



University of Prishtina “Hasan Prishtina”
Faculty of Architecture

PROGRAMME: Master of Science in Energy Efficiency

TYPE OF EVALUATION: ACCREDITATION

REPORT OF THE EXPERT TEAM

7/6/2023, Prishtinë

Table of Contents

1. INTRODUCTION	3
1.1. Context.....	3
1.2. Site visit schedule	5
1.3. A brief overview of the institution under evaluation	5
2. PROGRAMME EVALUATION	7
2.1. Mission, Objectives and Administration.....	7
2.2. Quality Management.....	10
2.3. Academic Staff.....	11
2.4. Educational Process Content.....	17
2.5. Students.....	21
2.6. Research.....	24
2.7. Infrastructure and Resources	28
3. FINAL RECOMMENDATION OF THE ET.....	31

1. INTRODUCTION

1.1. Context

Date of site visit: 24th May 2023

Expert Team (ET) members:

- *Prof. Philippe Bouillard (Expert)*
- *Dr. Alicia Presencio Herrero (Expert Student)*

Coordinators from Kosovo Accreditation Agency (KAA):

- *Leona Kovaci (KAA Officer)*

Sources of information for the Report:

- *KAA Accreditation Manual (2021)*
- *KAA Manual for External Evaluation of Higher Education Institutions (2021)*
- *KAA Manual Annex 4.3. Template of the External Review Report*
- *Self-Evaluation Report (SER) of the 'Master of Science in Energy Efficiency' programme submitted by the Faculty of Architecture from the University of Prishtina 'Hasan Prishtina'*
- *Module descriptors (course syllabi)*
- *CVs of the staff*
- *The University of Prishtina 'Hasan Prishtina' website <https://uni-pr.edu/> (accessed on 24th May 2023).*

Requested Documents or Information

1. Self-Evaluation Report for the Reaccreditation of the Professional Master in Energy Efficiency (2021).
2. A Short Guide for Reviewing and Revising Syllabi for Teaching Staff and for Staff Supporting and Supervising Curriculum Development (2018)
3. Brochure and Flyer 'Centre for Teaching Excellence' (n.d.)
4. Code of Ethics for the Academic Staff (2013)
5. Guidelines for the Evaluation of Classes and the Use of their Results (2017)
6. Job descriptions of Dean of Faculty and Coordinator of the Office for Academic Development (n.d.)
7. National Qualification Framework (2020)
8. Regulation on Establishment and Functioning Principles of the Advisory Board of Academic Units at the University of Prishtina 'Hasan Prishtina' (2015)

3

9. Regulation on Quality Assurance and Evaluation at the University of Prishtina (2016)
10. Regulation on Selection Procedures regarding Appointment, Reappointment and Advancement of the Academic Staff at the University of Prishtina (2019)
11. Regulation on Students' Electronic Management System (SEMS) (2017)
12. Students Appeals, Art. 145 to 154 of the Statutes of University of Prishtina (n.d.)
13. Regulation for Master's Studies at the University of Prishtina (2020)
14. List of Energy-related equipment and devices (2023)
15. FA Budget plan (2023)
16. Samples of admission exam forms (n.d.)
17. Forms for the evaluation of the final master's thesis (n.d.)
18. Raporti final i mësimit praktik (in Albanian) (n.d.)
19. Questionnaires for students, graduates, academic and administrative staff (n.d.)
20. Regulation for funding scientific, artistic work and sport research in UP (2020)
21. Regulation on disciplinary measures and procedures for the Academic staff of UP (2017)
22. Statistics based on the questionnaires for labour organisations (in Albanian language) (n.d.)
23. Statistics based on the questionnaire for students on the need for career services and employment planification (in Albanian) (n.d.)
24. Statute of the University of Prishtina 'Hasan Prishtina' (2012)
25. Regulation on student academic mobility in the UP (2017)
26. Questionnaire for the student evaluation of teaching and courses (n.d.)
27. Questionnaire for the labour organisations (n.d.)
28. UP student handbook (n.d.)

Criteria used for programme evaluations:

The expert team followed the programme accreditation assessment areas, developed by Kosovo Accreditation Agency that are presented in the Accreditation Manual (2021).

1.2. Site visit schedule

Time	Meeting
09:00 – 09:50	Meeting with the management of the faculty where the programme is integrated
09:55 – 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 (provided at the evaluation site)
12:45 – 13:30	Visiting tour of the facilities and infrastructure
13:30 – 14:15	Meeting with teaching staff
14:20 – 15:25	Meeting with employers of graduates and external stakeholders
15:25 – 15:35	Internal meeting of KAA staff and experts
15:35 – 15:45	Closing meeting with the management of the faculty and program

1.3. A brief overview of the institution under evaluation

The University of Prishtina ‘Hasan Prishtina’ (hereafter, UP) is a non-profit public higher education institution founded in 1969. Its main campus is located in Prishtina and the UP has several branches throughout the country.

The UP includes fourteen faculties among which the Faculty of Architecture. Overall, around 45000 students attend the UP.

As a part of UP’s vision, the University ‘aims to deliver a higher education provision grounded in quality assurance, programmes of study that respond to the need of the job market; to support students and staff international mobility within EU exchange programmes; to increase cooperation with European higher education institutions. Furthermore, the UP aims to promote research in key areas that are crucial to Kosovo’s scientific, cultural and economic development.’

The UP’s mission stems from ‘the need to achieve academic development, scientific research, and artistic innovation aligned with strategic objectives and interests of the Republic of Kosovo.’ In pursuing its mission, the UP also defined 8 goals related to leadership, capacity building, excellence in research and teaching, efficiency, collaboration, sustainability, and the Bologna process.

The Faculty of Architecture (hereafter, FA) organises and delivers the following study programmes:

- Bachelor of Science in Architecture (180 ECTS)
- Master of Science in Architecture (120 ECTS)
with specialisations in Sustainable Architecture, Urbanism and Spatial Planning, Cultural Heritage, and Architecture and Technology

Until recently, the FA was also delivering a Professional Master in Energy Efficiency (60 ECTS) developed during a European Tempus project. Under Kosovo’s recent legislation, such

professional master's degrees are not accredited any longer. Around 1200 students attend the FA and around 130 students graduate each year across these programmes.

The programme under evaluation is a Master of Science in Energy Efficiency, level 7 NQF/EQF, of a total duration of 2 years, with 60 ECTS credits per academic year. This is the first time that this programme is submitted to accreditation.

2. PROGRAMME EVALUATION

2.1. Mission, Objectives and Administration

The aim of the Master of Science in Energy Efficiency programme (hereafter, MScEE) is to have a leading role in the development of education, science, society, and economy about Energy Efficiency in Architecture and Urbanism. The programme is well-motivated by referring to Kosovo's strategy to tackle this challenge for the country both for new and existing buildings. The proposal is also very well aligned with the National Science Programme which has identified five priorities among which 'National resources, energy, and the environment' is directly linked to the proposed programme. However, to demonstrate the need for such a programme, the motivation could better refer to international-related initiatives or policies, like the United Nations Sustainable Development Goals, the European Union Green Deal or Sofia Declaration 2050.

Although not properly analysed in the SER, the programme is clearly compliant with the institutional mission statement aiming to achieve academic development and scientific research aligned with the strategic objectives and interests of the Republic of Kosovo. However, the ET encourages the FA to better refer to UP's mission and aims in future documentation about the programme.

Many intended learning outcomes have been designed during the Tempus Project: 543782-TEMPUS-1-2013-1-AL-TEMPUS-JPCR. "Developing and Adapting Professional Programmes for Energy Efficiency in the Western Balkans". During this project, academic and professional advice have been adequately considered to design the former Professional Master in Energy Efficiency. Additionally, many academic staff are professionally engaged. The proposal certainly benefits from both aspects, but the ET could not find evidence that external professional advice has been sought as the recently created Advisory Board has not been formally consulted about the programme. However, the analysis of the detailed learning outcomes shows that it is fully compatible with the National and European Qualification Frameworks (NQF/EQF) level 7. The ET recommends that the FA maintain close and formal relationships with the external stakeholders through the Advisory Board to seek their professional advice on future programme reviews and possible revisions as adequately described in the Regulation on Establishment and Functioning Principles of the Advisory Board of Academic Units at the University of Prishtina 'Hasan Prishtina' (2015).

The programme has defined three goals related to (i) training architects and engineers in energy efficiency, (ii) creating, developing and spreading new knowledge and practices in energy efficiency, and (iii) having a leading role in solving related research and practical problems. These goals constitute a very good basis and a well-defined overarching didactic and research concept. It is also very positive to highlight that the FA has organised appropriate cooperation

with the Faculty of Civil Engineering and the Faculty of Mechanical Engineering to offer a multidisciplinary programme.

The SER mentions that the same policies, guidelines and regulations applying to the other FA programmes are applicable to this MScEE. These documents are publicly available in Albanese on the institutional website. An English translation of most of them has been provided to the ET and it shows that the expected academic policies, guidelines, and regulations are relevant and well in place. However, the ET recommends the FA systematically includes links to applicable academic policies, guidelines and regulations public in future SERs.

During the site visit, a reference was made to the Code of Ethics for the Academic Staff (2013). The intent of this Code of Ethics is ‘to protect academic freedom, to help preserve the highest standards of teaching and knowledge, and to advance the mission of the University, as an institution of higher education and a committed supporter of cultural, social, and economic development of the Republic of Kosovo’. The Code of Ethics applies to all academic staff employed at UP. The ET did not find any evidence of incompliance with this Code. However, it is currently overlooking major possible academic misconduct related to plagiarism, the emergence of Artificial Intelligence, and evaluation bias or unfairness. It also applies only to the Academic Staff and the ET could not find similar Codes applying to other internal stakeholders (Management, Administration or Students) except for a few articles in UP Statutes related to students and information about cheating and plagiarism. Therefore, the ET recommends UP (i) enhance the current Code of Ethics by covering academic issues related to plagiarism and fair evaluation, (ii) extend the scope of the Code to all internal stakeholders (management, administration and students).

Although the ET has been confirmed during the site visit that the policies and regulations are regularly reviewed, there is no mention of such procedures in the SER or any provided policies, and the frequency of reviewing has not been confirmed. The ET recommends FA make clear references to reviewing policies in future SERs.

Standard	Compliance	
	Yes	No
<i>Standard 1.1.</i> The study programme 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 programme 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 programme are reviewed at least once every two years and amended as required in the light of changing circumstances.	X	

Compliance level: (67%) Partially compliant.

ET recommendations:

1. *The ET encourages the FA to better refer to UP's mission and aims in future documentation about the programme.*
2. *The ET recommends that the FA maintain close and formal relationships with the external stakeholders through the Advisory Board to seek their professional advice on future programme reviews and possible revisions.*
3. *The ET recommends the FA systematically includes links to applicable academic policies, guidelines and regulations public in future SERs.*
4. *The ET recommends UP enhance the current Code of Ethics by covering academic issues related to plagiarism and fair evaluation,*
5. *The ET recommends UP urgently extend the scope of the Code to all internal stakeholders (management, administration and students).*
6. *The ET recommends FA make clear references to reviewing policies in future SERs.*

2.2. Quality Management

The quality management system puts the student council at the centre of the entire quality assessment process, which is very positive. It is expected that the same procedure which has already proven its effectiveness for other degrees of the UP, will be applied to the MScEE. The achievement that 100% of students fill in the satisfaction surveys is highly valued and should be commended. The ET also had the opportunity to review the questionnaires for graduates, academic, and administrative staff showing that all staff is involved in self-evaluations.

For their part, the achievements and professional performance of academic staff are also evaluated, and this serves as a basis to organise the teaching of classes the following year. According to the SER, the study plan is reviewed by a committee made up of representatives of all stakeholders. It is positively valued that employers and practitioners from the sector are invited, although this needs to be further concretised with formal meetings of the Advisory Board.

The questionnaires to the students and staff show that UP is looking for feedback about all aspects of the programme delivery.

The quality of the student's learning process is measured through different tests that serve to determine if, by completion of the degree, the student achieves the learning outcomes corresponding to the master's degree.

Although the ET is confirming that most KAA standards are adequately addressed, the ET also noticed that they were inadequately or insufficiently reported or documented in the SER. This does not demonstrate that the quality assurance processes and improvement loops are currently operational and constantly updated. The ET recommends enhancing the quality assurance processes in order to systematically meet the KAA standards.

Statistics about the survey data from the information collected from graduates and employers have been shared with the ET. It is necessary that these data are updated annually and that they are subject to improvement processes as well. However, the ET did not find evidence that they were made publicly available and recommends making it so to contribute to enhancing the quality culture.

During the site visit, the ET realised that the results of internal quality assurance are rarely communicated to internal or external stakeholders. This requires better communication of the improvement plans associated with the master's programme, and a channel to submit complaints/feedback and how they are addressed. The ET recommends strengthening the communication strategy to establish an effective quality culture.

According to the SER, the study plan is reviewed and updated every year. UP is planning to regularly make public evaluation reports at the level of the study programmes, every three years but this has not been concretised yet. The ET recommends UP implement this soon.

The ET could not find evidence that the quality assurance arrangements for the programme are regularly evaluated and improved. The ET recommends UP add a section to the Regulation on Quality Assurance and Evaluation at the University of Prishtina (2016) to explain how the quality assurance arrangements are regularly evaluated and improved.

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 programme 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 programme 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 programme. 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 programme are prepared periodically (e.g. every three years) for consideration within the institution indicating its strengths and weaknesses.	X	
<i>Standard 2.9.</i> The quality assurance arrangements for the programme are regularly evaluated and improved.		X

Compliance level: (78%) Substantially compliant

ET recommendations:

1. *The ET recommends strengthening the communication strategy to establish an effective quality culture.*
2. *The ET recommends enhancing the quality assurance processes in order to systematically meet the KAA standards.*
3. *The ET recommends making the statistics from the survey data collected from graduates and employers publicly available.*
4. *The ET recommends that UP regularly make public evaluation reports at the level of the study programmes.*
5. *The ET recommends that UP define how the quality assurance arrangements are regularly evaluated and improved.*

2.3. Academic Staff

The SER provides a table showing that all academic staff are permanently employed, it is composed of four full professors, four associate professors, and three assistant professors. Their teaching load is 6 hours per week according to their contract with UP. However, the ET recommends the FA detail each staff actual workload to demonstrate that the specific MScEE is compatible with their contract. The same table indicates that the administrative activities are available in the internal communication system (SEMS) whose access has not been provided to the ET. The ET recommends that the administrative activities be detailed in future SERs. The research activities are detailed in each staff's CV and will be analysed in Standard 6 of this report. The ET has been provided with the Regulation on Selection Procedures regarding Appointment, Reappointment and Advancement of the Academic Staff at the University of Prishtina (2019) which ensures fair and public selection procedures. Examples of job descriptions for management positions have also been provided. The ET suggests the FA attach the template for academic position descriptions in future SERs.

The Academic staff comply with the legal requirements regarding the occupation of teaching positions.

The ET could not find evidence that the Academic staff is occupying more than two teaching positions (full-time and part-time).

The Academic staff is composed of 11 full-time and two part-time (invited lecturers) staff, largely complying with the standard requesting that 50% of the academic staff in the study programme are full-time employees (here, 85%) and account for at least 50% of the classes of the study programme. Here, 100% of compulsory classes are coordinated by full-time employees, which is positive.

All 11 full-time academic staff hold a PhD degree which largely ensures the corresponding minimal requirements to run a master's programme: one PhD (or equivalent) for 60 ECTS per student study group. In this case, with a number of expected seats of 30 students, there will be a maximum of two study groups, hence a minimal requirement of four PhDs.

UP has created a Centre for Excellence in Teaching (hereafter, CET) in 2004 in collaboration with the Arizona State University. It is an organisational unit with the mission 'to provide continuous and sustainable teaching and learning advancement, innovative services, and resources to promote a culture of excellence in teaching and learning at the University of Prishtina, and other public and private higher education institutions in the country as well as in the region'. It centralises and organises several opportunities for professional development through training, workshops and conferences with sometimes international experts. All academic staff are invited to the CET activities but the initial training in teaching and learning

methods is compulsory for young academic staff. This is very positive and should be commended.

The academic staff is also encouraged to participate in international projects or attend national and international conferences, allowing some of them to make short stays abroad which contributes to expanding their state-of-the-art and good practice knowledge. Some academic staff are actively engaged in the professional sector providing them with additional opportunities to develop their professional competencies.

The ET has noticed that the SER has been poorly written and is not properly reflecting the extent of the FA aims, resources and activities. Many standards were not or inadequately addressed by the SER. Moreover, the SER provides systematic SWOT analyses that misrepresent or misinterpret the Threats. The ET recommends that the CET, together with the Office for Academic Development, organise training sessions on quality enhancement and how to write a self-evaluation report.

Considering the relatively small size of the FA, the academic staff is easily available for direct contact and consultations with the students. The academic staff is engaged in the academic community through publications in international journals (about 40 in the last five years) and communications in international conferences (about 35 in the last five years). Their engagement is also confirmed by some active participation in international projects, although this is marginal. Community service includes activities like consultancy or professional expertise. In the field of the MScEE, it is positive to note that at least two academic staff are auditors for the energy efficiency of buildings. Some academic staff are also involved in related policy-making groups, which is very positive. The ET encourages the academic staff to extend their participation in international projects.

Academic staff appraisal is conducted through a promotion career system. The appraisal is based on the three main activities: teaching, research and community services. The system is clear and has led recently to several promotions in the FA, which is positive. However, it has to be noted that in the Regulation on Selection Procedures regarding Appointment, Reappointment and Advancement of the Academic Staff at the University of Prishtina (2019), the requirements to be appointed the title of Full Professor, Associate Professor or Assistant Professor are not referring to any services to the community, which introduces some misalignment between the institutional mission and the appraisal system. The ET recommends UP introduce academic appraisal and promotion criteria related to the services to the community.

Moreover, to be fully compliant with KAA standards, the ET recommends that an annual appraisal meeting should be organised with the line management starting with the academic

staff's self-evaluation. The results of the evaluation are not made public because this would be incompatible with GDPR, which is a valid argument.

UP's Short Guide for Reviewing and Revising Syllabi for Teaching Staff and for Staff Supporting and Supervising Curriculum Development gives very good and clear recommendations about the learning methods and material as it should be described in the module descriptor (syllabus). However, this document is a guide to good practices and does not regulate how and when such reviews and possible revisions should be undertaken.

The FA academic staff have introduced a peer review system for their teaching abilities, which is highly positive and should be commended as an excellent strategy for quality enhancement. On the other hand, each academic staff receive systematic student feedback but the outcome of this feedback is primarily left to them and not adequately and collectively discussed. According to the Guidelines for the Evaluation of Classes and the Use of their Results, the Academic staff is supposed to produce an annual evaluation report where they need to analyse the module outcomes, provide quality measures and list a plan for enhancement. However, the ET found limited evidence of such reports. The ET recommends the UP/FA enforces clear policies regarding the quality enhancement of learning methods and material.

The ET is unaware of any situation where retired academic staff have not lost their full-time status as expected.

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 the official (valid) contract, the workload for teaching, exams, consulting, administrative activities, research, etc. for the study programme 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 programme are full-time employees and account for at least 50% of the classes of the study programme.	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 programme, the institution has employed at least one full-time staff with a PhD title or equivalent title in the case of artistic/applied science institutions.	X	

15

<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 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 occurs 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 an age limit or for other reasons lose the status of full-time teachers and are considered part-time teachers.	X	

Compliance level: (80%) Substantially compliant

ET recommendations:

1. *The ET recommends the FA detail each staff actual workload to demonstrate that the specific MScEE is compatible with their contract.*
2. *The ET recommends that the administrative activities be detailed in future SERs.*
3. *The ET suggests the FA attach the template for academic position descriptions in future SERs.*
4. *The ET recommends that the CET, together with the Office for Academic Development, organise training sessions on quality enhancement and how to write a self-evaluation report.*
5. *The ET encourages the academic staff to extend their participation in international projects.*
6. *The ET recommends that an annual appraisal meeting should be organised with the line management starting with the academic staff's self-evaluation.*
7. *The ET recommends UP introduce academic appraisal and promotion criteria related to the services to the community.*
8. *The ET recommends the UP/FA enforces clear policies regarding the quality enhancement of learning methods and material.*

2.4. Educational Process Content

The curriculum is well constructed and offers an excellent opportunity to combine various engineering fields such as architecture or space design to provide the population with energy-efficient buildings. The MScEE has been benchmarked with international similar programmes, which is positive. It is also valued positively that the programme integrates a holistic vision of energy efficiency, bringing together various fields. Together, the general and advanced subjects aim to provide the knowledge that contributes to finding the best solutions for the energy efficiency of buildings in architecture and sustainable construction with the minimum environmental impact.

The learning outcomes correspond to the National Qualifications Framework and these range from collecting and understanding data and facts to creating new ideas based on the gained knowledge.

The subjects are structured as compulsory, elective and the defence of the final thesis, as well as the practices in the company/internships. All of them flow logically with the passing of the semesters.

As perfectly recommended in the Short Guide for Reviewing and Revising Syllabi for Teaching Staff and for Staff Supporting and Supervising Curriculum Development, the learning outcomes should be short and precise, contain only 1-2 active verbs, and be measurable. Passive verbs like to know, to understand, to have the ability, or to have a view are to be avoided at the master's level. Some module (course) learning outcomes are to be urgently revised as they do not fit this recommendation.

The module descriptors (syllabi) are clear and include a description of competencies, methodologies and evaluations. The bibliographical sources are updated until 2020, something that is valued positively. The programme learning outcomes do not fit UP and ECTS Guidelines recommendations. They require further attention and urgent revision.

The programme is taught in Albanian. The SER states that the academic staff are prepared to teach in English, but there is no clear plan to accommodate foreign students. This would foster international experiences and enable them to work better in an international environment. The necessary mechanisms to ensure that the student speaks the instruction language are insufficiently described. The ET recommends FA develop a clear international strategy for the MScEE.

In the module descriptors (syllabi), the student's competencies and responsibilities are explained, as well as the grading system for tests and practical work. The student knows, at all times, the progress of his/her learning.

A correct balance between theory and practice is observed, with numerous tutorials contemplated by subjects to assess the student's learning skills. The new IT resources that teachers use in their subject (e.g. whiteboard, flipchart, video projector...), are not included in the SER. However, in the meeting with the academic staff, they stated that they do have these skills to teach their classes and that the university offered them specific training.

The evaluation of soft skills should be introduced transversally in all the subjects of the programme. There is no percentage dedicated to evaluating, for example, the maturity of the student or skills such as teamwork, public speaking, resilience, tolerance and frustration management, problem-solving, etc. The current teaching guides contemplate very traditional evaluation methodologies, such as written exams, practical tests, resolution of tutorials, use and management of new technologies and their application in the world of energy efficiency... The development of these points will allow students to be more connected with the business world and will enhance their employability.

In some module descriptors (syllabi), it is explained that visits will be organised. It is recommended that students have the opportunity to acquire knowledge and competencies through these visits since it is a very lively and constantly changing degree, which needs to work actively with society. Likewise, it is advisable to establish an evaluation mechanism for these visits, to verify the acquisition of knowledge or competencies by the students. An attractive and differential point would be to include visits abroad and take advantage of online resources if there is not enough budget so that they "travel" without leaving the classroom.

Art. 154 of UP Statutes allows the students to appeal against decisions. During the meeting with the academic staff, it was explained that the students have 72 hours after the delivery of the corrections of the exams to review them and complain. They could also request a second review by other professors in the same department if they did not agree with their final grade. This is commendable.

The MScEE includes an internship (6 ECTS) and a final thesis project (24 ECTS). During the site visit, the ET learned that an academic tutor was monitoring the internship and that it is evaluated. The ET was also provided with the forms for the evaluation of the final thesis. However, the ET was not provided with the corresponding module descriptions (syllabi) and recommends urgently elaborating them.

It is recommended that the UP also welcomes the alumni community of this master's programme. As explained in their evidence, the UP has a specially designated office, a Centre for Career Development, which conducts surveys for the employability of alumni at all levels of the University. This can serve not only to monitor the graduation rate but also to create collaborative synergies between companies, which can host trainees and foster networking

among this community. The ET recommends the FA involve the (future) alumni community with concrete activities and foster their involvement with the MScEE.

A list of public and private places where the student can do his internships is included in the SER (p. 50). The ET suggests extending the internship opportunities to international placements.

Standard	Compliance	
	Yes	No
<i>Standard 4.1.</i> The study programme 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 civil society and developing the student's personality.	X	
<i>Standard 4.2.</i> The study programme complies with the National Qualifications Framework and the Framework for Qualifications of the European Higher Education Area. The individual components of the programme 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 programmes and curricula delivered in the EHEA. To be listed at least 7 learning outcomes for the study programme 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 programme under evaluation.	X	
<i>Standard 4.5.</i> If the language of instruction is other than Albanian, actions are taken to ensure that the 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 programme.		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 programmes are intended to develop. Strategies of teaching and	X	

assessment set out in the programme and course specifications are followed with flexibility to meet the needs of different groups of students.		
<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 programmes 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 programme 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 programme.	X	
<i>Standard 4.12.</i> In order to facilitate the practice stages, the higher education institution signs cooperation agreements, contracts or other documents with institutions/organisations/practical training units. <i>*To be inserted the overview of the programme (with all areas to be filled out)</i>	X	

Compliance level: (92%) Substantially compliant

ET recommendations:

1. *The ET recommends FA urgently revise the programmes and some module (course) learning outcomes to fit with the guidelines (be short and precise, contain only 1-2 active verbs, and be measurable).*
2. *The ET recommends FA develop a clear international strategy for the MScEE.*
3. *The ET suggests FA introduce the evaluation of students' soft skills, which is highly demanded by employers.*
4. *The ET recommends urgently elaborate module descriptions (syllabi) for the internship and the final thesis project.*
5. *The ET recommends the FA involve the (future) alumni community with concrete activities and foster their involvement with the MScEE.*
6. *The ET suggests extending the internship opportunities to international placements.*

2.5. Students

Since this master's degree does not yet have students, the information related to this Standard has been drafted with the scarce information from the SER and the numerous pieces of evidence provided afterwards.

The admission mechanisms are those of a master's degree from the University of Pristina. The specific criteria applied in the admissions process for the master's degree are:

- a. completed bachelor's degree (at least 180 ECTS credits),
- b. an average grade above 8 out of 10, as per national evaluation grades is equivalent to very good performance,
- c. admission exam.

The ET, however, suggests making the required background clearer by restricting the admission to students holding a bachelor's degree in architecture, civil and mechanical engineering (or equivalent).

During the site visit, it was unclear whether graduates from the MScEE may act as architects or not upon completion. This question needs to be urgently clarified, possibly depending on the student's background or bachelor's degree. In any case, the ET recommends the FA communicate clearly and accurately prior to admission whether the graduates may or may not act as architects.

The MScEE cohorts are capped to 30 seats and it is planned to divide the cohort into two groups of 15 students max for the tutorials and other practical work. This is positive and will ensure an effective learning process.

All academic records are stored in the Student Electronic Management System (SEMS) that is operational at UP for a few years. This makes the certification easy and reliable.

It is very positively valued that there is a system of attention to disability / functional diversity. The academic staff are prepared to meet these needs and to adapt their teaching methods and evaluation tests. According to the UP procedures/protocols, the students with special needs have priorities in the following issues: advantage and priority in the enrolment process, flexibility in the schedule of the exams and consultations, within long syllabuses are descriptions regarding the flexibility related to evaluation and task performance, the main building is equipped with accessible ramps and the hole ground floor is accessibility for well chair users. Moreover, UP offers scholarships for students in emergency situations.

Through continuous evaluation and attendance monitoring, the academic staff will try to avoid an alarming dropout rate. Thus, they will pay attention to those weaknesses that may be a hindrance to learning progress. However, the very high dropout rate observed in the former Professional Master in Energy Efficiency suggests that close monitoring will be required. The

ET recommends the FA be particularly attentive to the dropout risk and closely monitor the situation by offering students adequate support.

The UP is planning to implement TurnItIn software to systematise plagiarism detection starting in September. Although this is positive, the ET recommends making this happen and accompanying this procedure with appropriate training on how to use and cite references.

The student rights and obligations are defined in UP Statutes which are publicly available. The Student Council is responsible for ensuring students' rights and obligations. It is a very active element within the university. The Statutes also define the right to academic appeals.

The student transfer opportunities are adequately described in UP Statutes.

The tutoring action plan is robust. Each study programme has a defined responsible programme management team and/or individual meetings upon request with the Chair of the Department or Dean, who, among other tasks, are responsible to resolve any type of issues related to student's requirements or obstacles to the respective programme.

Standard	Compliance	
	Yes	No
<i>Standard 5.1.</i> There is a clear and formally adopted admission procedure at the institutional level that the study programme respects when organising students' recruitment. Admission requirements are consistently and fairly applied to all students.	X	
<i>Standard 5.2.</i> All students enrolled in the study programme 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 programme and to all examinations.	X	
<i>Standard 5.7.</i> Records of student completion rates are kept for all courses and for the programme 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 programmes 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: (100%) Fully compliant

ET recommendations:

1. *The ET recommends the FA communicate clearly and accurately prior to admission whether the graduates may or may not act as architects.*
2. *The ET recommends the FA be particularly attentive to the dropout risk and closely monitor the situation by offering students adequate support.*
3. *The ET recommends UP effectively implementing TurnItIn software to prevent plagiarism and accompanying this procedure with appropriate training on how to use and cite references.*

2.6. Research

The study programme has defined the objectives of creating, developing and spreading new knowledge and practices in energy efficiency, and having a leading role in solving related research and practical problems. Although these objectives are quite general and not properly articulated with the available resources (financial, logistical or human), the ET would like to emphasise their importance for the Kosovo building sector, heritage and society at large. During the site visit, the ET learned that the FA proposes to create a Research Institute to host the research, consultancy, expertise and student activities related to Energy Efficiency. It will allow the FA to considerably extend their relationship with external stakeholders and become a flagship of UP to attract additional resources (funding and researchers). The ET strongly recommends UP launch and support the creation of such a Research Institute hosting all research and consultancy activities in energy efficiency.

When analysing the educational offer of the FA, the ET realises that the Faculty is not offering a PhD in Architecture which considerably jeopardises their research strategy and the training of future experts required by the labour market and the higher education institutions. The Academic staff has been creative in supervising theses in collaboration with other UP Faculties or other Universities, which is positive. However, the ET strongly recommends UP/FA designing and submitting for accreditation a PhD programme in Architecture.

The expectations for Academic staff to be involved in research and other scholarly activities are clearly specified in the Regulation on Selection Procedures regarding Appointment, Reappointment and Advancement of the Academic Staff at the University of Prishtina by stating the cumulative level of scientific production to be reached to be promoted. The requirements are for the level of (i) Full Professor: a significant number of monographs, textbooks, publications in international scientific journals, at least 5 main papers published in international scientific journals, as first author or correspondent; (ii) Associate Professor: A significant number of monographs, publications in international scientific journals, at least 5 main papers published in international scientific journals, as first author or correspondent; (iii) Assistant Professor: a selected number of monographs and publications peer-reviewed in international scientific journals, with at least one main paper published and peer-reviewed in international journals as first author or correspondent. Although these criteria define clear milestones in the academic career, it does not ensure continuous involvement in research activities. The ET recommends UP define research output objectives as part of the expected annual appraisal procedure.

In Annex 2, the same Regulations are clearly stating how the research outputs are defined and appreciated. This classification is fully consistent with international standards in the field of study.

When reviewing the CVs, the ET was able to confirm that the academic staff is or has been active in topic related to their teaching activity.

The academic staff is publishing their work in various journals like City, Territory, and Architecture; Civil Engineering and Architecture; Urbanism, Architecture, Construction; New Design Ideas, Future Cities and Environment; The Creativity Game: Theory and Practice of Spatial Planning, Journal of Science Humanities, International Journal of Contemporary Architecture, etc. Specifically related to the MScEE topic, papers have been published in Applied Thermal Engineering. Journal of Energy Systems, Pollack Periodica - An International Journal for Engineering and Information Sciences, European Journal of Sustainable Development, or Energy Procedia. Most of these journals are, however, not amongst the best-ranked or visible journals. Additionally, the CVs show some participation at national and international conferences, symposiums and seminars.

When reviewing the CVs, the ET found evidence that some academic staff are active in consultancy or expert groups, which is positive. There is currently no clear technological transfer strategy, but this should be improved by the creation of a Research Institute.

Collectively, the academic staff managed to publish about 40 papers in international journals and about 35 communications to conferences in the last five years. On average, this gives less than one paper and one communication per year and per staff, which is fair and below KAA standards. Additionally, some imbalance can be observed across the teaching where the scientific production of some staff, even recently recruited or promoted, is quite limited. One of the possible reason is the priority given to other duties, teaching workload or services to priority, the minimal support to develop research activities and the lack of a dedicated PhD programme, as already mentioned. The ET recommends FA academic staff improve their scientific outputs.

When reviewing the scientific outputs, the ET could confirm that the academic staff are adequately publishing under the name of UP.

During the site visit, the ET learned that many academic staff are sharing information about their recent research or consultancy activities with the students, which is positive.

During the site visit, the ET learned that a policy for the ownership of intellectual property was under development and was not yet approved. The ET recommends urgently approving and implementing such a policy.

During the site visit, the ET learned that the academic staff is planning to engage students in research projects during some modules, the internship or the thesis project. This is positive and the ET recommends the FA concretise this intention.

Standard	Compliance	
	Yes	No
<i>Standard 6.1.</i> The study programme 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 involved 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 recognised as research, consistent with international standards and established norms in the field of study of the programme.	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 the 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 commercialisation 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: (83%) Substantially compliant

ET recommendations:

1. *The ET strongly recommends UP launch and support the creation of a Research Institute hosting all research and consultancy activities in energy efficiency.*
2. *The ET strongly recommends UP/FA designing and submitting for accreditation a PhD programme in Architecture.*
3. *The ET recommends UP define research output objectives as part of the expected annual appraisal procedure.*
4. *The ET recommends FA academic staff improve their scientific outputs.*
5. *The ET recommends UP urgently develop and implement a policy for the ownership of intellectual property.*
6. *The ET recommends the FA concretise the intention to engage students in research projects during some modules, the internship or the thesis project.*

2.7. Infrastructure and Resources

The FA is located at the address Rr. Architect Karl Gega, no. 1, 10000 Pristina. The plot has an area of 275.186 km². Four buildings are in the service of the learning process and other follow-up activities: the main building, the dean's office, the 'modelarium', and the amphitheatre. These buildings have an area of 3.637 m². Study spaces for one student are currently, on average, 5,6 m². During the site visit, the ET could also confirm the availability of a computer room for learning purposes with about 30 seats. The FA can accommodate the MScEE students considering that the number of seats is capped at 30 per cohort, i.e. maximum of 60 students. However, this will require tedious scheduling coordination to share the rooms and equipment with the other ongoing degrees at the FA.

This new building is particularly needed to host the laboratory equipment. Currently, the FA have available a Training stand solar installation PV, a portable weather station, a portable multi-function measuring instrument for HVAC, a training panel Heating system compact model and other related devices. Part of them is located in the main amphitheatre, together with 3D and LASER printing devices, which is not ideal. Additionally, the FA has already identified and purchased further equipment needed to run the MScEE making the need for appropriate rooms even more urgent.

In order to ensure a sustainable and qualitative long-term implementation of the study programme, the ET recommends UP urgently support and concretise the project to build a new annexe.

The UP has a centralised budget, particularly regarding human resources and infrastructure investment, meaning that the FA is not autonomous regarding these aspects. This is usually the case for public universities. The FA provided the 2023 Budget plan regarding the working costs of 230k€. The SER presents the budget to run the MScEE of about 50 k€, which is realistic and commensurate with the FA overall budget.

The UP rents the plots to the Municipality of Prishtina and the ET did not notice any risk related to this contract. However, this structure makes any infrastructure investment more complex and the ET encourages UP to develop a legal framework within infrastructure development would be made easier.

There is currently no centralised library at the FA, despite the fact that it is an essential tool to any modern FA. Books are available on demand to each academic staff and are located in their office. Although this may work, considering the close connection between staff and students, this is not operational, particularly for students with special needs who are less keen to express their demands. Additionally, this solution does not offer students adequate reading rooms. On top of building the annexe which would welcome such a library, the ET recommends, in the

meantime, the FA develop an IT management system to make book borrowing easily accessible for all students and researchers.

During the site visit, the ET was able to confirm the availability of relevant books both in Albanian and English. The academic staff is fostering the use of online resources (eBooks or papers).

Limited attention has been paid to students with physical disabilities. Except for the ground floor of the main building, the other facilities are unfit for such students. For instance, the ramp built to access the amphitheatre has a non-standard slope and the bathroom contains steps making the access impossible. The ET recommends the FA audits the facilities and ensures that a sufficient number of spaces and amenities are available to students with disabilities.

Standard	Compliance	
	Yes	No
<i>Standard 7.1.</i> The adequate long-term implementation of the study programme 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 programme that would demonstrate the sustainability of the study programme for the next minimum of three years.	X	
<i>Standard 7.3.</i> The higher education institution must demonstrate with adequate documents (property deeds, lease contracts, inventories, invoices etc.) that, for the study programme submitted for evaluation it possesses the following, for the next at least three years: a) owned or rented spaces adequate for the educational process; b) owned or rented laboratories, with adequate equipment for all the compulsory disciplines within the curriculum, wherever the analytical syllabus includes such activities; c) adequate software for the disciplines of the study included in the curriculum, with utilisation licence; d) library equipped with reading rooms, group work rooms and its own book stock according to the disciplines included in the curricula.	X	
<i>Standard 7.4.</i> The number of seats in the lecture rooms, seminar rooms and laboratories must be related to the study groups' size (series, groups, subgroups); the applicative activities for the speciality disciplines included in the curricula are carried out in laboratories equipped with IT equipment.	X	
<i>Standard 7.5.</i> The education institution's libraries must ensure, for each of the study programmes: a) a number of seats in the reading rooms corresponding to at least 10% of the total number of students in the study programme;		X

<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 programme;</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>		
<p><i>Standard 7.6.</i> The infrastructure and facilities dedicated to the implementation of the programme are adapted to students with special needs.</p>	X	

Compliance level: (83%) Substantially compliant

ET recommendations:

1. *The ET recommends UP urgently support and concretise the project to build a new annexe to host, among others, laboratories and the library.*
2. *The ET encourages UP to develop a legal framework with the Municipality of Prishtina within infrastructure development would be made easier.*
3. *The ET recommends the FA develop an IT management system to make book borrowing easily accessible for all students and researchers.*
4. *The ET recommends the FA audits the facilities and ensure that a sufficient number of spaces and amenities are available to students with disabilities.*

3. FINAL RECOMMENDATION OF THE ET

The Faculty of Architecture (FA) of the University of Prishtina ‘Hasan Prishtina’ (UP) is proposing to organise a two-year Master of Science in Energy Efficiency (120 ECTS). The proposal aims to enhance the former Professional Master in Energy Efficiency and the Expert Team (ET) fully supports the statement that this programme is strategically relevant for the FA, the UP, the private and public related sectors and the Kosovo society at large. The Mission, Objectives and Administration are already substantially compliant with attention to be paid to the actual involvement of external stakeholders in the programme revision and to enforcing ethical policies to all staff and students like already implemented for the academic staff. The Quality Management is substantially compliant as well, with further attention to be paid to the quality of the Self-Evaluation report which should systematically address all KAA standards, and to a procedure to evaluate the quality arrangements. The academic staff is substantially compliant, with enough qualified staff but further attention is to be paid to a systematic regular staff appraisal and clear strategies for learning strategies and material enhancement. The Educational Process Content is substantially compliant with a curriculum that is very well designed with attention to be paid to the learning outcomes (which require significant improvement) and the internationalisation strategy. The aspects related to the Students are very good and fully compliant based on the experience gained in other programmes. The Research standard is fair but substantially compliant with attention to be paid to extend the scientific production and to design an intellectual property policy. The creation of a Research Institute is urgent together with offering a PhD programme in Architecture. Finally, the Infrastructure and Resources are only partially compliant. Although the human resources and budget are adequate, clear and urgent attention should be paid to building new premises to host, among others, a library and laboratories, and to make the infrastructure more inclusive for students with special needs as the current amenities are minimal. As a conclusion, the ET is globally enthusiastic about this programme, which is substantially compliant and recommends its accreditation.

Compliance level: Substantially compliant

Student quota recommended: 30 seats - **Three Year Accreditation**

Expert Team

Member



Philippe Bouillard

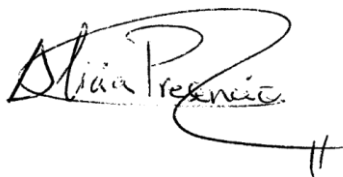
06-06-2023

(Signature)

(Print Name)

(Date)

Member



Alicia Presencio Herrero

06-06-2023

(Signature)

(Print Name)

(Date)