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**UNIVERSITY OF PRISHTINA “HASAN PRISHTINA”
FACULTY OF CIVIL ENGINEERING**

GEODESY (MSC) PROGRAM

RE-ACCREDITATION

REPORT OF THE EXPERT TEAM

17. June, Tallinn, Estonia



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Table of Contents

1. INTRODUCTION	3
1.1. Context	3
1.2. Site visit schedule	4
1.3. A brief overview of the institution under evaluation.....	5
2. PROGRAM EVALUATION	6
2.1. Mission, Objectives and Administration	6
2.2. Quality Management	9
2.3. Academic Staff	13
2.4. Educational Process Content	16
2.5. Students	22
2.6. Research	26
2.7. Infrastructure and Resources	29
3. FINAL RECOMMENDATION OF THE ET.....	34



1. INTRODUCTION

1.1. Context

Date of site visit: 17. May 2022

Expert Team (ET) members:

- *Dr. Alvar Soesoo*

Coordinators from Kosovo Accreditation Agency (KAA):

- *Leona Kovaci, KAA Officer*

Sources of information for the Report:

- *Self Evaluation Report MSc Geodesy, 2022*
- *KAA Accreditation Manual*
- *Syllabi of the program*
- *CVs of academic staff*
- *UP Statute*
- *Regulation of the Quality Assurance and Evaluation - UP*
- *Regulation of evaluation procedures for the engagement of external collaborators UP*
- *Regulation on appointment, reappointment and promotion of academic staff UP 2019*
- *Strategic Plan of UP*
- *Regulations for Master Studies - UP*
- *Video on physical resources*
- *Code of Ethics of academic staff*
- *National Chronicle of Qualifications.*
- *Rules of procedure of the electronic system for student management SEMS*
- *Contract and Financial Offer-Lot-2*
- *Preliminary procurement planning - budget for 2021*
- *Questionnaire for academic staff English.*
- *Subject evaluation questionnaire English*
- *Questionnaire for administrative and support staff of the university English*
- *Regulation on academic mobility of students at the University of Prishtina*
- *Planned budget 2021,2022,2023*



- *Learning agreement Student Mobility for Studies.*
- *ECTS User Guide*
- *MEST Guidelines*
- *University of Prishtina, 1970-2005*
- *Quality improvement plan from last accreditation*
- *Scientific projects at the national and international level, list*

Additional documents requested by the ET:

Regulation for Master studies
Strategic Plan (in English)
Master Thesis Guide

Criteria used for institutional and program evaluations

- *Standards & performance indicators for external evaluation according to the Accreditation Manual of KAA, July 2018*
- *Criteria of Relevance, Efficiency, Effectiveness, Impact, Sustainability.*

1.2. Site visit schedule

Time	Meeting
09:00 – 09:45	Meeting with the management of the faculty where the programme is integrated
09.50 – 10.35	Meeting with quality assurance representatives and administrative staff
10:45 – 11:45	Meeting with the heads of the study programme
11:45 – 12.45	Lunch break
12:45 – 13:30	Meeting with teaching staff
13:35 – 14:10	Meeting with students
14:20 – 15:05	Meeting with graduates
15:10 – 15:55	Meeting with employers of graduates and external stakeholders
15:55 – 16:00	Internal meeting of KAA staff and experts
16:00 – 16:10	Closing meeting with the management of the Faculty and program



Republika e Kosovës
Republika Kosova - Republic of Kosovo



Agjencia e Kosovës për Akreditim
Agencija Kosova za Akreditaciju
Kosovo Accreditation Agency

1.3. A brief overview of the institution under evaluation

The University of Pristina is a public institution of higher education, which provides, organizes and develops university studies, advanced scientific and professional work. The University provides Programs in Bachelor's, Master's and Doctoral level, which are in accordance with the Bologna system. Kosovo is formally participating in the Bologna Process, while UP is one of the first institutions of higher education in the region to start reforms under this Process. Implementation of reforms began in the academic year 2002/2003 and is still ongoing. The University is of key importance as a public provider of higher education in Kosovo's society, community and economy.

The mission of UP "for the development of academic education, scientific research, artistic creativity, professional consultancy" is accompanied by a set of 8 objectives, which clearly promote the ambition of UP to become the Leading University in Kosovo. The administration of UP is centralized and provides services to all academic units on finances, services for students (diplomas, etc.), contracts of academic and administrative staff and elsewhere.

The Faculty of Civil Engineering (FCE), established in 1961, is a part of the UP and it is active in teaching, academic, research and public activities. The mission of FCE is based on the mission of the University of Pristina for the development of a large set of academic activities and scientific research. The FCE produces professional staff of higher education for the labor market in the fields of civil engineering in accordance with strategic and developmental interests of Kosovo.

The main focus of FCE is focussed on:

- teaching & learning,
- continuous scientific research in the service of society and the country,
- fulfilling market requirements,
- development of activities and professionals required according to the market demands,
- providing services and expertise to third parties,
- research on patent development by academic staff.

The Faculty of Civil Engineering provides study programs at BSc and MSc levels, while currently no Doctoral programs are available. FCE study Programs are carried out in different Departments:

5



Republika e Kosovës
Republika Kosova - Republic of Kosovo



Agjencia e Kosovës për Akreditim
Agencija Kosova za Akreditaciju
Kosovo Accreditation Agency

- Construction (BSc), (MSc),
- Hydrotechnics (BSc), (MSc),
- Geodesy (BSc), (MSc),
- Environmental Engineering (BSc).

The Department of Geodesy, Geoinformation, Earth, and Space Observation is the host department for preparing and implementing the study programs in Geodesy at Bachelor' and Master' levels. The Department's objectives include education of engineers, who are acquainted with the latest achievements in the fields of geodesy, geoinformation, and Earth observation. Special emphasis is given to Earth observations from space, geospatial data and data related to land, water and environment.

It has been stated in Self-evaluation Report (SAR) that *“After the independence in 2008, Kosovo faced problems with property, cadastral and environmental issues. All maps, geoinformation, and basic geodetic infrastructure are lost during the 1999 war. The country needs to build updated documentation in digital form to enable economic development and new infrastructure.”* The national cadaster system is under construction. The planned cadastral system will provide technical and legal basis to protect private property, facilitate transfers and taxation, and promote investment and production.

In 2003, the Bachelor's program in Geodesy was established, the Master's program was established in 2015 by the help of TEMPUS program. Upon completion of this level of studies, the student accumulates 120 ECTS and is awarded a diploma in Master of Geodesy (and Geoinformation). The academic year begins on October, 1 and ends on May, 31. Fifteen weeks of teaching are provided for each semester. Teaching load is in accordance with the ECTS credit system.

2. PROGRAM EVALUATION

2.1. Mission, Objectives and Administration

As UP has implemented (formally following) the Bologna Framework, the teaching process follows these common rules. The Department of Geodesy, Geoinformation, Earth, and Space Observation (DGGES) mission is to prepare young professionals for the land cadaster, for extended fields geodesy, geoinformation, Earth observation and environmental topics,

6



Republika e Kosovës
Republika Kosova - Republic of Kosovo



Agjencia e Kosovës për Akreditim
Agencija Kosova za Akreditaciju
Kosovo Accreditation Agency

especially related to national needs and beyond. The DGGES is providing teaching curricula in geodesy-related topics and research according to international standards.

The mission statement of the Geodesy MSc study program (MScG) is defined clearly in the SER. The MScG study program has a well-defined didactic and research concept. The Strategy of the Faculty of Civil Engineering follows the main objectives of the Strategic Plan of the University of Pristina: *Increasing the quality of teaching, learning and research, it aims at developing a sustainable program by: continuously revising the MScG study program; advancing scientific research (supported through grants-programs and international projects, supported at least through the increase of institutional funding and research expenditures by 1% of the annual budget of UP (2020) developing training on the effective use of the Science Direct platform as an opportunity to find relevant content in specific areas (2021); collaborating with the advisory body formed within the FCE; creating and maintaining the appropriate lab for specific areas in the program; and, increasing the quality of services for students.* The study program mission is following the overall mission statement of the University and adjusts it to the content and level of the MSc program.

Students obtain the Master's degree by class-room learning, trainings, exercises, laboratory and field practises and it seems that those skills are based on critical thinking in problem solutions. It was demonstrated that the MScG program is achieving the learning outcomes in line with the National Qualifications Framework and the European Higher Education Area Qualifications Framework. As SER states, *the program aims: a) Educate **specialists** to address the challenges associated with geodesy and geoinformatics; b) Create, develop and disseminate new knowledge; c) Play a leading role in providing (nurturing) interdisciplinary education to solve the problems faced by society.* These targets were also convincingly demonstrated during the site visit. The advisory committee provides additional knowledge related to practical work of a professional nature. It was mentioned that open lectures (for example lecture on "INSPIRE" in December 2021), cooperation between the FCE and advisory members are continually organised and these actions are in help for the staff and students.

Based on the information provided in the SER and meeting with the management of the study program and teaching staff of the study program during the visit, the Expert considers that the study program has a well-defined overarching didactic and research concept. Didactic concept is based on student-centered learning with good understanding of it, for example, implementation of the ECTS credit system, learning based on the results of the learning,

7



interaction between professor and student, students as active participants in knowledge creation, as members of various academic committees, including their participation in curriculum design. Understanding of research concept is rather practical not theoretical. The Faculty and University supports students to participate in various research activities. Regulations and Policies are well described by a number of documents, which are available through the internet. Most of documents are in Albanian, a number of documents have also a version of English translations. The expert had access to all these materials.

According to the opinions received during the meeting with the academic staff and students, there is a common understanding that ethical conduct in research, teaching, and assessment, and ethical conduct in all academic and administrative activities are defined and sanctioned under the Code of Ethics. Document is available on the website of the University. Management of the Faculty, management of the study program and teaching staff confirmed that there is a system in place that detects plagiarism in the University and that ensures there is no plagiarism in the students' work and proper measures are taken, if needed.

<i>Standard</i>	<i>Compliance</i>	
	<i>Yes</i>	<i>No</i>
<i>Standard 1.1. The study program mission is in compliance with the overall mission statement of the institution.</i>	X	
<i>Standard 1.2. 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.</i>	X	
<i>Standard 1.3. The study program has a well-defined overarching didactic and research concept.</i>	X	



<i>Standard 1.4. There are formal policies, guidelines and regulations dealing with recurring procedural or academic issues. These are made available publicly to all staff and students.</i>	X	
<i>Standard 1.5. All staff and students comply with the internal regulations relating to ethical conduct in research, teaching, assessment in all academic and administrative activities.</i>	X	
<i>Standard 1.6. 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.</i>	X	

Compliance level: Fully compliant

ET recommendations:

- 1. To define the academic research concept in more specific way and ensure funding for all the staff.*

2.2. Quality Management

As part of the activities of the FCE Strategic Plan in the framework of quality development, in coordination with the quality office at the University, all academic staff participates in the self-assessment process and cooperates with reporting and improvement processes in the field of their activity. According to the SER, there is a defined list of participants, who drafted the self-evaluation report. The list includes Dean of the Faculty, Vice deans of the Faculty, Coordinator for Academic Development. It should be noted, that Faculty Strategic Plan has been designed for the period of 2021 - 2023.

It is also important the quality assurance in the FCE relies on the UP quality assurance instruments. In the framework of quality assurance and evaluation, internal and external evaluations are used. The basic mechanisms and instruments of quality assurance at the



Republika e Kosovës
Republika Kosova - Republic of Kosovo



Agjencia e Kosovës për Akreditim
Agencija Kosova za Akreditaciju
Kosovo Accreditation Agency

institutional level are the quality assurance commission, the studies commission, and the academic development office at the university level. The working group for the review of the study program contributes to the improvement and adaptation of the MScG program's curriculum at the FCE level. It was shown the working group of the quality topics included a wide range of specialist including the management of the academic of the Faculty, academic development coordinator, coordinator with the shareholders and members of the relevant program, alumni community, teachers, current students, and former students. There is an advisory board which includes representatives of institutions, companies, public and private organizations, as well as representatives of the faculty staff. SAR mentions that *the representatives of the advisory body are in fact the community of FCE, which enables teaching staff to increase the quality of the curriculum in the context of the market needs on the one hand, and on the other hand, contributes to the development and sustainability of the program based on market demands.* The official reports and decisions of these processes can be found on the Kosovo Accreditation Agency (KAA) website.

The Faculty Strategic Plan has a series of activities, for which at the end of each academic year an evaluation of the realization of the activities planned for the respective year is made. FCE also organizes student assessments and self-assessment of academic staff. This includes performance assessment of the academic staff, progress monitoring of the teaching process and the implementation of the Strategic Plan. Relevant workshops were organised according to the information during the visit. The results of all these activities are included in the planning and implementation of the study program. This is also supported by UP administrators and are in accordance with regulations related to quality assurance in the UP.

In general, the quality evaluations provide an overview of quality issues for the overall program as well as for different components within it. The minimum criteria for the study program are defined under the legislation on Quality Assurance and Accreditation in Kosovo, while continuous improvement is achieved based on the effort of the Faculty and also the Department. The Dean of the faculty plays an important role in the continuing improvement of performance. Depending on the results from general performance data, the dean of the faculty, in cases of less satisfactory evaluations, in communication with the evaluated, depending on the result of the evaluation and communication can draft an improvement plan. The implementation of the improvement plan is monitored by the Dean.

10



There are several questionnaires used in the University with a defined regularity, which makes a good system for getting feedback from main stakeholders. Students evaluate the teaching process, subjects and resources, research work, program, support services, faculty management, University's management. Graduates evaluate the program, teaching staff, study conditions. There are defined processes for how the University works with these data. The evaluation of the overall quality of the program is developed through the evaluation of its constituent components. Some of these components are evaluated twice a year, and some once a year in each academic year. It was mentioned that the summaries from assessments in the University are available on the webpage.

According to the SER and the outcomes during the visit, findings from internal and external evaluations are discussed with staff during the Faculty Council meetings in preparation for the start of the new academic year. The staff takes the responsibility for reviewing the syllabus, updating the literature with the latest information in the field, necessary changes as a result of requests from students or management and sends the syllabi for approval to the study committee at the faculty. The Commission reviews the determination of learning outcomes; distributing the student workload and determining the respective credits while respecting the course load, defining assessment policies ensuring the achievement of competence for each grade as well as their harmonization with the learning outcomes of the subject.

The quality assurance system of the Faculty and also the University is continuously evaluated and improved through different kind of discussions.

Standard	Compliance	
	Yes	No
<i>Standards 2.1. All staff participate in self-assessment and cooperate with reporting and improvement processes in their field of activity.</i>	X	
<i>Standards 2.2. Evaluation and improvement planning processes are integrated into normal planning processes.</i>	X	



<i>Standards 2.3. Quality assurance processes deal with all aspects of program planning and distribution, including services and resources provided by other parts of the institution.</i>	X	
<i>Standards 2.4. Quality assessments provide a summary of quality issues for the overall program, as well as the various components within it; assessments consider data, processes, and outcomes, paying attention to student learning outcomes.</i>	X	
<i>Standards 2.5. Quality assurance processes ensure that both required standards are met and that there is continuous performance improvement.</i>	X	
<i>Standards 2.6. Study data is being collected from students, graduates and employers; the results of these assessments have been made available to the public.</i>	X	
<i>Standards 2.7. The results of the internal quality assurance system are taken into account for the further development of the study program. This includes assessment results, student workload investigation, academic success, and graduate employment.</i>	X	
<i>Standards 2.8. The institution ensures that reports on the overall quality of the program are prepared periodically (eg every three years) for review within the institution indicating its strengths and weaknesses.</i>	X	
<i>Standards 2.9. Quality assurance arrangements for the program are regularly evaluated and improved.</i>	X	

Compliance level: Fully compliant

ET recommendations:

- 1. Ensure availability of all Quality Assurance and related documents also in English language,*
- 2. Make all results of evaluations are publicly available (where appropriate).*



2.3. Academic Staff

It was emphasised during the visit that academic staff related to the MScG program, accomplishes activities in full compliance with the statutory provisions of the UP. The MScG program includes full-time academic staff from the UP; and external (or part-time) academic staff. According to information in SER and site visits, there are 8 full-time and 5 part-time employees at the Department, related to the Program. The academic loads vary between 2 to 9 hours per week. Listed teachers have PhD (mostly Dr Sci) and MSc degrees (mostly in assistant positions). CVs and additional information were available through the internet. The MScG study program has a total of thirteen teaching staff. The program is supported by two full Professors (Dr. Sc. Prof.); an Associate Professor (Dr. Sc. Prof. Assoc.); three Assistant Professors (Dr. Sc. Prof. Ass.); a Lecturer; and six Assistants (Ass.). One assistant holds Dr. title, while five others are in the final stage of completing their doctoral studies. According to SER and site visit information, the Faculty and the Department has adequate academic staff for the studies it offers.

The academic staff employed are hired through the competition procedures, with the announcement of the vacancy posting all the requirements for the announced position as well as the job description. The competition is equal for all candidates. However, there were concerns about fulfilling necessary positions in the future and possible cuts in funding. SAR also explains the principles for hiring: *For the academic staff participating in the MScG program, the University of Pristina signs a regular contract (RC) for full-time (resident) academic staff and apart-time contract (PC) for engaged (external) academic staff. Engaged (external) staff is contracted for one year based on the department's needs. All staff, regardless of the type of contract, meet the legal criteria for the respective positions and are in accordance with the provisions of the Administrative Instruction No. 15/2018 on Accreditation of Higher Education Institutions by MESTI, Article 26, point 5.3).* This was supported by the information during the visit.

All candidates and employees prior to starting work will be provided with a job contract that contains full job descriptions that they have applied for or that have been employed as well as a code of ethics and conduct. The teaching staff complies with the legal requirements regarding to teaching position.

The MScG study program is based on teachers whose field of interest is related to geodesy and geoinformatics. SER states: *The program includes professors trained in teaching methods and student assessment practices in learning. Academic staff training is conducted on an individual basis for certification, and it is organized by the UP Center for Excellence in Teaching in either basic level training, Teaching in higher education" or advanced level training "Planning and implementation of teaching in higher education".* It has been mentioned that the academic staff



eligible to apply for a resident academic position in the UP are invited to these training events. In fact, the advancement of the academic staff also requires the fulfilment of the criterion of training in teaching (document: "Forms of the Evaluation Commission for the Appointment of Academic Staff in the Higher Education Institution"). It was emphasised that the staff is encouraged to participate in scientific projects and compete for scholarships for teachers' academic mobility with universities abroad, however it was not clear the efficiency of these kind of activities.

Apart from teaching, the academic staff are responsible for scientific and applied research, as well as student supervision. The responsibilities are regulated by a policy of UP. According to site visit information the staff members are encouraged to take part in scientific mobility research motivation activities. However, while the interest of staff is high, the number of such visits seems to be low. The limiting issues of international mobility are related to financing, and visa requirements.

The evaluation of the academic staff is carried out regularly through self-evaluation, evaluation by students' feedback and by Dean's office. This assessment takes place on a formal basis, is performed on-line and carried out in regular bases after each semester. According to information during the site visit these processes mostly run smoothly and the Dean and Faculty Committee are aware of capabilities and activities of every staff member.

<i>Standard</i>	<i>Compliance</i>	
	<i>Yes</i>	<i>No</i>
<i>Standard 3.1. Candidates for employment are provided with full position descriptions and conditions for 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 services, research, etc. for the study program under evaluation.</i>	X	
<i>Standard 3.2. The teaching staff must comply with legal requirements concerning the occupation of teaching positions included in the Administrative instruction on Accreditation.</i>	X	



<i>Standard 3.3. 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.</i>	X	
<i>Standard 3.4. 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.</i>	X	
<i>Standard 3.5. 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 Ph.D. title or equivalent title in the case of artistic / applied science institutions.</i>	X	
<i>Standard 3.6. Opportunities are provided for additional professional development of teaching staff, with special assistance given to any who are facing difficulties.</i>	X	
<i>Standard 3.7. The responsibilities of the teaching staff, especially full time, include the engagement in the academic community, availability for consultations with students and community service.</i>	X	
<i>Standard 3.8. Academic staff evaluation is conducted regularly at least through self-evaluation, students, peer, and superior's evaluations, and occur on a formal basis at least once each year. The results of the evaluation are made publicly available?</i>	X	
<i>Standard 3.9. Strategies for quality enhancement include improving the teaching strategies and quality of learning materials.</i>	X	
<i>Standard 3.10. Teachers retired at age limit or for other reasons lose the status of full-time teachers and are considered part-time teachers.</i>	X	



Compliance level: Fully compliant

ET recommendations:

1. *Find possibilities to create more permanent positions in coming years. Prepare a plan how to attract new high-level researchers and teacher for the Department,*
2. *Ensure continuation in staff personal development and international cooperation,*
3. *Ensure staff and student mobility activities.*

2.4. Educational Process Content

Both the Bachelor and Master programs in Geodesy are based on modern curricula, with the current version having been designed and advanced with a group of specialists from the Department, Faculty, shareholders, alumni and others.

The MSc program fulfils the modern societal needs and is related to Kosovo's land and environmental information and plans for development of cadaster plans. The students acquire the basics interdisciplinary subjects and the specific geodesy-related subjects including field- and lab practises. As the SER states: *The objective of the MScG program is defined as the approach to guarantee advanced training and specialized competencies through in-depth theoretical and practical knowledge in the field of Geodesy, Geoinformation, Earth, and Space Observation, as well as to enable students to conduct independent scientific research through the knowledge, methods, and techniques of scientific research.* This information was verified during the visit by meetings with different groups (stakeholders, graduates, employers, staff). The MScG study program is also in line with the National Qualifications Framework and the European Higher Education Qualifications Framework.

The present program was created involving the project funded by TEMPUS (2016) and was led by KTH Stockholm and partner universities such as the University of West Hungary, Aristhoteli University of Thessaloniki, Vilnius Technical University. As an addition to the program, Geoinformation science has been included, so making the program as a modern way of acquiring and managing spatial data. SER denotes that *....external experts for program evaluation (see Report of the expert team, May 2019, attached to this SER) have assessed that: "the curriculum of the Master Program in Geodesy is well balanced, in line with contemporary*



international study programs and takes into account the needs that Kosovo faces due to recent developments and prospects. This program includes distance measurements through GNSS satellites and LIDAR data and relevant processing. The expert agrees that the MScG program, in terms of the teaching process, curriculum, meets the strategic objectives and is in line with international requirements.

By analysing the program, curriculum and syllabus, it is clear that 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. All learning outcomes at the program level are harmonized with the learning outcomes at the level of each course. The subjects of the program are divided into main areas of Geodesy and space, Geoinformatics, Earth observation and natural sciences. The disciplines within the curriculum have analytical syllabuses which comprise: course description, course objectives, expected learning outcomes, teaching methodology, assessment methods, basic and supplementary literature, and the tentative plan of topics covered in each week of lectures. Upon successful completion of this program, students will be able to:

- Apply knowledge of geodesy and geoinformatics effectively and sustainably.
- Apply satellite, aerial, and LIDAR measurement and processing methods
- Analyze and interpret spatial data related to the environment, geology, agriculture, disaster management
- Identify, formulate, and solve earth and space observation problems by applying engineering, science, and mathematical principles.
- Communicate effectively with a range of audiences and interpret various and complex problems
- Identify, formulate and solve specific problems in the field of cadaster and property rights
- Develop and conduct appropriate analysis, interpret data, and use engineering judgment to draw conclusions
- Recognize the ways of implementing the national coordinate systems and geodetic datum's
- Contribute to the planning, design, implementation, and supervision of various Geoinformation problems.



Republika e Kosovës
Republika Kosova - Republic of Kosovo



Agjencia e Kosovës për Akreditim
Agencija Kosova za Akreditaciju
Kosovo Accreditation Agency

SER also summarises the main changes in the program: *As for the changes from the last accreditation taking into account the recommendations of accreditation experts and that these changes are less than 20% from the previous accreditation. The changes made contain:*

- ✓ *In the second semester the subject was GIS in Environment, while now it has been changed to GIS and Remote Sensing in the Environment, where integrated learning units from remote sensing with application in environmental monitoring, including disaster management. This change was made according to the recommendations of experts from the last accreditation, which required the inclusion of units from the field of remote sensing.*
- ✓ *In the third semester was the subject Advanced Image Processing and Remote sensing, while now it has been changed to Earth Observation. The syllabus of the course has remained almost the same, while several teaching units have been modified, including those from the field of Earth observation from space.*
- ✓ *According to the recommendation of experts, the course Engineering Geodesy has been modified and supplemented with teaching units from the LIDAR field, whereby also, the laboratory is also equipped with a laser scanner.*
- ✓ *Updates have been made in the syllabus of the course Geospatial Databases and data integration.” The expert believes those changes are satisfactory in order to improve the program.*

Teaching at the Department is provided only in Albanian. Based on the decision of the UP Senate, the academic unit can propose and organize lectures in other official languages (UP Statute - Article 141). It has mentioned during the visit that staff is willing to give lectures in English (and they have done so) when needed. During the site visit, all staff members were willing and able to speak in English.

Assessment types are defined before the course. The evaluation of students is done continuously throughout the semester, using:

exam,
colloquium,
seminar paper,
professional practice
and/or practical test during exercises.



The grading standard is consistent for each subject of this program and by each teacher. It is a common practise, that at the beginning of semester, each lecturer clearly defines the learning outcomes and how these outcomes relate to the student’s development. Students are encouraged to seek clarification during lectures, and other teaching activities. Assessment of various tests and exams is determined by the professor and is done using points or as a percentage. However, students' final grade is expressed by grades (5 as insufficient; 6 as sufficient; 7 as good; 8 as very good, 9 and 10 as excellent) to describe the student's overall success level for the subject. The final grades are placed in the electronic student management system (SEMS).

Teachers are available for consultations (generally 2-4 hours per week), and it was noted by ET that this is common across the department. It was mentioned by the teaching staff that most of lectures are organized in such a way that they are interactive, when possible and oriented to practical situations and outcomes. As the groups are small, flexibility in lecturing and assessments is easily achievable. It was mentioned during the meeting with teaching and Faculty staff that FCE has approved the regulation which specifies cases where students may have been inconsistently or unfairly graded, and they have the right to complain.

The program includes practises. Usually FCE laboratory equipment is used, such as GNSS, Total Station, 3D laser scanner, UAV, etc. Practical work is also supported by several agreements with the local institutions (e.g. listed in Standard 4.3 in SER). Commonly the internship period is monitored by appointed academic staff of the study program and the host representative.

<i>Standard</i>	<i>Compliance</i>	
	<i>Yes</i>	<i>No</i>
<i>Standard 4.1. 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.</i>	X	



<p><i>Standard 4.2. 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.</i></p>	<p>X</p>	
<p><i>Standard 4.3. 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.</i></p>	<p>X</p>	
<p><i>Standard 4.4. 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.</i></p>	<p>X</p>	
<p><i>Standard 4.5. 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.</i></p>	<p>X</p>	
<p><i>Standard 4.6. 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.</i></p>	<p>X</p>	



<p><i>Standard 4.7. 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.</i></p>	<p>X</p>	
<p><i>Standard 4.8. 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.</i></p>	<p>X</p>	
<p><i>Standard 4.9. 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.</i></p>	<p>X</p>	
<p><i>Standard 4.10. Policies and procedures include actions to be taken in to dealing with situations where standards of student achievement are inadequate or inconsistently assessed.</i></p>	<p>X</p>	
<p><i>Standard 4.11. 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.</i></p>	<p>X</p>	



<p><i>Standard 4.12. In order to facilitate the practice stages, the higher education institution signs cooperation agreements, contracts or other documents with institutions/organisations/practical training units.</i></p>	<p>X</p>	
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Compliance level: Fully compliant

ET recommendations:

1. *Ensure teachers to be ready to teach in English and have teaching material in English when needed,*
2. *Ensure continues attractiveness of the Geodesy program for wider studentship (e.g. BSc in related study fields) and students from abroad.*

2.5. Students

Admission of students in the MScG program is done through a public call for taking the entrance exam at the Faculty of Civil Engineering (FCE). The admission criteria for MSc studies are specified in the public call, which the University of Pristina announces in coordination with each academic unit. This was confirmed during the visit. According to the Statute of UP the Senate is responsible for determining the number of candidates to be admitted for the first year, that is based on numbers proposed by the Faculty Council for the MScG program.

The MScG study program is dedicated to candidates who have completed Bachelor's studies in a 3-year program with 180 ETCS. This group of candidates who are offered this study program must have completed Bachelor's degree in geodetic sciences. The Statute of the UP defines the conditions for the admission of students in Master's studies. According to SAR and site visit data, the Center for Career Development, keeps stakeholders informed about studies in UP. At the same time FCE is responsible for popularising the Geodesy topics, leading awareness campaigns and attracting new student candidates. In general, the Masters Geodesy



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study program applies a clear and transparent student admission procedure that is approved on the institutional level.

The number of current students in the Geodesy program is quite small – in between 2019-2021, annually 19-20 students. However, the number of graduated Masters is very low – 1 in 2019, 2 in 2020 and 5 in 2021. This may be the concern, especially the number of graduated students.

However, SAR states that *The number of students enables teaching and learning to be developed effectively and interactively by activating all students and pushing for the increase of desirable outcomes in teaching and learning.* This may be true, but this situation has to be taken with percussion. As for the Faculty of Civil Engineering, for lectures the minimum number of students is 10 and a maximum 70; for theoretical exercises, the minimum is 5 and the maximum 25 students; and for laboratory exercises, the minimum is 6, and the maximum is 12 students.

Students are assessed by tests, colloquiums, laboratory work, field work, homework, and final exam (oral, written). The results of the assessments are stored by the professor and shown to the students. It was explained that the results of exams and assessments are provided regularly and transparently to the students for each subject. The final grade is placed in the electronic student management system (SEMS). In case the student is dissatisfied with the assessment, the student may refuse the grade with the possibility of re-evaluating his/her academic performance in the following assessment. The results achieved by the students for each subject are stored in SEMS by the responsible teaching staff, printed in a physical form, signed by the professor/teacher and archived in the FCE administration. The SEMS system also confirms/unconfirms if the student has fulfilled the obligations provided by the study program. The input to the system is provided by the administrative staff, who also records the exams passed in the semester and academic year and records the student's progress from year to year until graduation. The Expert understands from the study course descriptions that every study course has clearly and individually defined assessment methods so students have full information on how exactly they can obtain a grade.

According to the Article 111 of the UP Statute, the regular exam terms include: January, June and September term. The exact period for each term is determined by the general calendar of studies, which is accepted by the Senate and is available publicly. The details about the start and end date of each exam term are determined by the councils of the academic units. Exam



term schedules, which include daily schedules, are announced at the beginning of the academic year. Exam schedules will be determined in such a way that the student does not have more than one exam per day. Exam schedules, after they have been announced, are mandatory for both the examiner and the student. However, the flexibility of policies set at the UP level allows the student to extend the graduation period. The UP Senate has issued a decision regarding the extension of the graduation period for Bachelor, Master and Doctoral students. The Faculty has access to the Plagiarism check software. In case of plagiarism, falsified or fabricated results, ethical and disciplinary commissions will take the case under the study. The Code of Ethics is available on the website of the University and easily accessible to every student, every academic staff member, and every stakeholder.

There is a possibility to undertake study courses in other structural units of the university or to participate in international mobility. Student transfer is regulated by Article 142 (Change of direction of studies) of the Statute of the UP. This Statute also regulates the procedures for recognition and transfer of ECTS credits from other institutions and within the UP units. From these cooperation programs, either from the UP or the FCE, the MScG program students have benefited and continued Master studies abroad. Through the ERASMUS + Mobility program of the European Commission, interested students have been offered mobility scholarships at International Universities.

The FCE academic staff is obliged to provide consultations at least twice a week for one hour for student services related to teaching and learning in the MScG program. There are additional consultations for colloquiums and exams. During the pandemic, consultations were also offered virtually through the GoogleMeet platform. Guidelines for the development of academic activities during the pandemic have been defined by a document issued by the University of Pristina.

Standard	Compliance	
	Yes	No
<i>Standards 5.1. There is a clear and officially accepted admission procedure at the institutional level that the study program respects when organizing student recruitment. Admission requirements are consistently and fairly applied to all students.</i>	X	



<i>Standards 5.2. All students enrolled in the study program possess a high school graduation degree or other equivalent study document, as required by the MEST.</i>	X	
<i>Standards 5.3. Study groups are dimensioned in order to ensure an effective and interactive teaching and learning process.</i>	X	
<i>Standards 5.4. Students' feedback on their work and the results of the assessments is given immediately and is accompanied by support mechanisms if necessary.</i>	X	
<i>Standards 5.5. The results obtained by students throughout the study cycles are verified by the academic record.</i>	X	
<i>Standards 5.6. Flexible treatment of students in special situations is provided in relation to the official deadlines and requirements in the program and for all examinations.</i>	X	
<i>Standards 5.7. Student completion level records are kept for all courses and the program as a whole and are included in the quality indicators.</i>	X	
<i>Standards 5.8. Effective procedures are being used to ensure that the work submitted by the students is original.</i>	X	
<i>Standards 5.9. The rights and obligations of students are made available to the public, promoted to all concerned and applied equally; these will include the right to academic appeal.</i>	X	
<i>Standards 5.10. The transfer of students between higher education institutions, Programs and study programs is clearly regulated in the official internal documents.</i>	X	
<i>Standards 5.11. Academic staff is available at ample scheduled times for consultation and advice to students. Adequate teaching aid to ensure understanding and ability to apply learning.</i>	X	

Compliance level: Fully compliant



ET recommendations:

1. *Develop incentives to encourage students to complete their studies on time and receive their diplomas upon completion of the program as per the regular period,*
2. *To internationalise/globalise the study process by organising study programme or part of the study process in English.*

2.6. Research

SAR states that *the University of Pristina has recently approved the Regulation on financial support for research. This regulation stipulates that at least 1% of the annual budget of the UP should be dedicated directly to the advancement of the research and scientific component in the UP.* It was clear from the site visit that part of staff was doing research being involved with different joint projects. Few people were not involved in active research, and it was also exemplified by lower number of peer-reviewed papers. There were strong indications that the Faculty and the Strategy document strongly support efforts to bring in new research projects. Some latest applications also include HORIZON-WIDERA-2021-ACCESS-02.

General list of the latest research papers shows that during the last years the number of papers has somewhat dropped, for example 33 papers in 2018 and 3 papers in 2020. However, in teachers CVs, the total number of papers is much higher.

In general, the Faculty policy states that scientific research is as an integral part of all of staff members. The current staff of this program are generally qualified and consist of PhDs, PhD Candidates and MScs who have experience in publishing in basic and applied scientific research. SER states that “The policies for the advancement of teaching staff are based on international peer-reviewed research indexed databases such as Science Citation Index Expanded, Social Sciences Citation Index, and Arts & Humanities Citation Index, through the Web of Science and Scopus (Elsevier) platforms.” The staff members of the Department are publishing books and research and overview articles in several journals. Several publications are presented at conferences as Abstracts and Presentations. CVs and publication lists in most cases can be reached through the internet. There are still challenges to increase considerably publication activity in WOS journals for about half of the academic staff. Good publications are vital in order to increase visibility of Geodesy and UP internationally and nationally.

The MScG staff has involved students in several research subjects, many of them are practical questions, majority of topics are related to market needs and social interest. Some examples of research topics include: (1) definition of geodetic reference systems; (2) application of GIS



in land use, environment, agriculture, forestry; (3) definition of different soil models; (4) deformation analysis using satellite techniques; (5) photogrammetry and analysis with remote sensors and (6) digital mapping. Students are related to a number of projects, namely - GIZ-Kosovo project, Kosovo Cadastral Agency project and in several commercial projects related to GIS, cartography and geodesy. The topics of Master thesis are mostly related to that kind of practical investigations.

It is also evident from the SER and site visit that the academic staff at FCE has an obligation to publish a certain number of research papers - minimum one paper per year, for three years. Only those articles that are affiliated with the UP have the right to receive financial support from the UP which is indicated by “Regulation for financing scientific, artistic, and sports research activity at UP”. The lack of directed (large scale) scientific research funding may severely limit research itself and consequently the publication activity.

<i>Standard</i>	<i>Compliance</i>	
	<i>Yes</i>	<i>No</i>
<i>Standard 6.1. 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.</i>	X	
<i>Standard 6.2. 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.</i>	X	
<i>Standard 6.3. 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.</i>	X	



<i>Standard 6.4. The academic staff has a proven track record of research results on the same topics as their teaching activity.</i>	X	
<i>Standard 6.5. 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.</i>	X	
<i>Standard 6.6. Research is validated through: scientific and applied research publications, artistic products, technological transfer through consultancy centres, scientific parks and other structures for validation.</i>	X	
<i>Standard 6.7. 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.</i>	X	
<i>Standard 6.8. Academic and research staff publish under the name of the institution in Kosovo they are affiliated to as full-time staff.</i>	X	
<i>Standard 6.9. 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.</i>	X	



<i>Standard 6.10. Policies are established for ownership of intellectual property and clear procedures set out for commercialization of ideas developed by staff and students.</i>	X	
<i>Standard 6.11. Students are engaged in research projects and other activities.</i>	X	

Compliance level: Fully compliant

ET recommendations:

- 1. Encourage and support staff members and involved researchers to publish their research in high quality (WOS etc) journals (by departmental or faculty grants),*
- 2. Increase research visibility in neighbouring countries and worldwide,*
- 3. Ensure international mobility for staff members by applying EU grants and involving Faculty mobility support,*
- 4. Increase activities towards international scientific cooperation including joint applications for European and other funds (Horizon, ERC, EIT, EEIG etc).*

2.7. Infrastructure and Resources

The Faculty of Civil Engineering shares space with two other academic units: The Faculty of Electrical and Computer Engineering and the Faculty of Mechanical Engineering (altogether “Technical Campus”). The space is shared proportionally, while FCE is operating on about 8,600.00 m² space. SAR summarizes: *This area includes common communication spaces (corridors, stairs, toilets, libraries, warehouses, etc.), amphitheatres, classrooms, teaching staff offices, administration offices, IT offices, management offices, and other ancillary spaces 5,156.00 m². Meanwhile, the construction laboratories within the campus and which are very*



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close to the Faculty of Civil Engineering building, have a total area of 3,369.00 m². Laboratory of geodesy, geomechanics, materials and asphalt, and hydrotechnics and environmental engineering are laboratories for learning needs for which capital investments have been made. The MScG study program uses four laboratories: two computer labs located in the main building of the Technical Faculty and two others inside the already renovated building. These labs are equipped with the most modern measuring geodetic equipment, including Lidar, UAV and important software for processing geodetic, cadastral, and GIS data. The Faculty of Civil Engineering possesses a considerable area of teaching halls and laboratories, which have sufficient capacity for student seats. SAR also provides overview about the latest renovations: In 2018, investments were made in the arrangement of the premises in the part of the laboratory building (part of the geodesy laboratory), while this year (2022), a part of the laboratory of hydrotechnics and environmental engineering is being renovated. The maintenance and security for the FCE facilities are provided by the companies that are contracted by the UP.

According to SAR the library has space for at least 10% of the total number of students in the MScG program. The reading room has 180 seats. Although this number of seats meets the needs for the MScG program, it is insufficient to meet the needs of all FCE programs. Group workrooms have capacity to accommodate around 10% of the students from a single FCE program. Thus, it is more than necessary to expand/increase the library's capacity to accommodate the needs of students of all study programs in the FCE. The library has a large number of books and magazines in Albanian and English.

Although the library provision is adequate according to staff and students interviewed, however more modern English language textbooks are needed. Several online magazines and textbooks are available. It was mentioned, the need for newer English textbooks and for electronic databases is high and need to be tackled in coming years. The number of available basic instruments is well supporting the present number of students and is likely sufficient for larger MSc student groups (up to 25-30 students).

While IT resources may be considered relatively basic, there were no complaints about the quality of IT support, so the resources seem to be adequate for the Program. The infrastructure and facilities related to the program are suitable for students with special needs. In conclusion, the campus offers conditions that meet the basic needs of academic studies and research.

30



<i>Standard</i>	<i>Compliance</i>	
	<i>Yes</i>	<i>No</i>
<i>Standard 7.1. 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.</i>	X	
<i>Standard 7.2. 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.</i>	X	
<i>Standard 7.3. 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:</i> <i>a) owned or rented spaces adequate for the educational process;</i> <i>b) owned or rented laboratories, with the adequate equipment for all the compulsory disciplines within the curriculum, wherever the analytical syllabus includes such activities;</i> <i>c) adequate software for the disciplines of study included in the curriculum, with utilisation licence;</i> <i>d) library equipped with reading rooms, group work rooms and its own book stock according to the disciplines included in the curricula.</i>	X	



<p><i>Standard 7.4. 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.</i></p>	<p>X</p>	
<p><i>Standard 7.5. The education institution's libraries must ensure, for each of the study programs:</i></p> <p><i>a) a number of seats in the reading rooms corresponding to at least 10% of the total number of students in the study program;</i></p> <p><i>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;</i></p> <p><i>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;</i></p> <p><i>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;</i></p> <p><i>e) a sufficient number of subscriptions to Albanian and foreign publications and periodicals, according to the stated mission.</i></p>	<p>X</p>	
<p><i>Standard 7.6. The infrastructure and facilities dedicated to the implementation of the program is adapted to students with special needs.</i></p>	<p>X</p>	

Compliance level: Fully compliant

ET recommendations:

- Digitalisation of library materials (textbooks etc) is needed,*



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- 2. Ensure internet access to Earth sciences, geodesy, and engineering databases, which are not yet accessible but needed by students and researchers,*
- 3. Ensure budgeting strategy which supports development of physical facilities, library and digital sources.*



3. FINAL RECOMMENDATION OF THE ET

Standard	Compliance Level
Mission, objectives and administration	Fully Compliant
Quality Management	Fully Compliant
Academic Staff	Fully Compliant
Educational Process Content	Fully Compliant
Students	Fully Compliant
Research	Fully Compliant
Infrastructure and resources	Fully Compliant
Overall Compliance	Fully Compliant

The overall compliance level is assessed by the expert at the level of Fully Compliant.

Student quota recommended: Five Years; up to 30 students per year

Expert Team



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Member

Dr. Alvar Soesoo

21.06.2022

(Signature)

(Alvar Soesoo)

(Date)