff and students in a systematic way. The expert team would like to emphasise that according to the plan-do-check-act principle that is generally accepted in quality assurance it is important to close the feedback loop and assess the achievements in order to set new goals and move forward.



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The UP quality assurance system itself seems to be heavily based on the questionnaires for different groups. Within this setting, it was not clear what would be the internally defined quality assurance targets that UP itself is aiming to reach in the study programme, faculty or in general.

Overall, while the UP Regulation refers to several aims for quality assurance, based on the evidence provided, the expert team had an impression that the formal quality assurance processes in UP are primarily focused on external requirements and assessments rather than initiated and appreciated internally. As the self-evaluation report should only be an interim result of a continuous internal self-assessment process and not a target as such, the expert team would recommend putting the internal needs and targets at the centre of quality assurance and moving beyond compliance with the formal accreditation standards. At the same time, the accreditation standards have been defined in order to ensure compliance with minimum requirements, therefore in the future the expert team would recommend UP to pay more attention to compliance with these minimum standards and demonstration of accurate evidence for compliance.

The expert team clearly sees and appreciates the position of UP in the Kosovo higher education system and does not doubt that the study programme Architecture is generally of a good quality. The expert team also acknowledges the recent establishment of the Faculty of Architecture which might explain some of the shortcomings and hopes that this external opinion will serve as a catalyst for some improvements in regard to the internal quality assurance system.

Compliance level: Substantially compliant

ET recommendations:

- 1. Provide feedback to the students and staff on the results of assessment procedures.*
- 2. Promote the use of the formal evaluation tools (questionnaires) between students.*
- 3. On the basis of evaluation processes produce and publish semestral and/ or annual reports that would include a set of recommendations and could be used for systematic improvements.*
- 4. To define performance indicators and related targets for the study programme and perform regular progress measurements.*



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2.3. Academic staff

The listing of the academic staff engaged in the integrated study programme was presented in tabular form (Standard 3.1, Standard 3.2).

Standard 3.4 is also met, as more than 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.

Due to the very high number of 1010 enrolled students, there is no compliance with standard 3.5.

There appears to be an opportunity for academic staff to receive training at the Center of Excellence (Standard 3.6).

Further opportunities for professional development exist in the exchange as teaching staff, for example through the "Erasmus +" programme. These opportunities are currently not fully exploited.

Apparently, a temporary appointment for one year does not represent a restriction of motivation, but is accepted in this form.

The implementation of the evaluation of the academic staff according to Standard 3.7 is the responsibility of Quality Management. It is welcome if the academic staff independently conducts surveys on the success of teaching according to Standard 3.8 - however, this cannot replace standardised quality assurance.

As already mentioned in the section "Quality Management", the cycle of standardised quality review is apparently still incomplete and needs to be completed. In addition, evaluations must be carried out at regular intervals (e.g. once within two or three years) and in relation to each individual field of study.



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Reports on the results of the evaluation according to Standard 3.9, their evaluation and the review of the implementation of the results from the discussions with the students are to be prepared and submitted at the next re-accreditation.

It is important here that the evaluation is carried out and evaluated independently of the Teaching Staff by Quality Management and that the students can give their feedback in anonymous form.

Retired teachers are apparently available as part-time teachers according to Standard 3.10, but only on call. They are not required to be employed by the faculty.

Compliance level: Substantially compliant

ET recommendations:

1. Reduce the number of just formally enrolled students by ensuring the studyability of the programme in particular on the BSc level.
2. Use all opportunities for professional development existing in the exchange as teaching staff, for example through the "Erasmus +" programme.
3. Ensure to close all cycles of standardised quality review and let evaluations be carried out by the quality management staff at regular intervals.

2.4. Educational process content

It should be noted that the documentation presented and the discussions held with students and graduates on 5 March have shown that the study programme and those involved in its implementation are able to support its students in a very versatile way and produce very capable and also very successful graduates (Standard 4.1). This fact should be recognised and also rated as outstanding because they have been achieved on the basis of limited financial and material resources.

The students and graduates involved in the on-site discussion on zoom have benefited from the fact that, especially in the higher semesters, intensive, personal support was provided by the



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lecturers (Standard 4.6), that the University of Prishtina is extraordinarily well networked with the private and state entrepreneurs in the country and that, in addition, it has become an integral part of the European network of universities and research institutions in recent years, especially through the funding lines of the European Union.

Through the planned training of focal points (General/Sustainable Architecture [S]; Design [D]; Urbanism and Spatial Planning [U]; Cultural Heritage [CH]; and Architecture and Technology [A]), the existing capacity here will certainly be promoted, and the establishment of a research institute proposed below in section 2.6 (Research) would have a further positive influence on this development.

The two architecture degree programmes are thus in a good development in terms of the particularly high-performing students, which should be further promoted with measures listed here below:

At present, the architecture programme offered by UP provides for a so-called "integrated MSc", which comprises ten semesters. The current curriculum provides for a Bachelor's degree at the end of the sixth semester (VI-7 E Diploma Work (BA)) or the eighth semester (VIII-9 E-AD Diploma Work (BSc)) only in connection with a final withdrawal from the UP. A (re-)enrolment directly into the Master's programme is not possible.

This restriction is not in line with the requirements of the Framework for Qualifications of the European Higher Education Area (Standard 4.2) and should be removed, as already mentioned above.

The UP should strive here for the major, overarching goal of all Bologna signatory states, namely the creation of a common European Higher Education Area. In this, it should be possible to complete various elements of the studies - a whole course of studies up to the degree or parts of the studies - in another country with recognition of this degree or the study achievements.

To this end, the UP Faculty of Architecture is very well positioned for a role as a partner in this higher education area.



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In this context, special attention should be paid to the following facts:

The figures presented on the ratio of active and inactive students in the integrated MSc - programme suggest that a large potential of quite capable students is currently not able to continue and complete their studies due to "adverse circumstances" as swiftly and successfully as it would - and should - be possible.

Here, the University of Prishtina must also take into account the fact that its architecture programme is the only one offered by a public university in Kosovo.

This problem should be addressed by the following means:

The Bachelor's programme should be given an independent profile with the content of a concentration on the basic training necessary for architects and on leading as large a proportion as possible of the students to be admitted to the Bachelor's programme in architecture after a selection procedure to a successful Bachelor's degree, if possible within the standard period of study.

The Bachelor's programme should deliberately devote itself to the study of fundamentals and hand over all specialisations, i.e. work in depth on sub-areas of architecture, to the Master's programme.

This would also allow to comply with the demand for "precise determination of the general and specific competencies" (Standard 4.3)

In this way, the BSc could also offer a basic course of study for other professional profiles that exist - outside architecture - in construction, with construction companies, in the area of facility management, or also in a broader sense with the manufacturers of products related to construction.

The implementation would require the rigid regulations according to Art. 10 and Art. 11 of the study regulations also be adapted in such a way that they only provide for restrictions where these are actually necessary.



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In order to successfully introduce the restructuring, evaluations would have to be carried out via Quality Management in shorter cycles, so that necessary adjustments can be made quickly and any deficits that arise can be eliminated immediately.

In order to enable a successful Bachelor's degree programme also for students who may have to work in parallel or who are not able to cover the distance between their place of residence and the University of Prishtina on a daily basis, a learning platform should be installed that allows at least a certain amount of asynchronous learning (see above).

As an objective framework with regard to an appropriate degree of profiling in breadth (Bachelor of Science) and with regard to the degree of appropriate profiling in depth (Master of Science), the specifications for the distribution of fields of study that exist for an EU-wide notification of architecture degree programmes should be used.

This MSc would then comply with Standard 4.3 and the "logical flow" formulated there.

Although Standard 4.4 is already fulfilled, the introduction of tiered degrees also opens up the possibility of submitting the degree programmes to the EU for notification and in this way increasing the attractiveness of an MSc degree from the University of Prishtina.

This is because EU notification grants graduates of EU-notified degree programmes guaranteed recognition of the equivalence of their degree throughout Europe.

In order to ensure a feedback from the student level to the governance level, an elected representation of the students in these bodies must be guaranteed.

Compliance level: Substantially compliant

ET recommendations:



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1. Develop a 6-semester BSc with focus on teaching the fundamentals of architecture, ensuring that as many of the first enrolled students as possible achieve their first professional BSc degree in the prescribed standard period of study.
2. Develop a 4-semester MSc with focus on the acquisition of in-depth knowledge in certain fields of architecture. Anchor your research fields here (Sustainable Architecture; Design; Urbanism and Spatial Planning; Cultural Heritage; Architecture and Technology).
3. Reduce the rigid regulations according to Art. 10 and Art. 11 of the study regulations in such a way that they only provide for restrictions where they are inevitable.
4. Introduce a learning platform and conduct selected courses as blended learning programs, which allow a certain amount of asynchronous learning
5. Reorganize the distribution of fields of study according to specifications for an EU-wide notification of architecture degree programmes (see annex). Submit the degree programmes to the EU for notification and increase the attractiveness of an MSc degree from the University of Prishtina in this way.

2.5. Students

As all bachelor study programmes in Kosovo, the study programme Architecture is open to all applicants who have completed Matura exam. The Regulation for Undergraduate Studies - Bachelor - states that the entrance exam (in case applied) is announced publicly by the UP Senate. The expert team would assume that due to the specificity of the study programme, there should be an additional entrance exam but the only evidence of such exam was found in the additional information provided by UP. It might seem obvious but it would be recommended to communicate the existence of such exam also on the UP website as a part of general admission requirements that are available throughout the year, not only at the time of admission.

While the UP website provides a wide range of different information, the expert team did find the website rather complicated to navigate for study purposes, for example, if an international student would look for detailed information on the Architecture study programme and admission requirements there.

When analysing the practical implementation of the study programme, the expert team had some concerns about the size of student groups. The expert team learned that the number of



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students enrolled has been 109 - 117 every year for the last 4 years and during the interview with students the expert team learned that students are divided into 3-4 groups each year with approximately 20 to 25 persons in each group in bachelor's programme and 10 to 15 persons in the master's programme. While this appears to be a manageable size for seminar groups, the expert team also learned about the large number of inactive students who have to join study courses at different stages in order to continue studies. These group sizes would represent approximately $\frac{1}{2}$ to $\frac{2}{3}$ of the nominal 150 students a year that have been announced in the application which corresponds to the proportion of approximately 50% active students.

The students whom the expert team met during the interviews were generally satisfied with the study process and the resources available. They also praised the availability of the teaching staff for any consultation they might need. It was evident that these students preferred to use informal means of communication with the teaching staff, namely a discussion or a direct question/suggestion and also feedback from the teaching staff was received that way. While this close and familiar approach is commendable, the expert team questions the extent to which such a system is effective in case of any real conflicts between the teaching staff and students, given the fact that for most of the students there are no alternatives for studies in Kosovo. Therefore, it is recommended to strengthen the formal quality assurance system for providing feedback in order to eliminate the possibility of interpersonal conflicts and any action that would be caused by fear from interpersonal conflicts.

The expert team learned that the appeals cases in the study programme are mostly related to the entrance examination results. In 2020 there were 27 such appeals received and all of them were claimed unfounded.

The UP Statute states the cases that a student can be allowed to sit an early examination in case he/she is taking part in an international exchange study program, or is conducting practical study abroad during the prescribed period of examination. No other cases for earlier or later examination for any other personal reasons (e.g. medical or private) have been foreseen in the Statute. It would be recommended to broaden the definition of special cases (for example, in any specific and urgent circumstances) in order to allow the Dean for flexibility. It also should not be a case that a student who has not participated in the scheduled exam due to serious personal reasons is not entitled to a scholarship or any other benefits.

The expert team learned that there is a high number of inactive students that are stuck at some point of their studies. The expert team would encourage UP to include the number of inactive



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students as one of the quality indicators, investigate the reasons and make efforts to increase this number, if necessary, by revising the internal regulations related to course completion.

During the interview the expert team learned that UP is putting efforts to ensure that the work submitted by students is not plagiarised. However, the current practices are inconsistent as they depend on each separate member of the teaching staff and the main approach is based on assigning tasks that can not be plagiarised rather than checking for plagiarism. This is a shortcoming, particularly in relation to written work (text), which needs to be addressed. In particular, it is important that the students are made aware, through the consistent use of plagiarism software, that correct citation is indispensable for a scientific degree programme (BSc/MSc).

As a result of studies the students are issued a diploma and diploma supplement. In order to facilitate mobility and cross-border recognition, it would be suggested to include in the diploma supplement the full course and grade transcript of each student.

The combination of research and architectural teaching at the master's level seems to function very positively. The involvement of students in current issues, which the seminar leaders gain from the context of their networks as seminar tasks, offers great proximity to practice and the necessary context for a diverse architectural education. This aspect of combining research and teaching should be further expanded and strengthened in the Master's programme in the future. This was also confirmed by the employers of graduates during the last session of the interviews. The transfer and recognition processes in UP are developed and existing to the extent that the framework of the study programme allows, meaning, that it is possible to transfer to other institutions from UP at any stage but it is not possible to be enrolled directly in the Masters part of the study programme at UP and it is not clear what other possibilities for incoming transfer there are, except from the ERASMUS mobility..

The recognition of externally acquired ECTS, i.e. modules acquired at other universities, for example in connection with Erasmus+ / student mobility, is also possible. It is regularly done on the basis of the prescribed learning agreements concluded between the host university and the home university of the exchange student(s) before the start of the programme.

Some students reported that they had to participate in online seminars at the UP parallel to their work at the host university abroad in order to ensure the recognition of the module achievements. These may be individual cases.

The recommendation here is to value the experience gained during a stay abroad very highly and to be as generous as possible with the recognition of these achievements. The



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recommendation is therefore also to provide a mobility window in the curriculum, within which a flat rate of 15 credits is recognised, provided they were acquired abroad within the framework of a supervised exchange programme.

Here, the UP should strive for the 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.

Student rights and responsibilities in UP are clearly defined - both on the level of UP Statute and also in the Student Handbook. The UP Student Parliament has a devoted page on the UP website.

Compliance level: Substantially compliant

ET recommendations:

1. *Publish accessible information about the study programmes offered, including the admission requirements, on the university website.*
2. *Review the content of the university website through involving students or potential students, in order to ensure accessible and clear information about study provision.*
3. *Encourage the students to use formal quality assurance mechanisms and demonstrate the results.*
4. *Broaden the definition of special cases when sitting an early or later exam is allowed.*
5. *Make efforts to decrease the number of inactive students.*
6. *Investigate the possibilities for introducing a consistent plagiarism control system.*
7. *Include in the diploma supplement the full course and grade transcript of each student.*
8. *Provide a mobility window in the curricula with a flat rate of a curricula that is recognised.*

2.6. Research

Since the programme under evaluation is a Master of Science, research and its connection with teaching plays a prominent role. The publication list submitted shows that research and



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publication is done on a wide range of topics, although the teaching load is very high and research has to be done in some way in addition.

In fact, the study programme has the following defined research areas (Standard 6.1) following the institutes of the Vienna University of Technology: General/Sustainable Architecture [S]; Design [D]; Urbanism and Spatial Planning [U]; Cultural Heritage [CH]; and Architecture and Technology [A], which corresponds to Chair of Constructions; Chair of Architectural Design; Chair of Urbanism; Chair of History, Theory and Architectural Heritage; and Chair of Architectural Visualization. The research work of the academic staff according to Standard 6.4, which is published and validated in the relevant professional media according to Standard 6.5 (Standard 6.6), also relates to these research foci.

In many cases, professors try to work on their research projects according to Standard 6.9 with the participation of students or in the form of a regular seminar assignment. In this way, it is probably often possible to give students a practical insight into research through their direct participation, thereby achieving diversity in the seminar programme, and at the same time satisfying the research requirement and the research requirement. In this respect, Standard 6.2 and also Standard 6.11 are met.

This approach was also confirmed in the discussion with the students and graduate students from their own experience, and the employers of the graduates also referred to the performance of these directly research-related seminar papers in the last part of the online tenure at the UP on 5 March 2021. Unlike in the natural sciences, for example, research in architecture can certainly correlate with design-related topics. In this respect, Standard 6.3 can be fulfilled.

Due to the high teaching load, the volume of one publication per year (Standard 6.7) is not regularly achieved.

As already mentioned above under 2.1, the Strategic Plan of the University of Prishtina describes in its Action Plan 2020-2022 on "1. Teaching and Learning" (p. 20): "Setting up science platforms and other services for students and staff (eg sciencedirect, web of science, Moodle, Turnitin, etc.)."



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It is now important that this plan is implemented and that in particular - with regard to the question of scientific integrity - plagiarism software such as "Turnitin" is not only purchased, but also introduced as a mandatory requirement for all written seminar papers and theses as part of a preliminary check.

Here, the interviews during the inspection revealed a need to catch up, which must be addressed in order to comply with Standard 6.10.

One difficulty is probably the availability of specialist literature, because the sources listed in the syllabi are for the most part privately owned by the professors and are not available in the university libraries. The recommendation here is to finance and set up campus access to an online service such as JSTOR in order to promote the UP as a research location.

With the recommended separation of the integrated Master's programme into a Bachelor of Science, which takes over the basic training of architects in the breadth of the subject, and a Master of Science, which is dedicated to research in the depth of selected fields of the architectural spectrum, research on architecture, especially in the Master's programme, has a very significant role.

In order to promote this role, to support the visibility of the Department of Architecture at the UP, to support better acquisition of third-party funding and to bundle the research activities at the department, the establishment of a Research Institute on Architecture and Urbanism is recommended here. Such a research institute should be set up as leanly as possible and without significant administrative expenses, and should establish itself as a potent player in the existing UP network of collaborations.

Compliance level: Substantially compliant

ET recommendations:

1. In order to promote the visibility of the Department of Architecture at the UP, to support better acquisition of third-party funding and to bundle the research activities at the



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department, the establishment of a **Research Institute on Architecture and Urbanism** is recommended

2. Implement plagiarism software such as "Turnitin" in compliance to the Strategic Plan of the University of Prishtina 2020-2022

2.7. Infrastructure and resources

UP is a public university therefore the funding is provided by the state and allocated on a yearly basis. The Architecture study programme is an existing one and the basic resources have already been provided in the long term.

While it is understandable that the state budget is allocated only for one year, the expert team would suggest to develop at least a mid-term budget estimate for the upcoming three years and see how the resources could be compensated by other sources, for example, research projects, in case of decreasing funding.

For a student population of 1010 (see p. 173), 8 classrooms, a computer lab and a library (36m²) do not seem extensive - however, the high proportion of 550 inactive students was pointed out. How this situation can be addressed in principle and how a high number of semesters until graduation can be counteracted has been explained.

However, it is already noticeable that rooms with large tables and the necessary technical equipment for architectural modelling or sculptural design with clay or large-scale workshop projects with wood or steel are not available. This is perhaps due to the fact that the Faculty of Architecture was only founded very recently from the Faculty of Civil Engineering. There is a need to catch up with Standard 7.1 at this point.

No statement can be made on the fulfilment of Standard 7.2 and 7.3 due to a lack of documentation.

The stock of 1021 book titles in the department's library is insufficient for a Bachelor of Science and Master of Science program with 1010 registered students (Standard 7.5). This needs to be remedied in the short term. As explained above in section 2.6, the recommendation is to fund



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and establish campus access to an online service such as JSTOR to promote UP as a research location. This could also become one of the tasks to be assigned to the proposed Research Institute on Architecture and Urbanism.

For students with special needs, the infrastructure is not fully in place (Standard 7.6) Although the amount of 150,000 EUR is included in the Strategic Plan of the UP 2020-22: "- Identification of the number of students with special needs; - Access for students with special needs in all buildings; - Access of students with special needs to all study programmes; - Equipments for students with special needs; - Involvement of students with special needs in their career development, etc.", there is no evidence of the planned implementation.

In fact, there is no evidence of the planned implementation, which should have taken place in January 2020.

Compliance level: Partially compliant

ET recommendations:

1. Develop at least a mid-term budget estimate in order to analyse the possible risks related to funding.
2. Introduce a learning platform and conduct selected courses as blended learning programs, which allow a certain amount of asynchronous learning outside classrooms.
3. Provide space beyond classrooms with top - down arrangements predetermined by built-in furniture to enable architectural work like modelling or sculptural design with clay or large-scale workshop projects with wood or steel etc.
4. Fund and establish campus access to an online service such as JSTOR to promote UP as a research location. This could also become one of the tasks to be assigned to the proposed Research Institute on Architecture and Urbanism.
5. Take the necessary inclusion of students with special needs seriously.

3. OVERALL EVALUATION AND RECOMMENDATION OF THE ET

In conclusion, the Expert Team considers the study program BSc. Architecture and MSc Architecture offered by University of Prishtina „Hasan Prishtina“, Faculty of Architecture is *Substantially compliant* with the standards included in the *KAA Accreditation manual*.



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But the compulsory coupling of access to the MSc with a preceding waiver of the acquisition of a BSc in the evaluated program **does not correspond** to the requirements of the Framework for Qualifications of the European Higher Education Area: "The Bologna Declaration asserts that there will be two main cycles and the Berlin Communiqué elaborates upon this to specify a third (doctoral) cycle linked to research. **The successful completion of the first cycle gives access to programmes of the second cycle.** The successful completion of the second cycle gives access to programmes of the third cycle. "Access" is used here in the same sense as in the Lisbon Recognition Convention, namely the right to apply and be considered for admission to a programme of higher education. It does not necessarily imply an automatic right of admission or entitlement to a place on a programme." (*Framework for Qualifications of the European Higher Education Area, p.60*)

As a result is to be stated, that the program **does not comply** with KAA Standard 1.2 and 4.2, and as the large number of inactive students accumulate to a total number of 1010 in direct consequence, also KAA Standard 3.5 can't be met. There are also a number of other standards where the compliance currently could not be assessed as fully compliant.

For this reason, the expert commission recommends the re-accreditation of the program for a period of **three years under this condition:**

"Bring the structure of the study programme into conformity with the first circle (BSc 6 sem.) and second circle (MSc 4 sem.) as described in the Framework for Qualifications of the European Higher Education Area before October 2021."

4. APPENDICES

1. *Compliance calculation: Architecture MSc/University of Pristina*
2. *A Framework for Qualifications of the European Higher Education Area can be downloaded here:*
http://ecahe.eu/w/index.php/Framework_for_Qualifications_of_the_European_Higher_Education_Area
3. *European Commission, Internal Market Information System; Form: PQ Notification - Architects*



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Expert Team

Chair

(Signature) (Print Name) (Date)

Member

(Signature) (Print Name) (Date)

Member

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Member

(Signature) (Print Name) (Date)

Member

(Signature) (Print Name) (Date)

Member

(Signature) (Print Name) (Date)

Compliance calculation: Architecture MSc/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: Partially compliant

2. Quality management

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

Compliance level: Partially 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: Substantially 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 a program, and in comparison with other study programs at highly regarded institutions.	X	
<i>Standard 4.10.</i> Policies and procedures include actions to be taken in to dealing with situations where standards of student achievement are inadequate or KAA inconsistently assessed.	X	
<i>Standard 4.11.</i> If the study program includes practice stages, the intended student learning outcomes are clearly specified and effective processes are followed to ensure that those learning outcomes and the strategies to develop that learning are understood by students. The practice stages are allocated ETCS credits and the work of the students at the practical training organisations is monitored through activity reports; students during practice stages have assigned tutors among the academic staff in the study program.	X	
<i>Standard 4.12.</i> In order to facilitate the practice stages, the higher education institution signs cooperation agreements, contracts or other documents with institutions/organisations/practical training units.	X	

Compliance level: Substantially compliant

5. Students

Standard	Compliance	
	Yes	No
<i>Standard 5.1.</i> There is a clear and formally adopted admission procedure at institutional level that the study program respects when organising students' recruitment. Admission requirements are consistently and fairly applied for all students.	X	
<i>Standard 5.2.</i> All students enrolled in the study program possess a high school graduation diploma or other equivalent document of study, according to MEST requirements.	X	
<i>Standard 5.3.</i> The study groups are dimensioned so as to ensure an effective and interactive teaching and learning process.		X
<i>Standard 5.4.</i> Feedback to students on their performance and results of assessments is given promptly and accompanied by mechanisms for assistance if needed.	X	
<i>Standard 5.5.</i> The results obtained by the students throughout the study cycles are certified by the academic record.	X	
<i>Standard 5.6.</i> Flexible treatment of students in special situations is ensured with respect to deadlines and formal requirements in the program and to all examinations.	X	
<i>Standard 5.7.</i> Records of student completion rates are kept for all courses and for the program as a whole and included among quality indicators.		X
<i>Standard 5.8.</i> Effective procedures are being used to ensure that work submitted by students is original.		X
<i>Standard 5.9.</i> Students' rights and obligations are made publicly available, promoted to all those concerned and enforced equitably; these will include the right to academic appeals.	X	
<i>Standard 5.10.</i> The students' transfer between higher education institutions, faculties and study programs is clearly regulated in formal internal documents.	X	
<i>Standard 5.11.</i> Academic staff is available at sufficient scheduled times for consultation and advice to students. Adequate tutorial assistance is provided to ensure understanding and ability to apply learning.	X	

Compliance level: 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	

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

Compliance level: Partially compliant

Overall compliance:

Standard	Compliance level
1. Mission, objectives and administration	Partially compliant
2. Quality management	Partially compliant
3. Academic staff	Substantially 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



EUROPEAN COMMISSION INTERNAL MARKET INFORMATION SYSTEM

Form: PQ Notification - Architects

Notification

	Profession: Architect
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Notification summary

Notifying country	
Evidence of formal qualifications	
Unofficial English translation of the evidence	
Body awarding the evidence of qualifications	
Unofficial English translation of the body's name	
	Contact details of the awarding body
Address	
Telephone	
E-mail address	
Web address	http://
Academic reference year	
Certificate accompanying the qualifications	Bescheinigung einer zuständigen Architektenkammer über die Erfüllung der Qualifikationsvoraussetzungen im Hinblick auf eine Eintragung in die Architektenliste
Unofficial English translation of the certificate	Certificate by a competent chamber of architects confirming that the applicant meets the qualification requirements to register as an architect
Type of notification	A. New title / evidence / certificate / training program
Exact type of notification	A1. New evidence of formal qualification (includes training)
Legal basis	Art. 46

Legal reference

Are the notified national provisions published on the Internet?	
Online link	http://
Additional information about the national provisions (including further online links if available)	(Maximum: 1.000 characters)

Training requirements

Is the diploma awarded subject to successful completion of a university-level examination?	
Overall duration of training in years	
Total number of ECTS credits and/or training hours	(Maximum: 1.000 characters)
Theory of architecture (ECTS credits and/or training hours)	(Maximum: 1.000 characters)
Practice of architecture (ECTS credits and/or training hours)	(Maximum: 1.000 characters)

Knowledge, skills and competences

Reference to relevant national provisions concerning the acquired knowledge, skills and competences	(Maximum: 2.000 characters)
	Please explain how it is ensured that the professional acquires the knowledge, skills and competences listed in Article 46(2) of Directive 2005/36/EC.
Ability to create architectural designs that satisfy both aesthetic and technical requirements Art. 46 no. 2 (a)	(Maximum: 2.000 characters)
Adequate knowledge of the history and theories of architecture and the related arts, technologies and human sciences Art. 46 no. 2 (b)	(Maximum: 2.000 characters)
Knowledge of the fine arts as an influence on the quality of architectural design Art. 46 no. 2 (c)	(Maximum: 2.000 characters)
Adequate knowledge of urban design, planning and the skills involved in the planning process Art. 46 no. 2 (d)	(Maximum: 2.000 characters)
Understanding of the relationship between people and buildings, and between buildings and their environment, and of the need to relate buildings and the spaces between them to human needs and scale Art. 46 no. 2 (e)	(Maximum: 2.000 characters)

Understanding of the profession of architect and the role of the architect in society, in particular in preparing briefs that take account of social factors Art. 46 no. 2 (f)	(Maximum: 2.000 characters)
Understanding of the methods of investigation and preparation of the brief for a design project Art. 46 no. 2 (g)	(Maximum: 2.000 characters)
Understanding of the structural design, and constructional and engineering problems associated with building design Art. 46 no. 2 (h)	(Maximum: 2.000 characters)
Adequate knowledge of physical problems and technologies and of the function of buildings so as to provide them with internal conditions of comfort and protection against the climate, in the framework of sustainable development Art. 46 no. 2 (i)	(Maximum: 2.000 characters)
The necessary design skills to meet building users' requirements within the constraints imposed by cost factors and building regulations Art. 46 no. 2 (j)	(Maximum: 2.000 characters)
Adequate knowledge of the industries, organisations, regulations and procedures involved in translating design concepts into buildings and integrating plans into overall planning Art. 46 no. 2 (k)	(Maximum: 2.000 characters)



Knowledge, skills and competences

Reference to relevant national provisions concerning the acquired knowledge, skills and competences	<p>The training programme based on modules subordinated to criteria a-k, Art. 46 and contents the theoretical and practical aspects of architectural training pursuant to:</p> <ul style="list-style-type: none"> -Directive 2005/36/EC -Architectural Guide Line 85/384/EWG -UIA-Accord on recommended international standards of professionalism in architectural practice -UNESCO/UIA charter for architectural education -guidelines ASIIN e.V. (Accreditation Agency for Degree Programmes for Higher Education Institution certifying Quality Management Systems in Systems Accreditations in Engineering)
	Please explain how it is ensured that the professional acquires the knowledge, skills and competences listed in Article 46(2) of Directive 2005/36/EC.
Ability to create architectural designs that satisfy both aesthetic and technical requirements (criteria a)	<p>First cycle: bachelor programme (year 1-3)</p> <p>Year 1: Orientation Architectural design and drafting I, II and III (4) Construction and engineering I and II (6) Application in interaction of all subjects, creative design and building design(5) ECTS 15</p> <p>Year 2: Intensification Architectural history and theory of architecture II, III (2) Architectural design and drafting IV (2) Construction and engineering III (1) Application in building physics and building construction, buildings and city, building engineering and building design, design of a building (14) ECTS 19</p> <p>Year 3: In-depth Application in analysis and construction orientated design in existent structures and design of a city (12) Bachelor thesis (3) ECTS 15</p> <p>ECTS first cycle: 49 (plus compulsory electives)</p> <p>Second cycle: master programme (year 1-2) In-depth and extension</p> <p>Design and building construction (18) Design and building design (10) Design and urbanism (10) Architectural history and theory of architecture (15) Creative design and architectural drafting (41) Master thesis (4)</p> <p>ECTS second cycle: according to individual focus students have to prove 120 ECTS (from 372 ECTS offered in the second cycle with allotment of 98 ECTS in criteria a)</p> <p>Total ECTS: varies according to individual focus, average 124 ECTS (42%)</p>
Adequate knowledge of the history and theories of architecture and the related arts, technologies and human sciences (criteria b)	<p>First cycle: bachelor programme (year 1-3)</p> <p>Year 1: Orientation Architectural history and theory I (4) Architectural design and drafting II (1) Application in interaction of all subjects (1) ECTS 6</p> <p>Year 2: Intensification Architectural history and theory II, III (4) Architectural design and drafting IV (1) ECTS 5</p> <p>Year 3: In-depth Application in building physics and building construction, buildings and city, building engineering and building design, design of a building (3) Bachelor thesis (2) ECTS 5 (plus compulsory electives)</p> <p>ECTS first cycle: 16 (plus compulsory electives)</p> <p>Second cycle: master programme (year 1-2) In-depth and extension</p> <p>Design and building design (1) Architectural history and theory (8)</p>

	<p>Creative design and architectural drafting (20) Master thesis (2)</p> <p>ECTS second cycle: according to individual focus students have to prove 120 ECTS (from 372 ECTS offered in the second cycle with allotment of 32 ECTS in criteria b), minimum 10 ECTS</p> <p>Total ECTS: varies according to individual focus, average 26 ECTS (9%)</p>
<p>Knowledge of the fine arts as an influence on the quality of architectural design (criteria c)</p>	<p>First cycle: bachelor programme (year 1-3)</p> <p>Year 1: Orientation Architectural history and theory I (2) Architectural design and drafting I,II (4) Application in creative design and building design (1) ECTS 7</p> <p>Year 3: In-depth Bachelor thesis (2) Compulsory elective modules of total 58 ECTS with allotment of 2 ECTS in criteria c (according to individual focus students have to prove 21 of offered 58 ECTS) ECTS 2 (plus compulsory elective modules)</p> <p>ECTS first cycle: 9 ECTS (plus compulsory elective modules)</p> <p>Second cycle: master programme (year 1-2) In-depth and extension</p> <p>Design and building design (1) Architectural history and theory (7) Creative design and architectural drafting (26) Master thesis (2)</p> <p>ECTS second cycle: according to individual focus students have to prove 120 ECTS (from 372 ECTS offered in the second cycle with allotment of 36 ECTS in criteria c) , minimum 10 ECTS</p> <p>Total ECTS: varies according to individual focus, average 19 ECTS (6%)</p>
<p>Adequate knowledge of urban design, planning and the skills involved in the planning process (criteria d)</p>	<p>First cycle: bachelor programme (year 1-3)</p> <p>Year 1: Orientation Architectural design and drafting I,II (2) Application in interaction of all subjects (1) ECTS 3</p> <p>Year 2: Intensification Architectural design and drafting IV (1) Architectural history and theory III, IV (7) Application in buildings and city, design of a building (4) ECTS 12</p> <p>Year 3: In-depth Application in design of a city (4) Bachelor thesis (2) ECTS 6 plus compulsory elective modules of total 58 ECTS with allotment of 3 ECTS in criteria d (according to individual focus students have to prove 21 of offered 58 ECTS)</p> <p>ECTS first cycle: 21 (plus compulsory electives)</p> <p>Second cycle: master programme (year 1-2) In-depth and extension</p> <p>Design and building design (1) Design and urbanism (24) Architectural history and theory of architecture (4) Master thesis (2)</p> <p>ECTS second cycle: according to individual focus students have to prove 120 ECTS (from 372 ECTS offered in the second cycle with allotment of 31 ECTS in criteria d) , minimum 10 ECTS</p> <p>Total ECTS: varies according to individual focus, average 31 ECTS (10%)</p>

Understanding of the relationship between people and buildings, and between buildings and their environment, and of the need to relate buildings and the spaces between them to human needs and scale (criteria e)	<p>First cycle: bachelor programme (year 1-3)</p> <p>Year 1: Orientation Architectural design and drafting I, II, III (4) Application in interaction between all subjects (1) Architectural history and theory I (3) ECTS 8</p> <p>Year 2: Intensification Architectural history and theory II, III (2) Architectural design and drafting IV (1) Application in design of a building (1) ECTS 4</p> <p>Year 3: Application in analysis and construction orientated design in existent structures and design of a city (3) Bachelor thesis (3) Compulsory elective modules of total 58 ECTS with allotment of 5 ECTS in criteria e (according to individual focus students have to prove 21 of offered 58 ECTS) ECTS 6 (plus compulsory elective modules)</p> <p>ECTS first cycle: 18 (plus compulsory elective modules)</p> <p>Second cycle: master programme (year 1-2) In-depth and extension</p> <p>Design and building construction (5) Design and building design (7) Design and urbanism (13) Architectural history and theory (11) Architectural design and drafting (5) Master thesis (2)</p> <p>ECTS second cycle: according to individual focus students have to prove 120 ECTS (from 372 ECTS offered in the second cycle with allotment of 44 ECTS in criteria e) , minimum 10 ECTS</p> <p>Total ECTS: varies according to individual focus, average 28 ECTS (10%)</p>
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Understanding of the profession of architect and the role of the architect in society, in particular in preparing briefs that take account of social factors (criteria f)	<p>First cycle: bachelor programme (year 1-3)</p> <p>Year 1: Orientation Architectural design and drafting (1) Application in interaction of all subjects, creative design and building design (2) ECTS 3</p> <p>Year 2: Intensification Architectural history and theory II, III (2) Architectural design and drafting IV (1) Application in buildings and city, design of a building (2) ECTS 5</p> <p>Year 3: In-depth Application in design of a city (2) Compulsory elective modules of total 58 ECTS with allotment of 5 ECTS in criteria f (according to individual focus students have to prove 21 of offered 58 ECTS) ECTS 2 (plus compulsory elective modules)</p> <p>ECTS first cycle: 10 (plus compulsory elective modules)</p> <p>Second cycle: master programme (year 1-2) In-depth and extension Design and building design (2) Design and urbanism (5) Architectural history and theory (14) Plenum (4) Master thesis (1)</p> <p>ECTS second cycle: according to individual focus students have to prove 120 ECTS (from 372 ECTS offered in the second cycle with allotment of 26 in criteria f)</p> <p>Total ECTS: varies according to individual focus, average 14 ECTS (4%)</p>
Understanding of the methods of investigation and preparation of the brief for a design project (criteria g)	<p>First cycle: bachelor programme (year 1-3)</p> <p>Year 1: Orientation Architectural design and drafting I, II (2) Application in interaction of all subjects, creative design and building design (2) Construction and engineering (2) ECTS 6</p> <p>Year 2: Intensification Architectural history and theory II (1) Application in design of a building (1) ECTS 2</p> <p>Year 3: In-depth</p>

	<p>Application support for bachelor thesis (2) Compulsory elective modules of total 58 ECTS with allotment of 9 ECTS in criteria g (according to individual focus students have to prove 21 of offered 58 ECTS) ECTS 2 (plus compulsory elective modules)</p> <p>ECTS first cycle: 10 (plus compulsory elective modules)</p> <p>Second cycle: master programme (year 1-2) In-depth and extension Design and building construction (2) Design and urbanism (7) Architectural history and theory (6) Architectural design and drafting (15) Master thesis (1)</p> <p>ECTS second cycle: according to individual focus students have to prove 120 ECTS (from 372 ECTS offered in the second cycle with allotment of 32 ECTS in criteria g), minimum 10 ECTS</p> <p>Total ECTS: varies according to individual focus, average 21 ECTS (7%)</p>
Understanding of the structural design, and constructional and engineering problems associated with building design (criteria h)	<p>First cycle: bachelor programme (year 1-3)</p> <p>Year 1: Orientation Construction and Engineering I, II (5) Application in building materials and loadbearing structures (1) ECTS 6</p> <p>Year 2: Intensification Construction and engineering III (2) Application in building engineering and building design, building physics and building construction (3) ECTS 5</p> <p>Year 3: In-depth Application in analysis and construction orientated design in existent structures (1) Compulsory elective modules of total 58 ECTS with allotment of 8 ECTS in criteria h (according to individual focus students have to prove 21 of offered 58 ECTS) ECTS 1 (plus compulsory elective modules)</p> <p>ECTS first cycle: 12 (plus compulsory elective modules)</p> <p>Second cycle: master programme (year 1-3) In-depth and extension</p> <p>Design and building construction (18) Design and building design (1) Master thesis (1)</p> <p>ECTS second cycle: according to individual focus students have to prove 120 ECTS (from 372 ECTS offered in the second cycle with allotment of 20 in criteria h), minimum 10 ECTS</p> <p>Total ECTS: varies according to individual focus, minimum average 22 ECTS (7%)</p>
Adequate knowledge of physical problems and technologies and of the function of buildings so as to provide them with internal conditions of comfort and protection against the climate, in the framework of sustainable development (criteria i)	<p>First cycle: bachelor programme (year 1-3)</p> <p>Year 1: Orientation Construction and engineering II (1) Application in building materials and loadbearing structure (2) ECTS 3</p> <p>Year 2: Intensification Construction and engineering III (2) Application in building engineering and building design, building physics and building construction (4) ECTS 6</p> <p>Year 3: In-depth Compulsory elective modules of total 58 ECTS with allotment of 1 ECTS in criteria i (according to individual focus students have to prove 21 of offered 58 ECTS) only compulsory elective modules</p> <p>ECTS first cycle: 9 (plus compulsory elective modules)</p> <p>Second cycle: master programme (year 1-2) In-depth and extension</p> <p>Design and building construction (16) Master thesis (1)</p> <p>ECTS second cycle: according to individual focus students have to prove 120 ECTS (from 372 ECTS offered in the second cycle with allotment of 17 in criteria i)</p> <p>Total ECTS: varies according to individual focus, average 9 ECTS (3 %)</p>
The necessary design skills to meet building users' requirements within the constraints imposed by cost factors and building regulations (criteria j)	<p>First cycle: bachelor programme (year 1-3)</p> <p>Year 1: Orientation Application in building materials and loadbearing structures (2) ECTS 2</p> <p>Year 2: Intensification Application in building engineering and building design (1) ECTS 1</p>

	<p>Year 3: In-depth Compulsory elective modules of total 58 ECTS with allotment of 1 ECTS in criteria j (according to individual focus students have to prove 21 of offered 58 ECTS) ECTS: only compulsory elective modules</p> <p>ECTS first cycle: 3 (plus compulsory elective modules)</p> <p>Second cycle: master programme (year 1-2) In-depth and extension</p> <p>Design and building construction (8) Master thesis (1)</p> <p>ECTS second cycle: according to individual focus students have to prove 120 ECTS (from 372 ECTS offered in the second cycle with allotment 9 ECTS in criteria j)</p> <p>Total ECTS: varies according to individual focus, average 4 ECTS (1 %)</p>
<p>Adequate knowledge of the industries, organisations, regulations and procedures involved in translating design concepts into buildings and integrating plans into overall planning (criteria k)</p>	<p>First cycle: bachelor programme (year 1-3)</p> <p>Year 1: Orientation Construction and engineering II (1) ECTS 1</p> <p>Year 2: Intensification Construction and engineering III (1) ECTS 1</p> <p>Year 3: In-depth Compulsory elective modules of total 58 ECTS with allotment of 9 ECTS in criteria k (according to individual focus students have to prove 21 of offered 58 ECTS) ECTS: only compulsory elective modules</p> <p>ECTS first cycle: 2 (plus compulsory elective modules)</p> <p>Second cycle: master programme (year 1-2) In-depth and extension</p> <p>Design and building construction (1) Design and urbanism (5) Creative design and drafting, construction industry I-IV (20) Master thesis (1)</p> <p>ECTS second cycle: according to individual focus students have to prove 120 ECTS (from 372 ECTS offered in the second cycle with allotment of 27 in criteria k)</p> <p>Total ECTS: varies according to individual focus, average 2 ECTS (1 %)</p>

Mapping tabe to be used for presenting the curriculum

Cycles	Method of training	hours and/or ECTS			subject of the course											Number of exams
					I	II	III	IV	V	VI	VII	VIII	IX	X	XI	
		Allocated	To be allocated	Total	Art. 46(1) (a)	Art. 46(1) (b)	Art. 46(1) (c)	Art. 46(1) (d)	Art. 46(1) (e)	Art. 46(1) (f)	Art. 46(1) (g)	Art. 46(1) (h)	Art. 46(1) (i)	Art. 46(1) (j)	Art. 46(1) (k)	
		hours and/ or ECTS*	hours and/ or ECTS*	hours and/ or ECTS*	hours and/ or ECTS*	hours and/ or ECTS*	hours and/ or ECTS*	hours and/ or ECTS*	hours and/ or ECTS*	hours and/ or ECTS*	hours and/ or ECTS*	hours and/ or ECTS*	hours and/ or ECTS*	hours and/ or ECTS*	hours and/ or ECTS*	
	Sub-total															
	Sub-total															
	Total															

* indicative



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Bearbeiter:

Dessau, 31.03.2021

Betr.: Evaluation of University of Prishtina- Faculty of Architecture

Dear Shkelzen Gerxhaliu,

in consultation with Asnate Kažoka, I send the final Review Report regarding the Evaluation of University of Prishtina- Faculty of Architecture.

Yours sincerely

Prof. Stephan Pinkau
31.03.2021