UNIVERSITY OF PRISHTINA
"HASAN PRISHTINA"

FACULTY OF CIVIL ENGINEERING (2023)

UNIVERSITETI I PRISHTINËS
"HASAN PRISHTINA"
UNIVERSITY OF PRISTINA
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SELF EVALUATION REPORT
REACCREDITATION OF THE STUDY PROGRAMS

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Prishtinë, May 2023

THE FACULTY OF CIVIL ENGINEERING

STUDY PROGRAM:
CONSTRUCTION

RIACREDITATION

SELF EVALUATION REPORT

May 2023, PRISHTINË

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1. INTRODUCTION

1.1. A brief overview of the Institution

The Faculty of Civil Engineering is an academic unit of the University of Prishtina. University of Prishtina is a public institution of higher education, which organizes and develops university studies, advanced scientific and professional work. The main role of the modern academic unit for a democratic society, is to provide excellence in professional education by pursuing contemporary scientific developments in the relevant field of studies.

Mission and objectives offered by study programs

The mission of FCE is based on the mission of the University of Prishtina for the development of academic activities, research, scientific work and to create professional staff of higher education for the labor market for the fields of civil engineering in accordance with strategic and developmental interests in country level.

Teaching and research are the main activity of this academic unit. The activity of an academic unit is characterized by the interaction between the teaching activity and the scientific-research activity. This is due to the fact that, in order to achieve the desired results in studies, teaching must be inseparable from scientific research.

Within the ongoing activities developed at the FCE, the main focus is on below listed orientations and achievements:

- teaching - learning, which at the same time represent one of two main activities,
- continuous scientific research in the service of society and the country in general,
- professionals compatible with market requirements,
- development of activities required according to the market demands,
- providing services and expertise to third parties
- research on patent development by academic staff.

The goal of the FCE is to have a leading role in the development of education, science, society and the economy, as well as to create and support the highest standards in teaching and learning, without leaving aside the scientific research. The FCE seeks to fit into the European standards and to be fully integrated into the European Higher Education Area according to the Bologna Declaration.

The FCE vision is to create, develop, protect and transmit knowledge through teaching and research work, as well as provide opportunities for all residents of Kosovo, who would benefit from this education throughout their lifelong experience, without any constrains.

In addition, the university level studies within academic units, are able to prepare students to easily adapt to the basic positions at the labor market. At the same time, the university level creates good premises for continuing further studies at higher levels, through easily transferable knowledge in related disciplines.

The Faculty of Civil Engineering organizes study programs at BSc and MSc levels, while currently no Doctoral programs are available. FCE Study Programs are classified at Departments and Levels as in the following:

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

The study programs Construction, Hydrotechnics, Geodesy and Environmental Engineering, generally consist of the group of general subjects, subjects of professional formative character, integrative, professional, complementary subjects and the work of the Bachelor's degree thesis which is based in the application of acquired knowledge and in preliminary research.

The total credits foreseen for the completion of the Bachelor Program in the Departments: Construction, Hydrotechnics, Geodesy and Environmental Engineering is the acquisition of 180 ECTS credits, including the diploma thesis, in a minimum duration of 3 years (6 semesters). The total of the foreseen credits of the Master in: Geodesy, Construction and Hydrotechnics, is the acquisition of 120 ECTS credits, including Master's degree thesis, for a duration of 2 years (4 semesters).

- **Leadership, Management, academic and administrative staff**

The University of Prishtina has the Statute [S1] check the link (https://uni-pr.edu/desk/inc/media/9E4445D9-FE24-47C5-9B1E-8059828B4D7E.pdf), which includes: academic units as an integral part, relevant documents for the assistance of academic units, collegial bodies starting from the Steering Council, the Senate, other functional committees, management staff and central administration. FCE uses all these to organize and develop academic activities, design and development of study programs, teaching and learning, focusing on the student.

The Dean of the Faculty of Civil Engineering, according to the statute of UP is a leader who creates a collegial, collaborative and study environment that serves the common interests of students, professors, managerial and administrative staff. The duties of the Dean of the HEI are also described in the relevant documents of the central level of UP, (https://uni-pr.edu/desk/inc/media/126A0EED-0A53-48A7-8E56-5875EE868FAC.pdf), respectively FCE has a built and stable management structure. Two members are elected from the academic staff with a regular employment contract in the capacity of vice dean. Vice-deans have separate and well-defined tasks. One of the vice-deans is responsible for the areas of teaching and learning, organizational issues with students and organizational issues of the academic unit while the other vice-dean is responsible for the financial issues and infrastructure of the institution. Based on the Statute of UP, the Dean organizes the departments which take responsibilities from the Dean and according to the relevant documents of UP and FCE.

Within FCE there are Departments which correspond to the respective fields of study with special study programs of the Bachelor and Master of Science level. FCE Department, are: https://fin .uni-pr.edu:

- Department of Constructions,
- Department of Hydrotechnics,
- Department of Geodesy, and
- Department of Environmental Engineering

The functioning of the departments, in the vertical line, means the participation of the academic staff in decision-making up to the Council of the academic unit, respectively the Dean of the faculty. For the competencies of FCE from UP decisions are taken in the Faculty Council respectively the Dean of the Faculty.

The administration of UP is centralized and provides services to all academic units on many issues, such as some of them can be counted: finances, services for students (diplomas, etc.), contracts of academic and administrative staff. The administration of the faculty has limited executive powers and for the Faculty of Civil Engineering it consists of the Secretary, as the highest function and responsible for the administration at the level of the academic unit, service for students, IT-staff, economist-financier, protocol service, asset manager and laboratory technicians.

- **Students, relevant contextual areas of the institution activity**

The Faculty of Civil Engineering offers BSc bachelor studies programs for various fields of study (Construction, Hydrotechnics, Geodesy and Environmental Engineering), based on the Statute of UP and according to the NQF National Qualifications Framework (https://akkks.rks-gov.net/uploads/korniza_kombetare_e_kualifikimeve_2020.pdf), which are dedicated to candidates from the Republic of Kosovo who have completed secondary education according to the framework by MEST for secondary education and candidates from other countries according to approved quotas https://uni-pr.edu/desk/inc/media/AEE5CABB-5CD7-4418-9489-03949385902A.pdf.

For the registration of new students in the basic study programs in FCE, the competition is announced by UP https://uni-pr.edu/desk/inc/media/308524D5-4D04-418C-B904-A574F890E195.pdf specifying all criteria and quotas. After the announcement of the competition, FCE organizes the exams according to the criteria and evaluates the exams, the success from the high school, the Matura exam and makes their ranking by announcing them on the website of the faculty as well as in its adequate spaces.

HEI organizes study programs of even scientific Master levels from the same fields of study programs from BSc (Construction, Hydrotechnics, Geodesy, and Integrated Water Resources Management). The study programs are dedicated to students who have completed basic studies and who have reached the number of 180 ECTS from BSc studies in the respective fields. For the enrollment of new students in the Master study programs, a public competition is also announced by the University of Prishtina, which specifies all the criteria and quotas. After the announcement of the competition, FCE organizes the exams according to the criteria and evaluates the exams, the success from the level of basic studies, and makes their ranking by announcing them on the website of the faculty as well as in its adequate spaces.

The Faculty of Civil Engineering has the main role of teaching and learning, where the student is always in the center of attention. The perfection of teaching is achieved through research work carried out by the academic staff of the HEI. The engagement of academic staff in the fields of research is present not only in the country, but also abroad, giving scientific contributions to scientific conferences with scientific papers published in the world's most prestigious journals in the field. FCE collaborations with educational institutions in the country and abroad are an inspiration for the management and academic staff, also the institutional and

academic staff contributions to the needs of the labor market are evident and are counted as a common event of the Institution. The academic staff of FCE makes valuable contributions to the various services of the faculty as required and some of these jobs can be enumerated, such as the Study Program Evaluation Report itself, the preparation of various reports and analyzes for the needs of the faculty. Therefore, the management of FCE together with the academic staff and the administration are engaged not only in the teaching process, but also in enhancing the performance of teaching, teaching, scientific research and other services necessary for the Institution.

- **Teaching, learning and curricula**

UP provides bachelor's, master's and doctoral studies, according to the Bologna system through academic units. Although the Republic of Kosovo is not yet formally participating in the Bologna Process, 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. UP is committed to achieving the objectives set out in the Bologna Declaration and the communiqués of Prague, Bergen, Berlin and London, and aims to be integrated into the European Higher Education Area. The University is of key importance as a public provider of higher education in Kosovo society, community and economy.

Indeed, the FCE is continuously active with their scope as an integral part of UP to achieve clearly defined general goals.

The mission of UP "for the development of academic education, scientific research, artistic creativity, professional consultancy" is accompanied by a set of 8 detailed objectives, which clearly affect the ambition of UP to become the Leading University in Kosovo, to be active in society, establish and maintain the highest standards in teaching, learning and research, as well to be fully integrated into the European Higher Education Area as an internationally recognized university. The Faculty of Civil Engineering, being part of the UP and its participation in academic activities, acts evidently by defining its primary goals for maximum achievement in teaching.

The organization of teaching is the main pillar of the Institution around which the developments of other scientific and research activities are supported in order to achieve the general and specific objectives of the study program.

The teaching mechanisms that are applied in the Institution are contemporary, counting the young pedagogues who reflect creativity during the teaching, the great professional experience of the pedagogical staff of the institution as well as the scientific degrees which provide satisfactory results in the understanding of scientific phenomena.

The teaching methods and techniques that are applied are various, among which "one-directional teaching " (from lecturer to student) encouraging the student to participate directly in active learning. These teaching methodologies put the pedagogue in the primary role not only of the professor but also of the moderator.

The teaching staff is always prepared with modern teaching methodologies, by offering them the opportunity to participate in various permanent trainings organized at the University level (https://uni-pr.edu/page.aspx?id=1,78).

Depending on the chosen form of teaching, the organization of teaching is determined, whether it will be lectures, numerical exercises, practical field training or even laboratory exercises. Academic staff is free to choose the most appropriate methodology to develop and organize the course. Special importance is given to the subjects which foresee practical field visits as well as laboratory exercises by demonstrating practical examples from reality.

An important feature of the Institution is continuous monitoring and control of teaching and teachers during the development of the study program. This monitoring is followed by the evaluation of all teachers engaged in the student-evaluated study program. The highest quality of learning is achieved through teaching assessment instruments.

Each subject has its basic literature according to the syllabus that consists of obligatory and optional literature which the student can easily find it or the teacher provides them in advance.

Curricula of study programs for both basic and master studies have a substantive concept based on the basic principles of the formation of the study program, starting from the formation of the group of general information subjects, then the group of theoretical scientific subjects and finally the group of professional specific subjects of from which the special competencies of students emerge after graduation.

1.2 A brief overview of the program under evaluation: BSc Constructiononstruction

The study of the market and the understanding of the current needs are determinants of the requirements for the professional flow of the fields of Construction Engineering, while FCE offers a professional framework of the relevant fields that can serve the demands of the labor market. This is not only possible with real studies, but also taking the opinion of companies, and institutions that have a request for this type of profile, but also based on the University Mission that defines the priority areas where the academic unit exercises its activity.

The Bachelor's program of studies in the field of Construction (BSc) aims to positively transform society by making an essential contribution by influencing public policies where it is involved the expertise and work of student staff in a series of crucial reforms in the transformation of the above, such as those of territorial and administrative fields, decentralization and local governments, as well as education reform in general.

This study program is an integral part of the implementation of the mission that the institution has, and has the objectives of educating engineers based on the latest scientific achievements in construction engineering and at the same time adding more specific competencies to students with the knowledge general related to the multi-disciplines and complexities of the construction fields, and that for their achievements cooperation with many disciplines is needed. So, in addition to the basic knowledge in the field of construction, the BSc Constructiononstruction Studies Program offers students development opportunities for communication, calculations, management as well as another general knowledge.

The program offers students the opportunity to adapt to technological changes and make them compete both within the domestic market and internationally. The engineers are central figures and are responsible for the design, construction, and operation of a wide range of infrastructure projects. The market itself and the crisis that has engulfed it at this moment constitutes a very complex challenge for finding new and effective solutions, both in an economic and social,

technological and environmental context. This program aims to provide students with the appropriate technical and construction process management skills to effectively contribute to this environment and prepare students for their careers as engineers and as future researchers.

Relying also on the objectives, goals, and objectives of the National Program of Science and the Evolutionary and Innovative Economy, which prove that the development of society and the economy depend, to a large extent, on the capacity to absorb and produce new knowledge, which can be managed and transformed to satisfy the cognitive and technological needs of the economy, society, and social factors. Access to scientific and technological knowledge is considered an important factor in the country's development for the attraction of new industries and services.

The study program offered by FCE, for the bachelor studies level (BSc) from the Construction department, presents the basic study in the offered study programs, which are related to the needs of the market economy and create a good basis for the continuation and deepening of knowledge for further studies of higher levels.

Among other things, the refresh and development of the study program for construction is based on the demands and needs of the market not only at the country level but also abroad at the European level and beyond, therefore the updating of the program is also based on many Educational Institutions of High at the regional and European level.

This program aims to provide students with the appropriate technical and construction process management skills to effectively contribute to this environment and prepare students for their careers as engineers and as future researchers. FCE also organizes other study programs in engineering fields, such as studies in Hydrotechnics, Geodesy, Road Infrastructure, Environment, at two levels, therefore this construction study program best complements the spectrum of technical fields of these programs.

The bachelor's study program in construction is organized into three years of study, in six semesters with 30 ECTS for each semester. The courses and modules offered best cover the fields of construction engineering enabling students to profile in the fields of construction both theoretically and practically. The sustainability of the study program is based on local and European current affairs in terms of the field of construction, development of construction, advanced construction technology, rationalization of the workforce, construction time and materials, labor market requirements, continuity of higher-level studies and others.

The subjects and modules of the study program for constructions are designed in convergence "*from the simplest to the most complex*", with cohesion among themselves, and at the end of the studies, with the diploma work, the student receives not only professional competences which they prepare the student for the labor market but also general competencies necessary for his life.

After completing this level of studies, the student accumulates 180 ECTS, and in addition to the labor market, they have the opportunity to continue the second level master's studies in the same fields of construction as well as in other similar programs of studies for the master's level (road infrastructure, energy efficiency, etc.) respecting the regulations for the studies of Bachelor and Master programs at the University level.

2. EVALUATION OF THE STUDY PROGRAM (BScC)

2.1. Mission, objectives and administration

Name of the Institution	University of Prishtina "Hasan Prishtina"
Faculty/Department	Faculty of Civil Engineering (FCE) / Construction
Main and/or Branch Campus	Main Campus
Specify the Branch that you are applying for	
Name of the study programme	Construction
Person in charge for the study programme	Prof. Ass. Dr. Florim Grajcevci
Accreditation/Reaccreditation	Reaccreditation
Level of qualification according to NQF	1st Cycle. ISCED 6
Academic degree or the name of Diploma	Bachelor of Construction
ECTS:	180
Profile of the academic program	Construction
Erasmus Subject Area Codes (ESAC)	06.4 (Civil Engineering)
Form of studies	Full Time
Minimum duration of studies	3 years
Number of study places	120
Permanent scientific / artistic personnel for the Study Programme (at least 3 PhD)	1. Prof.Dr. Naser Kabashi 2. Prof.Dr. Abdullah Zejnullahu 3. Prof.Asoc.Dr. Fatos Pllana 4. Prof.Asst.Dr. Florim Grajcevci 5. Prof.Asst.Dr. Hajdar Sadiku 6. Prof.Asoc.Dr. Cene Krasniqi 7. Prof.Asoc.Dr. Arton D.Dautaj 8. Prof.Asst..Dr. Ragip Hadri 9. Prof.Asst..Dr. Esat Gashi 10. Prof.Asst. Dr. Milot Muhaxheri 11. Prof.Asst.Dr. Zijadin Guri 12. Prof. Asst. Dr. Fidan Salihu 13. Prof. Asst. Dr. Arban Berisha

Standard 1.1. The mission of the BSc study program complies with the general mission statement of the Faculty of Civil Engineering (FCE). The program is oriented towards teaching, learning, continuous scientific research, research and providing a program designed to fulfill the three main goals of the program (see Standard 1.3). The BSc study program has a well-defined didactic and research concept. The strategy of the Faculty of Civil Engineering continuously pursues the objectives initiated through the Strategic Plan of the University of Pristina, supporting each study program in fulfilling these initiatives [S2&S3]. The increase in quality in teaching, learning, and research aims at the development of a sustainable program, by continuously reviewing the BSc study program; advanced with scientific research (supported through grants programs and international projects, helped no matter how little through the increase of institutional funding and research expenses with 1% of the annual budget of the UP (2020) [R4]; developed training on the effective use of the ScienceDirect platform, as an opportunity to find relevant content in specific fields (2021)); cooperated with the advisory body [T6] formed within FCE, created an appropriate laboratory for specific fields in the program; and increasing the quality of services for students.

Standard 1.2. According to the National Qualifications Framework [K1], the BSc Construction Program belongs to level six (6), which level includes academic and professional programs, the completion of which leads to a qualification with the title of Bachelor of Construction. Students acquire the Bachelor's degree through the demonstration of knowledge, skills, and competencies for each subject in particular and the entire program in general, within the period of studies. Their critical role in addressing structural problems and challenges and their solution to these problems is achieved through teaching. Using new methodologies, ensuring the development of academic staff with participation in teaching treatments, and training for applications in scientific and professional projects, participation in conferences, and scientific research publications, updating study programs in accordance with the demands of the labor market, consultations with the advisory body [T5] on market requirements, discussions between actors within FCE and collaborations of FCE with external parties (Institutions, companies, and public and private organizations, local and international), also the BSc K program aims to achieve learning outcomes in accordance with the National Qualifications Framework and the Qualifications Framework of the European Higher Education Area.

Standard 1.3. The program aims to achieve these three main goals:

1. To educate generations of engineers in order to address the challenges related to the field of Construction (structures) engineering;

2. To create, develop and disseminate new knowledge;

3. To play a leading role in providing (feeding) interdisciplinary education, in order to solve the problems facing society.

In fact, FCE's strategy regarding the structure of studies and the study program is to provide clear education by creating conditions to be open to new ideas, to creativity, to commit to lifelong learning, and to be in stable conditions.

Teaching in the BSc Construction Program in a general context takes place through lectures, numerical and laboratory exercises, as well as through reasonable teacher/student cooperation during the teaching and learning process.

The BSc Construction program also offers course development through: field study visits to engineering facilities related to the field of study; seminars with a basic research character which are prepared in the classroom using individual laptops for obtaining information on methodologies, judgments, decisions and recommendations from case studies provided by the web. Also, information on research works (such as case studies) developed and published in magazines or conferences by the teacher himself within the unit or field of the subject being taught is also provided. It is also the advisory body that provides knowledge of practical work with a professional character in the field of construction engineering, the Construction department. In this context, from the cooperation between FCE and the advisory body, open lectures (first evaluated by the FCE staff as the lecture evaluation committee) are now more regularly organized in the service of staff and students. The BSc study program is oriented towards fulfilling the general goals of FIN, offering courses with modern and up-to-date content, which are flexible and easily adaptable to local, regional, and global market demands.

Standard 1.4. In order to fulfill the requirements of this standard, we have presented a list with titles and brief descriptions of policies, instructions, and regulations to be included in the SER. Such a list with short titles and contents, as well as relevant paragraphs for some existing regulations, announcements, and decisions related to the mission, objectives, and administration of the program as well as other matters included in the SER (quality management, staff academic, learning process, students, research and infrastructure), is provided in the following table. In the content of this SER, these policies, instructions, regulations, and others are referenced from this same table (eg for the UP Statute as: [S1]). Other regulations, guidelines, and policies that are not included in this table, but that are related to procedural, academic, and other issues are attached to the "List of References" in this SER.

Table with titles and short description of regulations / policies and relevant links

Ref.	Tittle	Short description	Links
Statute and Strategic Plans			
S1	Statutes of UP	Statutory basis for regulation, operation, financing and quality assurance, including staff and students at the University of Prishtina in accordance with European standards.	https://uni-pr.edu/desk/inc/media/9E4445D9-FE24-47C5-9B1E-8059828B4D7E.pdf
S2	Strategic plan of UP	Contains strategic initiatives including time period, responsible actors and cost of implementation initiatives.	https://uni-pr.edu/desk/inc/media/D7EAE629-A39D-4D4C-A598-93B7B5227EDB.pdf
S3	Strategy of FCE	It includes the ambitions, the initiatives envisaged by Alumni, our supporters and collaborators.	https://fin.uni-pr.edu/desk/inc/media/2194CD62-DE91-48D5-9EFA-70C9297A4D67.pdf
Frame			
K1	National Qualifications Framework	Promotes quality improvement in education and training. Aims that the qualifications are in line with the requirements for employment, but also meeting the requirements of the economy and society in the country.	Korniza kombetare e kualifikimeve - brendia.cdr (rks-gov.net)
K2	European Higher Education Qualifications Framework.	Elaborates qualifications framework, recommendations and proposals for a comprehensive framework for higher education qualifications.	Microsoft Word - PJE 180205 A Framework for Qualifications of the European … (ecahe.eu)
Regulation			
R1	Regulation on re-accreditation preparation procedures at UP	Defines the form, processes and procedures for the preparation of accreditation and institutional re-	https://dokumente.uni-pr.edu/Dokumentet/ShkarkoRregulloren?dok=Rregulloret%5C53e6391d-e725-4849-

		accreditation and study programs at UP.	a09e-6045788c0dcd31.3.2021.pdf&rrId=1170
R2	Regulation on selection procedures related to the appointment, reappointment and promotion of academic staff at UP	Evaluation of the staff by the academic staff as an evaluation committee for the activities: teaching, research, scientific and service.	https://dokumente.uni-pr.edu/Dokumentet/ShkarkoRregulloren?dok=Rregulloret%5C3243d708-7344-4e67-9f35-3f96b5e0b7f827.5.2021.pdf&rrId=3404
R3	Regulation of evaluation procedures for the engagement of external collaborators in UP	Establishes evaluation procedures for the engagement of external collaborators, including retirees.	https://dokumente.uni-pr.edu/Dokumentet/ShkarkoRregulloren?dok=Rregulloret%5Cebd6c945-dbf0-4ade-8b7d-89c6b64818ea25.6.2021.pdf&rrId=3419
R4	Regulation for financing the research activity - scientific, artistic and sports in UP	Defines the ways of financing and allocating financial means for scientific and research publications by the academic staff and PhD students of UP.	https://dokumente.uni-pr.edu/Dokumentet/ShkarkoRregulloren?dok=Rregulloret%5Ce8217096-5fdc-434d-aa77-e1e8cdafb83b27.5.2021.pdf&rrId=3406
R5	Regulation for basic studies - bachelor	Defines unique criteria for basic-bachelor studies.	https://uni-pr.edu/desk/inc/media/F9B2CD95-D23F-45F3-9E27-EBC9D34232F3.pdf
R6	Regulation of procedure of the electronic system for student management (SEMS) at UP	Defines the standards of use of SEMS.	https://dokumente.uni-pr.edu/Dokumentet/ShkarkoRregulloren?dok=Rregulloret%5Cbe9d4ec5-55f9-4e61-b075-613c7195564312.5.2021.pdf&rrId=2390
R7	Regulation on academic mobility of students	Defines procedures for student mobility.	https://dokumente.uni-pr.edu/Dokumentet/ShkarkoRregulloren?dok=Rregulloret%5Ce6b0b3ed-e996-42de-9806-d12a653632c226.3.2021.pdf&rrId=64

R8	Regulation on disciplinary measures and procedures against the academic staff of UP	Defines the disciplinary procedures and measures applicable in cases of disciplinary responsibility of the academic staff of UP.	https://ekonomiku.uni-pr.edu/desk/inc/media/BAF4228A-69BC-4345-8BB7-F71FF34C26F3.pdf
R9	Regulation on procedure and disciplinary measures for UP students	Defines disciplinary responsibility procedures, disciplinary review bodies and disciplinary measures and punishments against students.	https://dokumente.uni-pr.edu/Dokumentet/ShkarkoRregulloren?dok=Rregulloret%5C4e2a301d-9a21-4d98-85cc-598eef42d18931.3.2021.pdf&rrId=145
R10	Regulation on the election procedure, establishment and work of the student parliament (SP) and student councils (SC) of UP	Defines the procedures for the election of the SP and the SC as well as the issues dealt with by the SP and the SC.	https://dokumente.uni-pr.edu/Dokumentet/ShkarkoRregulloren?dok=Rregulloret%5C52c409f7-1629-49c4-a4a4-dab873ec097b13.5.2022.pdf&rrId=4598
R11	Regulation on the structure and working principles of the center for excellence in teaching at UP	Assists in advancing academic capacity and developing teaching systems by promoting effective and quality competitive teaching at the best universities in the Region and the World.	https://dokumente.uni-pr.edu/Dokumentet/ShkarkoRregulloren?dok=Rregulloret%5Cb4d8fe85-2619-44e5-85ef-79085c4db13129.3.2021.pdf&rrId=87
R12	Regulation on personal income of academic staff, allowances by functions and other compensations in UP	Regulates the issues of personal income and work compensation for academic staff at UP (regular and engaged) and among others the creation of student groups.	https://dokumente.uni-pr.edu/Dokumentet/ShkarkoRregulloren?dok=Rregulloret%5Caa3aacb6-c540-404b-9af1-7865082cb21722.9.2022.pdf&rrId=5706
R13	Regulations for the establishment and principles of the commission for ethics in scientific research	Provides the basis for the establishment and operation of the committee on Ethics in Scientific Research involving work with human and animal subjects.	https://dokumente.uni-pr.edu/Dokumentet/ShkarkoRregulloren?dok=Rregulloret%5C5fab58e7-c656-4dab-9899-52f6955807d229.3.2023.pdf&rrId=7872
R14	Regulation for personal income of academic staff, allowances UP	Determines the method and amount of compensation for the personal income of the academic staff according to the functions and other compensations within the UP.	https://studenti.uni-pr.edu/RregulloretPublic/Instuticioni?InstuticioniId=2

R15	Regulations for prevention and protection from sexual harassment and harassment in UP	Regulation in order to maintain and promote the highest standards of teaching, learning and creating a safe and discrimination-free environment for students, academic, non-academic and administrative personnel, to affirm the rights of individuals in the workplace as well as in educational settings	https://studenti.uni-pr.edu/RregulloretPublic/Instuticioni?InstuticioniId=2
Decision			
V1	Decision on the conditions of registration for the following year of basic-bachelor studies	Defines the conditions that students and the administration adhere to allow the registration of the following year of bachelor studies.	https://dokumente.uni-pr.edu/Dokumentet/ShkarkoRregulloren?dok=Rregulloret%5C6daf4d42-bb6c-4355-81ba-d3e36db2cfa821.10.2021.pdf&rrId=3454
V2	Decision on the extension of the duration of the graduation period for students who have passed the allowed period of regular duration of studies at the bachelor, master and doctoral level	Defines the conditions for the extension of the duration of the graduation period for students who have passed the allowed regular period of studies.	https://dokumente.uni-pr.edu/Dokumentet/ShkarkoRregulloren?dok=Rregulloret%5C8650389c-4ad6-4636-8ce5-53480fc729726.10.2022.pdf&rrId=5728
V3	Decision of the Senate of UP, for the formalization of all instructions for the development of academic activities during the COVID-19 pandemic	Formalization of guidelines for academic activities during the COVID-19 pandemic (there are also announcements for virtual platform services in pdf format, submitted by e-mail from the IT Office at the Rectorate).	https://dokumente.uni-pr.edu/Dokumentet/ShkarkoRregulloren?dok=Rregulloret%5C15c8961b-7bdc-4fcc-b519-166fe39eb36e2.4.2021.pdf&rrId=2182
Instruction			
U1	Administrative Instruction from MESTI for accreditation of higher education institutions	Evaluation process outside UP developed by KAA on the accreditation of Higher Education Institutions.	ilovepdf-merged.pdf (rks-gov.net)

U2	Guide to Reviewing and Reviewing the Syllabus	Support academic staff/teachers to write/review/review their curricula adequately to better reflect the course content and methodologies applied.	https://dokumente.uni-pr.edu/Dokumentet/ShkarkoRregulloren?dok=Rregulloret%5C4433d342-8016-4826-9374-e9a086f48d7b12.5.2021.pdf&rrId=2392
U3	Guide for student evaluation of courses and use of their results	Student reviews for courses, teachers and administration. Pursues the continuous self-improvement of the teacher in particular and the FCE study program in general. Includes questionnaire for teachers, subjects, service and infrastructure as well as administrative and support staff of UP.	https://dokumente.uni-pr.edu/Dokumentet/ShkarkoRregulloren?dok=Rregulloret%5Ca55463ce-d0ce-4e7b-bfc6-3b3d4216192b29.3.2021.pdf&rrId=96
Others			
T1	Quality assurance at UP	Assessments of staff and teaching, students and learning, research activities and publications in scientific journals.	https://dokumente.uni-pr.edu/Dokumentet/ShkarkoRregulloren?dok=Rregulloret%5C653eda16-1d3f-4111-bd6f-277ff6829bdc12.5.2021.pdf&rrId=2391
T2	Competition for admission of students in the first year of basic studies - bachelor for the academic year 2022-2023	The number of students and criteria for enrollment in Bachelor studies.	https://dokumente.uni-pr.edu/Dokumentet/ShkarkoRregulloren?dok=Rregulloret%5C5f3b62b5-b9ec-4e03-ae20-d68e4df2b4b625.9.2022.pdf&rrId=5707
T3	International cooperation	Agreement Erasmus+ ICM (KA107).	https://uni-pr.edu/page.aspx?id=1,61
T4	Cooperation agreements in FCE	Cooperation agreement between FCE and Institutions, companies and local and international organizations.	https://fin.uni-pr.edu/page.aspx?id=1,56

T5	Code of Ethics of academic staff	To create a favorable environment for the dissemination, expansion and critical examination of knowledge as well as to further the search for truth and knowledge.	https://dokumente.uni-pr.edu/Dokumentet/ShkarkoRregulloren?dok=Rregulloret%5C18c680a7-7854-41fe-8533-3524dc70087a21.3.2021.pdf&rrId=51
T6	FCE Advisory Body (AB)	Establishment of AB with its members.	https://fin.uni-pr.edu/page.aspx?id=1,45
T7	Alumni Community	Network of FCE professionals, as ambassadors in their role of implementing and disseminating the knowledge they have gained during their BSc, MSc and PhD studies.	Universiteti i Prishtinës (uni-pr.edu)
T8	Student Council	Student council representatives from FCE	https://fin.uni-pr.edu/page.aspx?id=1,23
T9	Center for Career Development	Assists students and graduates to develop knowledge and skills that will help them during employment, as well as provide information to graduates about studying at UP.	https://uni-pr.edu/page.aspx?id=1,78
T10	e-Karriera	Notification platform for various activities in the service of students (at FCE level and UP level).	https://fin.uni-pr.edu/page.aspx?id=1,41 https://uni-pr.edu/page.aspx?id=1,84
T11	Research infrastructure at UP	Composition of laboratories in the academic units of UP.	https://fin.uni-pr.edu/page.aspx?id=2,5
T12	Announcement for Scholarship support of BSc students of academic year 2023/2024	Criterions for University Scholarship for BSc students	https://fin.uni-pr.edu/page.aspx?id=1,37,809

Standard 1.5. The staff and students of the BSc study program comply with the internal regulations concerning ethical behavior [T5] in teaching, research, and assessment in all academic and administrative activities.

Standard 1.6. To make the program sustainable, all actors within: FCE management, a coordinator for academic development in FCE, a coordinator with program members, teachers, students, advisory body community [T6], the faculty council, and the study committee of FCE,

consisting of FCE staff and student representatives as well as the FCE alumni community [T7], contribute to the review, evaluation, and improvement of the program. As such, the program is forwarded for evaluation to the relevant structures and mechanisms of the UP, namely: the vice-rector for quality, the academic development office (ADO), the quality commission, and finally to the Kosovo Accreditation Agency (KAA). KAA provides recommendations through external experts, with which the program is supplemented, improved, and developed until the next review. The revision path of the BSc program is defined by: Statutory provisions, Regulations for procedures for the preparation of new accreditation, and Guidelines for examination and revision of syllabuses [S1; R1; U2].

The sustainable development of the program is aimed at continuously strengthening the relationship between the faculty, the advisory body community, and the alumni community (providing mutual information on the demands of the labor market and updating the curriculum) [T6&T7]; with the increase in the quality of the academic staff in teaching (through the training provided by the UP and the resulting publications either through research and scientific projects (applying to international projects with grants, or from the Ph.D. studies of the staff); as well as with the results of learning (passability of students presented in the statistical report by the electronic system for student management (SEMS). Of course, FCE this whole process does not overlook the administrative personnel in the service of the staff and students and the development of the infrastructure, as a basis for the program's stability.

3.1. SWOT analysis for mission, objectives and administration:

A. Strong points:

- The mission of the program is the preparation of a professional framework with enhanced competencies.
- Study program based on market requirements.
- More precisely, in addition to other subjects and learning modules, the objectives of the study program are achieved to ensure a professional is prepared for the labor market.
- The study program ensures comprehensiveness and sufficient competences for students of the basic level of constructive studies.
- The objectives of the Institution and the construction study program are in line with the mission and objectives of the University.

B. Weaknesses:

- There is no weakness for the mission, vision and goals of HEI.

C. Opportunities:

- Improvement of services for students.
- Decentralization of competencies at the level of Academic units.
- Increase in the level of scientific research and applications in international projects.

D. Challenges:

- Creation of the management/administrative core for the design of scientific and professional research projects at the local, regional, and global levels in the fields of construction engineering.

- Creation, and provision of funds for infrastructure and adequate laboratory equipment.
- Creation of new jobs for teachers, assistants and/or administrative staff.
- Increasing the academic independence of HEIs
- Increasing academic performance for the achievement of objectives from the strategic plan.
- Management difficulties of the Institution taking into account the limited competences of the academic units.
- Creation of working groups for application in International Projects: ERASMUS +; HERAS, HORIZON 2020, etc.

2.2. Quality management

Standard 2.1. The Faculty of Civil Engineering (FCE) with an experience since its establishment (1961), continuously aims to maintain sustainability through quality assurance in favor of the community at home and abroad (students, staff, society). Quality assurance in FCE relies on UP quality assurance instruments [T1]. In the framework of quality assurance and evaluation are developed: Internal evaluation and external evaluation. The basic mechanisms and instruments of quality assurance at the institutional level are: the quality assurance commission, the studies commission, 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 curriculum of the BSc Construction program at the level of FCE, namely: the management of the academic unit (FCE), the coordinator for academic development, the coordinator with the holders and members of the program relevant, alumni community, teachers, current students and former students. Also, the impetus for raising the quality of the BSc program is the cooperation with the advisory body [T6] that operates within the FCE and which includes representatives of institutions, companies and public and private organizations as well as representatives of the faculty staff. The representatives of the advisory body are in fact the community of FCE, which enables teachers to increase the quality of the curriculum in the context of the needs of the labor market on the one hand and on the other hand contributes to the development and sustainability of the program based on market demands. External evaluation, whether or not the program has met internationally accepted quality standards, is conducted by the Kosovo Accreditation Agency (KAA) established by the Ministry of Education, Science, Technology and Innovation (MESTI). The steps of organization and evaluation process for re-accreditation of the program are also seen in the diagram reflected in the Regulation on re-accreditation preparation procedures [R1].

Standard 2.2. The evaluation process and planning for improvement are constantly considered and integrated into program planning. Findings as achieved are pushed further, while shortcomings are improved and as such are included to be implemented in the program. The BSc Construction program, by continuously considering these processes, has managed to be continuously evaluated and accredited by international and local experts (selected by KAA). In this context, in the following table are presented the periods of accreditation and re-accreditation of the BSc Construction program, for which there are official reports and decisions, on the website of the Kosovo Accreditation Agency (KAA), respectively in the link:

Fakulteti i Ndërtimtarisë dhe Arkitekturës – Agjencia e Kosovës për Akreditim (rks-gov.net). and https://akreditimi.rks-gov.net/fakulteti-i-ndertimtarise/).

Accreditation / re-accreditation periods of the BSc Construction program

Academic Unit	Department/Study Program	Study level	Accreditation	Reaccreditation I	Reaccreditation II	Accreditation continued	Reaccreditation III
FCE	Construction	Bachelor	**2009-2011**	**2012 - 2015**	**2016 – 2019**	**2019-2020**	**2021-2024**

Standard 2.3. The Faculty of Civil Engineering (FCE) in cooperation with teachers organizes teaching, exams and student assessments. Through teaching and learning in the BSc study program, faculty, staff, and students are drawn to generate knowledge and develop policies, techniques, and skills to help practitioners manage both construction and environmental resources. Self-assessment of academic staff (scientific and professional achievements) and the subject; evaluation of the performance of the academic staff; the monitoring of the progress of the teaching process and the implementation of the curriculum (lectures, exercises, exams) by the management and the discussions between the head of the department and the students continuously push the quality improvement in FCE in November, 2021) a two-day workshop was held at UP between the management of UP and HERAS + (international experts) on the possibility of developing and implementing a guide for measuring the performance of UP academic staff, by including the performance appraisal card in four key areas of importance to the UP: teaching, research, institutional development and community service (see link: https://uni-pr.edu/page.aspx?id=1,37,1510). The evaluation of the administrative staff serving the staff and students, as well as the financial resources and infrastructure are indicators of quality development in FCE. All these processes are included in the planning and implementation of the study program and are supported by the central level of UP, in accordance with the regulations related to quality assurance at the University of Prishtina.

Standard 2.4. An overview of quality issues for the program in particular and the faculty in general in relation to the results of teaching and learning, as ways of assessing knowledge, is provided by applying: exams, colloquia, seminar papers, including their interpretation and presentation, practice professional as well as practical tests during exercises. These methods are used in order to assess how much each student has achieved the expected learning outcomes in each subject. The final assessment of students is published on the page "Applications form" in SEMS, in which page, each teacher has access through a separate account. The standards of use of SEMS are defined in special regulations [R6]. At the very basic level, student assessment in the individual subject refers to the level of successful transfer of desired knowledge. At a more general level, measurements, e.g., the percentage of participation and the percentage of students passing the exams also reflect the level of achievement of the program objectives. Achieving the objectives for the course in particular is assessed through the statistical report which is also extracted from the page "Applications form" in SEMS. The one-year student pass statistical report for all FCE programs is provided to teachers by FCE management. The management of FCE announces the achievements and shortcomings in the implementation of the program and also with the working group reflects and suggests activities for quality improvement planning at the faculty level.

Standard 2.5. By continuously considering the above evaluation processes related to evaluation and quality improvement in the program, it is ensured that the required standards are met. Another measuring unit for the quality of the BSc Construction program can be counted the fact that students from the BSc Construction program immediately after studies at this level have continued their studies in the next cycle, master's studies even at the international level, in which case the curriculum of The BSc Construction program has been evaluated as compatible with the international curricula of the field.

Standard 2.6. The data provided by the student assessment survey for courses, teachers and administration found in the Guide for student assessment of courses and the use of their results [U3], led to continuous improvement of the teacher in particular and the study program, as well as FCE in general. Both student and alumni comments are considered an important instrument in program performance. Data on teacher achievement are published on the official website of the FCE (see the page Academic Staff on the link: University of Prishtina (uni-pr.edu)). Also, an indicator of quality is the number of graduates in time that this number is generated by the FCE administration as (see in the appendix of this SER the table on Students: "Number of students and graduates in the last three years"). At the level of UP and at the level of The Alumni community [T6] has also been established under its auspices as a key ambassador in their role in implementing and disseminating the knowledge they have acquired during their bachelor, master or doctoral studies. This community also consists of former students of BSc Construction, who have continued their master's studies at International Universities.

Standard 2.7. The results of all the assessment processes that make up the internal quality assurance system in relation to students are taken into account to ensure consistent quality. These subject scores in particular take into account: student attendance, student assessment with test, colloquium, laboratory work, fieldwork, homework and final exam. Whereas, for the results of the achievement of professional skills acquired during the studies, the students are evaluated through the diploma thesis. In the BSc Construction program, the integration of the development of practical work by the student during the studies in the diploma topic is often applied. The development of practical work has resulted in contacts between the student and the institution, organization or public and private company (often supported by representatives of companies within the advisory body in FCE) enabling the employment of graduate students in these institutions.

Standard 2.8. Continuous improvement at the program level (every three years) occurs based on the recommendations of external experts for program evaluation. External experts are selected by the Kosovo Accreditation Agency (KAA) which sets, among other things, standards for quality assurance in accordance with local legislation and international standards for quality in higher education. The whole system for external quality assurance is regulated by an Administrative Instruction issued by the Ministry of Education, Science and Technology on Accreditation of Higher Education Institutions in the Republic of Kosovo [U2]. The

evaluation program on the overall quality of the program is prepared periodically for review within the FCE, presenting both the achievements and shortcomings of the program.

Standard 2.9. The quality of the program is regularly improved:

- after taking into account all evaluations for specific quality system processes, including recommendations from external experts selected by the KAA,
- after the application of all regulations and guidelines related to quality assurance at the UP level for self-assessment,
- after the application of all regulations and guidelines related to quality assurance at the level of MEST for external evaluation.

Periodically (for the validity period of the accredited program), the FCE prepares self-assessment reports taking into account all processes, instruments and mechanisms with an impact on the performance and sustainable implementation of each program within the FCE.

SWOT analysis for quality management:

A. Strong points:

- Managing and monitoring the quality of teaching and learning through periodic reporting and evaluation.
- Monitoring the quality and security of services through reporting and communication with students.
- Fast, guaranteed and quality services for the teacher and the student through annual planning and periodic monitoring.
- Transparency of achievement at the level of the academic unit through the digital system.
- Administration services for the needs of the academic unit satisfactory and fast through the digital system (SEMS).
- Close communication with the advisory body and alumni, as FCE communities.

B. Weaknesses:

- Insufficient and unique cooperation at the university level for quality management.
- Lack of budget for training and improvements in quality monitoring.
- Insufficient international cooperation through exchange of students and staff.
- Insufficient information of the academic staff for the distribution of commitment between teaching, research and administrative work.

C. Opportunities:

- Increased control/continuous monitoring of teaching, attendance at lessons/lectures/exercises of students through SEMS.
- Administrative capacity building and their training for international practices of administrative work and quality monitoring.
- Possibility of quality sustainability through international cooperation.

D. Challenges:

- Ensuring of the necessary staff until the time of recruitment.

- Filling new jobs for teachers, assistants and/or administrative services that help with the demand for quality teaching and learning.
- Establishment of administrations at the level of departments.
- Eventual budget cuts for new staff may affect quality management.

2.3 Academic staff

Standard 3.1. The academic staff employed in the BSc Construction program, respectively in FCE realizes its activity in full compliance with the statutory provisions of UP. The BSc Construction program includes full-time academic staff (from UP); and academic staff from outside of UP, as engaged academic staff. The following table shows the profile of teachers (who give lectures) involved in the BSc Construction study program. The table reflects the teachers, the academic units that represent these teachers (within UP), the academic degree and the academic vocation, the teaching hours together with the ECTS of the subjects for which these teachers are responsible as well as the research as a teacher activity, which are presented in the CV of each teacher (see in the appendix of this SER - CV of the academic staff, or in the link: University of Prishtina (uni-pr.edu), CV for each teacher.

Profiles of teachers involved in the Bachelor program of Construction

Nr.	Teacher	Faculty[1]	Scientific degree	Academic Title	Contracts[2]	ECTS	Teaching hours		Research[3]
	Name and Surname						C	E	
Regular academic staff									
1	Naser Kabashi	FCE-UP	Dr. Sc.	Prof. Dr.	RC	18	6		CV
2	Laura Kusari	FCE-UP	Dr. Sc.	Prof. Dr.	RC	3		2	CV
3	Cenë Krasniqi	FCE-UP	Dr. Sc.	Prof. Asoc. Dr.	RC	3		2	CV
4	Fatos Pllana	FCE-UP	Dr. Sc.	Prof. Asoc. Dr.	RC	18	4	2	CV
5	Arton Dautaj	FCE-UP	Dr. Sc.	Prof. Asoc. Dr.	RC	15	5		CV
6	Florim Grajçevci	FCE-UP	Dr. Sc.	Prof. Ass. Dr.	RC	6	2		CV
7	Ragip Hadri	FCE-UP	Dr. Sc.	Prof. Ass. Dr.	RC	12	4		CV
8	Hajdar Sadiku	FCE-UP	Dr. Sc.	Prof. Ass. Dr.	RC	3	2		CV
9	Esat Gashi	FCE-UP	Dr. Sc.	Prof. Ass. Dr.	RC	9		5	CV
10	Ymer Kuka	FCE-UP	Dr. Sc.	Prof. Ass. Dr.	RC	3		2	CV

11	Zijadin Guri	FCE-UP	Dr. Sc.	Prof. Ass. Dr.	RC	6	2	2	CV
12	Fidan Salihu	FCE-UP	Dr. Sc.	Prof. Ass. Dr.	RC	6	2	2	CV
13	Lavdim Osmanaj	FCE-UP	Dr. Sc.	Prof. Ass. Dr.	RC	6	2	2	CV
14	Arban Berisha	FCE-UP	Dr. Sc.	Prof. Ass. Dr.	RC	6	2	2	CV
15	Vlora Shatri	FCE-UP	Dr. Sc.	Asst.	RC	6	2	2	CV
16	Ali Muriqi	FCE-UP	Mr. Sc.	Asst.	RC	12	4		CV
	Diploma thesis (Prof.)	FCE-UP				6			
Engaged academic staff									
1	Abdullah Zejnullahu	FCE-UP	Dr. Sc.	Prof. Dr.	PC	21	8	2	CV
2	Ardita Ibishi		MSc.	Lecture	PC	3	2		CV
3	Sefer Avdijaj		Dr. Sc.	Prof. Dr.	PC	6	2		CV
4	Violeta Nushi	FA-UP	Dr. Sc.	Prof. Dr.	PC	6	2		CV
5	Arta Jakupi	FA-UP	Dr. Sc.	Prof. Asoc. Dr.	PC	9	2	2	CV
6	Islam Fejza		Dr. Sc.	Prof. Ass. Dr.	PC	3		2	CV
7	Ilir Rodiqi	FCE-UP	Dr. Sc.		PC	6	2	2	CV
Visiting Professor									
1	Neritan Shkodrani	FCEI – UT	Dr. Sc.	Prof. Asoc. Dr.	VP	12		4	CV

1. FCE – Faculty of Civil Engineering; FCE – Faculty of Civil Engineering and Infrastructure; UT - University of Tirana; UP – University of Prishtina;
2. TC – Regular Contract; PC – Partial contract; VP – Visiting Professor
3. CV – biography of the academic staff (for researches see CV for each teacher in the link: Universiteti i Prishtinës (uni-pr.edu))

Profiles of teaching assistants involved in the Bachelor program of Construction

Nr.	Teacher	Faculty[1]	Scientific degree	Academic Title	Contracts[2]	ECTS	Teaching hours		Research[3]
	Name and Surname						C	E	
Regular academic staff									
1	Bajram Shefkiu	FCE-UP	Mr. Sc.	Teaching Assistant	RC	12	15		CV

2	Burbuqe Shatri	FCE-UP	Mr. Sc.	Teaching Assistant	RC	12	18		CV
3	Shkumbin Makolli	FCE-UP	Mr. Sc.	Teaching Assistant	RC	21	8	1	CV
4	Anita Gjukaj	FCE-UP	MSc.	Teaching Assistant	RC	9	24		CV
5	Labeat Misini	FCE-UP	MSc.	Teaching Assistant	RC	15	8		CV
6	Valon Veseli	FCE-UP	MSc.	Teaching Assistant	RC	24	12	3	CV
7	Enes Krasniqi	FCE-UP	MSc.	Teaching Assistant	RC	18	24		CV
8	Guxim Rrudhani	FCE-UP	MSc.	Teaching Assistant	RC	12	24		CV
9	Ilir Canaj	FCE-UP	MSc.	Teaching Assistant	PC	3	3		CV
Engaged academic staff									
1	Armend Mujaj	FCE-UP	MSc.	Engaged teaching assistant	PC	6	6		CV
2	Adrian Kadiri	FCE-UP	MSc.	Engaged teaching assistant	PC	3		1	CV
3	Rrona Berisha	FA-UP	MSc.	Engaged teaching assistant	PC	6	4		CV
4	Dashnor Kadiri	FA-UP	MSc.	Engaged teaching assistant	PC	3		2	CV
6	Yllka Kosumi	FA-UP	MSc.	Engaged teaching assistant	PC	6	4		CV
7	Kaltrina Spahiu	FA-UP	MSc.	Engaged teaching assistant	PC	6	4		CV
8	Burim Kamishi		MSc.	Engaged teaching assistant	PC	6	4		CV

1. FCE – Faculty of Civil Engineering; FCE – Faculty of Civil Engineering and Infrastructure; UT - University of Tirana; UP – University of Prishtina;
2. TC – Regular Contract; PC – Partial contract; VP – Visiting Professor
3. CV – biography of the academic staff (for researches see CV for each teacher in the link: Universiteti i Prishtinës (uni-pr.edu))

Standard 3.2. For the academic staff participating in the BSc Construction program, the University of Prishtina issues: regular contract (RC) for academic staff in full-time employment and part-time contract (PC) (depending on the need of the faculty, which has a duration of 1 year) per staff academic in engaged employment. All staff, regardless of the type of contract, meets the legal criteria for the respective positions and is in accordance with the provisions of Administrative Instruction No. 15/2018 on Accreditation of Higher Education Institutions by MESTI, Article 26, point 5.3 [U1].

Standard 3.3. The BSc Construction study program counts full-time academic staff working only in a higher education institution. I.e., FCE in the BSc Construction program has engaged academic staff selected in accordance with the provisions of the Administrative Instruction of the Ministry of Education, Science and Technology of 2018, Article 26, points 5.3.14 and 5.3.15 [U1].

Standard 3.4. Currently, the subjects in this Construction BSc study program are composed of 23 academic personnel, of which 16 are regular staff (UP-FCE) and 7 are engaged academic staff. The report for the Construction BSc study program, regular academic/engaged staff = 16/7, that we have 70% regular staff while 30% are engaged, staff. Looking at the report for the holders of subjects of the regular program (70%), 14 (87.5%) of the holders of the subjects have scientific degrees Dr., with academic titles (assistant professor, associate professor, and full professor) while 2 (12.5%) are with MSc degrees.

The engaged personnel are of the following categories: from the University of Pristina 4 (17.4%) academic personnel with contracts, while from outside the university there are 3 (13.04%) personnel engaged with F3 contracts.

Academic personnel are also engaged in the BSc Construction Studies program in the capacity of teaching assistants. The subjects of BSc Construction are covered by 12 teaching assistants, 2 of whom have a Dr. degree. Sc. And 10 are MSc all potential candidates in PhD studies. Of the 12 assistants, 9 have regular work contracts, while 3 have contracts engaged under F3.

This means that the ratio of teachers with a regular contract and with a partial contract has changed in favor of teachers with a regular contract, which was also recommended by international experts in the assessment of the 2019 SER.

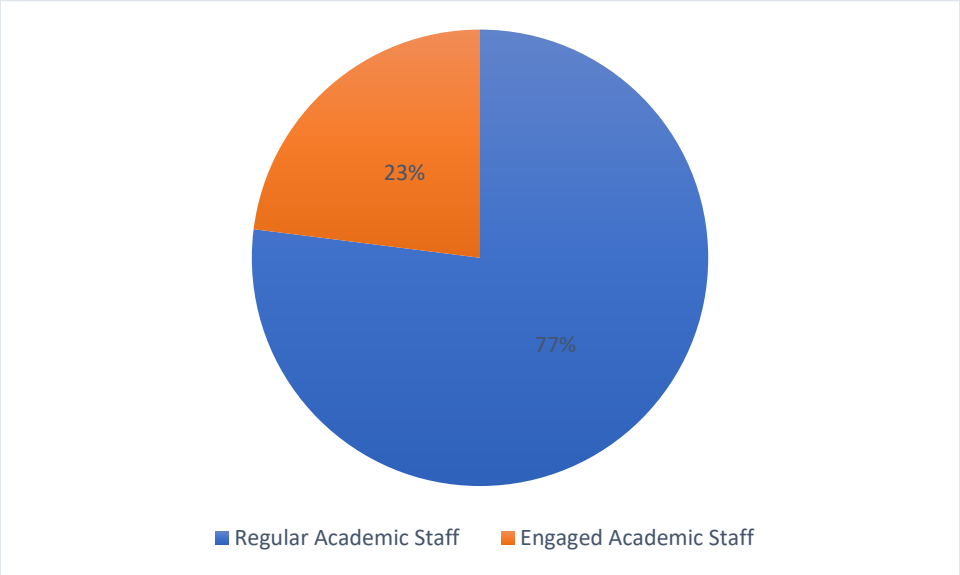


Chart on the weight of ECTS of compulsory subjects in relation to the academic staff in BSc Construction

Standard 3.5. The Faculty of Civil Engineering, which the BSc Construction study program is implemented within, has provided sufficient full-time staff with the academic title of Dr. The recruitment of new academic staff takes place based on the requirements of the faculty and of course at the time when UP announces a competition for new academic staff.

Standard 3.6. The BSc Construction study program is supported by teachers whose field of interest is issues related to geodesy and geoinformatics. The program includes teachers who are trained in teaching methods as well as student assessment practices in the context of learning. Academic staff training is conducted on an individual basis for certification. For example, trainings organized by the Center for Excellence in Teaching of UP [R11], namely: basic level trainings "Teaching in higher education", and advanced level trainings "Planning and implementation of teaching in higher education". The invitation to these trainings is made for all academic staff with the right to apply staff in regular employment by UP. In fact, the advancement of the academic staff also requires the fulfillment of the criterion of training in teaching (see "Forms of the Evaluation Commission for the Appointment of Academic Staff, for Employment Relations in the Higher Education Institution") [R2]. Also, the staff is encouraged to participate in scientific projects, to compete for scholarships for academic mobility of teachers with universities abroad. Utilization of Erasmus + funds for international cooperation within which not only lectures are organized, but also conferences, workshops and trainings related to the purpose of the projects offer benefits of experiences and models of good practices with an impact on professional and academic development.

Standard 3.7. According to the provisions of the employment contract and in accordance with the policies of the FCE, the academic staff, i.e., the teacher is available for sufficient time to provide advice to students when they need it in relation to the particular subject. The teacher provides students with the text, basic teaching literature, instructions for seminar papers, as well as for other forms used for teaching and learning within the subject which he develops. Other literature is offered as additional literature by the teacher for students who express interest in more detailed study while studying in the field of interest, or for life-long learning. Each teacher is available on an ongoing basis to provide advice and expertise related to the teacher's areas of interest for community need.

Standard 3.8. The academic staff of the BSc Construction program as well as the entire staff of FCE is subject to self-assessment and questionnaires by the academic staff (as required to be defined in the Forms of the Evaluation Committee for the Appointment of Academic Staff, for employment in the Educational Institution of High) [R2], including staff evaluation for educational activities (teaching, organization of study visits, invitation of visiting lecturers, literature and mechanisms for proper evaluation of students), for research, scientific and professional activities (publications in scientific journals with international review, participation in scientific conferences, participation in research, scientific and professional projects, reviews in academic and professional journals) as well as for service activities for UP, FCE and the community (tasks assigned by the level of UP , FCE, or on a voluntary basis).

In order to control the academic activities developed by the academic staff, an anonymous questionnaire formulated by the rectorate, completed by students, is also used. Through these questionnaires, both the academic staff and the subject are evaluated. The service and infrastructure and administrative and support staff of UP are also appreciated [U3]. In these questionnaires the student has the opportunity to give his/her assessment for each subject in particular, including the assessment for the subject teacher. An overview of the performance of the academic staff is also the monitoring of the progress of the teaching process (lectures,

exercises, exams) and learning outcomes (compared to the syllabus of the course) developed by the management of FCE and the head of department. The progress of the lesson, the passing and the participation of the students in the lesson are also controlled through SEMS.

Standard 3.9. With regular evaluation of the academic staff, as elaborated in standards 2.3 and 2.6 and 3.8, the quality assurance of the program is achieved. The provision of appropriate teaching materials, such as basic literature and additional literature for gaining knowledge for students as well as updating the content of the course push for quality assurance of the MScG program. Another quality assurance strategy through teaching and learning materials is the use of mobility by FCE academic staff, through EU programs "Erasmus +", or WUS Austria "Course Development Program plus (CDP +)" contributing to teaching reform (teaching, curriculum and literature).

Standard 3.10. The working relationship of the teacher as: regular staff, engaged staff and retired staff is regulated by: UP Statute, specifically Articles 169 and 170 on University Employees - Academic and non-academic staff [S1]; Regulation on selection procedures of academic staff at UP [R2] and Regulation on the engagement of external collaborators at UP [R3]. Regular staff according to the provisions of UP is considered to be a teacher who does not have any other full-time employment contract in any other university [R3]. Retired teachers are considered over the age of 65, but who are engaged in teaching as part-time contract staff up to the age allowed by special acts. For this category of teachers, the decision for engagement for the respective academic year is issued by the faculty council [R3].

SWOT analysis for academic staff:

A. Strong points:

- Qualified and experienced teachers from various sources.
- Teachers whose field of interest has issues related to construction engineering.
- Teachers trained in teaching methods as well as student assessment practices in the context of learning.
- Staff with good knowledge in the use of new technologies and foreign languages.

B. Weaknesses:

- Prolonged procedures during the hiring of new staff and the promotion of current ones.
- Budget shortages for raising staff, especially in scientific research.
- Insufficient exchange of experiences with Universities outside Kosovo such as lack of bureaucratic visa procedures.
- Lack of definition of the distribution of commitment between teaching, science and administrative commitments, as well as the mechanism that monitors it.

C. Opportunities:

- Further professional and scientific development through cooperation with industry.
- International cooperation through the programs of the European Commission (EC) and those outside the EU.
- Increasing performance in specific areas according to internal and external market demand.

D. Challenges:

- Providing financial support for the academic development and research activity of the teaching staff.
- Potential budget cuts may affect staff renewal.

2.4 Content of the educational process

Standard 4.1. In the objective of the Study Program, the approach is defined in such a way as to guarantee advanced training and specialized competencies through providing more in-depth theoretical and practical knowledge in the field of Structures, as well as to enable students to conduct independent scientific research through providing knowledge, methods, and techniques of scientific research.

The organization and development of teaching constitute the process that is followed, monitored, and controlled with great care, both in terms of progress and quality. The teaching methods and techniques that are applied and used for the first cycle of bachelor's programs are diverse. In addition to the well-known forms of one-way teaching (from the lecturer to the student), these methods tend towards forms of learning with the active participation of students and the structuring of their ideas with the joint contribution of the lecturer-student. According to these methods, the lecturer is in the classroom, not only in the role of a lecturer but also as a moderator and facilitator of the transfer of knowledge and the stimulation of new ideas from the students.

Standard 4.2. The study program for the Constructive Bachelor is in accordance with the Framework for Qualifications in the European Field of Higher Education which specifies that "1st Cycle: 180−240 ECTS credits - usually ends with the Bachelor's Degree".

Also, with the National Qualifications Framework of the state of Kosovo, the study program belongs to the first level of studies with 180 ECTS developed in 3 years of study with 6 semesters. In the function of the chosen form of teaching, the organization of teaching is determined, whether it will be in classrooms, in laboratories, or in the field.

The academic staff is free to choose the most suitable method to develop and organize the relevant subject. But in the BSc Construction study program, being a very applicable direction, it is recommended to use teaching methods and forms that include concrete practices in the field, laboratories, visits, observations, etc. for Construction Engineering subjects.

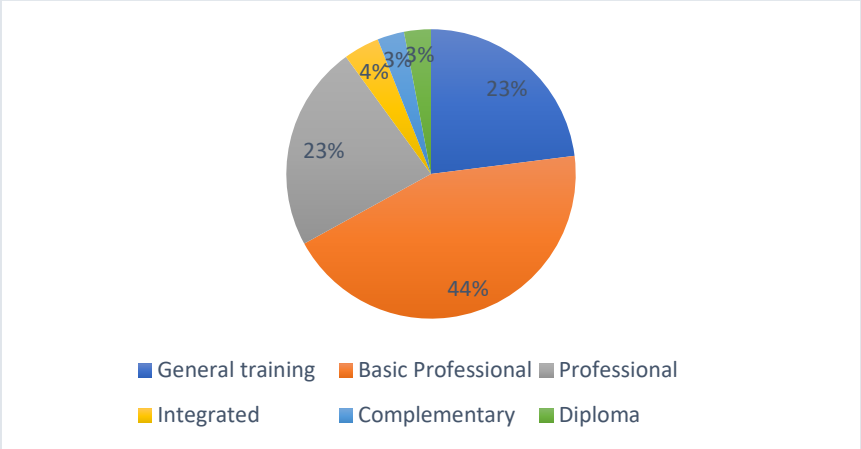
Standard 4.3. In addition to the theoretical side of each subject/module, all subjects/modules also include practice as a key element in the acquisition of knowledge. The Study Program for BSc Construction contains 26 compulsory subjects (total 153 ECTS, respectively 85%), the elective subjects are 12 of which the student must choose according to the semesters (the minimum for the elective subjects that the student must choose are distributed in semesters and broken down; first semester 0; second semester, 1 course with 3 ECTS; third semester, 2 courses with 3 ECTS; fourth semester, 1 course with 3 ECTS; fifth semester, 2 courses with a total of 6 ECTS; and the sixth semester, 1 subject with 3 ECTS) in total there are 7 elective subjects with 21 ECTS, respectively 11.6%, as well as the diploma thesis which receives 6ECTS. After completing the studies in the BSc Construction program, the student receives the

diploma with 180 ECTS with the Bachelor of Constructions degree. The organization of subjects and modules in the study program for BSc Construction is designed with the subjects that have the general and basic education necessary for the profile of the Structuralist field and make up 23% of the weight of credits from the subjects of the program. The group of courses that are characteristic of the Structuralist profile and very professional makes up 67%, while the rest of the program is made up of Integrative, Complementary, and Diploma courses. Elective courses make up 11 % of the total and through these courses, the student chooses the course which should help him in the thesis of the diploma.

Field of discipline	Formative activity	ECTS		
		ECTS	total	%
General training	Civil Engineering Introduction	3	45	0.23
	Mathematics I	9		
	Mathematics II	9		
	Physics	6		
	Descriptive Geometry	6		
	Numerical Methods	6		
	Building Constructions	6		
Basic Professional	Mechanics I and II	(6+6)	87	0.44
	Building materials, I and II	(6+6)		
	Strength of materials I and II	(9+6)		
	Soil Mechanics	6		
	Theory of structures I and II	(9+6)		
	Foundations	6		
	Surveying Techniques in Geodesy	3		
	Construction regulation and Construction law	3		
	Geology in Civil Engineering	3		
	Probability and statistics	6		
	Building physics	3		
	Fluid mechanics	3		

Professional	Basics of Concrete Structures	6	45	0.23
	Timber Construction	6		
	Elements of Concrete Structures	6		
	Technology of Concrete	6		
	Steel Structures in Civil Engineering	6		
	High Rise Construction Technology	3		
	Construction Technology in Civil Engineering	3		
	Basis of road design	3		
Integrated	English Language	3	9	0.045
	Basics of Applied Informatics	3		
	Environmental Protection	3		
Complementary	Structural Engineering Softwares	3	6	0.030
	Organization and Construction Technology	3		
Diploma	Diploma	6	6	0.030

Graph of a group of subjects in the BSc Construction study program - Organization of subjects according to categories



Graph of percentage participation of the group of subjects in the program

Studies in the BSc Construction study program are regular studies, last three years (six semesters), and contain 180 credits (ECTS), with 60 credits each year. How the subjects of the program are distributed among the years of study can be seen in the following tables.

Program plan for the BSc Construction study program

Year I						
Semester I			Hours/Week			
Nr.	C/E	Subjects	L	E	ECTS	Teacher
1	C	Mathematics I	3	2	9	Prof. Dr. Abdullah Zejnullahu
2	C	Descriptive Geometry I	2	2	6	Prof. asoc. Dr. Arta Jakupi (*
3	C	Civil Engineering Introduction	2	0	3	Prof. ass. Dr. Hajdar Sadiku
4	C	Physics	2	2	6	Prof. Dr. Sefer Avdijaj (*
5	C	Basics of Applicative Informatics and CAD	2	1	3	Prof. Asst. Dr. Zijadin Guri
6	C	English Language	2	0	3	Ardita Ibishi, lektor
Semester II			Hours/Week			
Nr.	C/E	Subjects	L	E	ECTS	Teacher
1	C	Mathematics II	3	2	9	Prof. Dr. Abdullah Zejnullahu
2	C	Mechanics I	2	2	6	Prof. Asst. Dr. Ragip Hadri
3	C	Building Materials I	2	2	6	Prof. Dr. Naser Kabashi
4	C	Building Constructions	2	2	6	Prof. Dr. Violeta Nushi (*
5	E	Probability and Statistics	2	1	3	Prof. Dr. Abdullah Zejnullahu
6	E	Descriptive Geometry II	2	1	3	Prof. Asoc. Dr. Arta Jakupi (*
Year II						
Semester III			Hours/Week			
Nr.	C/E	Subjects	L	E	ECTS	Teacher
1	C	Strength of Materials I	3	3	9	Prof Asoc. Dr. Arton D. Dautaj
2	C	Mechanics II	2	2	6	Prof. Ass. Dr. Ragip Hadri
3	C	Building Materials II	2	2	6	Prof. Dr. Naser Kabashi
4	C	Numerical Methods	2	2	3	Prof. Dr. Abdullah Zejnullahu
5	E	Surveying Techniques in Geodesy	2	1	3	Prof. Asst. Dr.Ymer Kuka
6	E	Construction Regulation and Construction Law	2	0	3	Dr. sc. Ilir Rodiqi
7	E	Fluid Mechanics	2	1	3	Prof. Dr. Laura Kusari
Semester IV			Hours/Week			

Nr.	C/E	Subjects	L	E	ECTS	Teacher
1	C	Soil Mechanics	3	2	6	Prof. Asoc. Dr. Neritan Shkodrani
2	C	Theory of Structures I	3	2	9	Prof. Asoc. Dr. Fatos Pllana
3	C	Strength of Materials II	2	2	6	Prof Asoc. Dr. Arton D.Dautaj
4	C	Technology of Concrete	2	2	6	Prof. Dr. Naser Kabashi
5	E	Geology in Civil Engineering	2	0	3	Prof. Asst. Dr. Islam Fejza (*
6	E	Basis of Road Design	1	2	3	Prof. Asst. Dr. Esat Gashi
7	E	Introduction to Civil Engineering Structures	2	1	3	Prof. Asst. Dr. Fidan Salihu
Year III						
Semester V			Hours/Week			
Nr.	C/E	Subjects	L	E	ECTS	Teacher
1	C	Theory of Structures II	2	2	6	Prof. Asoc. Dr. Fatos Pllana
2	C	Basics of Concrete Structures	2	2	6	Prof. Ass. Dr Cene Krasniqi/Vlora Shatri (*
3	C	Basics of Steel Elements	2	2	6	Mr.sc. Ali Muriqi
4	C	Foundations	3	2	6	Prof. Asoc. Dr. Neritan Shkodrani
5	E	Building Physics	2	1	3	Prof. Asoc. Dr. Cene Krasniqi
6	E	Environmental Protection	2	0	3	Prof. Asst. Dr. Lavdim Osmanaj
7	E	Construction Technology in Civil Engineering	2	1	3	Prof.Ass..Dr. Esat Gashi
Semester VI			Hours/Week			
Nr.	C/E	Subjects	L	E	ECTS	Teacher
1	C	Elements of Concrete Structures	2	2	6	Prof. Ass. Dr Cene Krasniqi/Vlora Shatri (*
2	C	Steel Structures in Civil Engineering	2	2	6	Mr.sc. Ali Muriqi
3	C	Timber Construction	2	2	6	Prof. Ass. Dr. Florim Grajçevci
4	C	Organization and Construction Technology	2	1	3	Dr.sc. Ilir Rodiqi (*

5	E	High Rise Construction Technology	2	1	3	Prof.ass.Dr. Esat Gashi
6	E	Structural Engineering Softwares	2	1	3	Prof. Ass. Dr. Zijadin Guri
7	C	Practical work and Diploma			6	

(E) Practical or laboratory exercises which are organized in groups according to the Statute and Regulations in force of the UP (ref: Regulation 2/486 dated 11/09/2019, Article 16 - point 2, table No. 7 and Article 17 - point 2, table No. 10)

In table 4.1.4. for course holders, the sign (* indicates the academic staff engaged by the University of Pristina and from outside the UP. and are shown in the following table:

Table 4.1.5. Staff engaged outside FCE

Nr.	Subject	Teacher
1	Descriptive Geometry I	Prof. Assoc. Dr. Arta Jakupi, Faculty of Architecture (UP)
2	Descriptive Geometry II	
4	Building Construction	Prof. Dr. Violeta Nushi Faculty of Architecture (UP)
5	Physics	Prof. Dr. Sefer Avdijaj, Faculty of Natural Mathematical Sciences (UP)
6	Geology in Civil Engineering	Prof. Ass. Dr. Islam Fejza Faculty of Mining and Metallurgy, University of Mitrovica
7	English Language	Ardita Ibishi, lecturer, from outside UP
8	Construction Regulation and Construction Law	Dr. Sc. Ilir Rodiqi, outside UP
9	Organization and Construction Technology	

The load distribution versions for 3, 6 and 9 ECTS subjects refer to the group of training-professional subjects.

According to the UP status [S1], 25-30 study hours are calculated for each 1 ECTS. An example of student load calculations that reflects how 3 ECTS are assigned to a subject can be seen in the following table.

Table 3. Example of determining the student's workload

Activity	Teaching hours	Days/Weeks	Total
Lectures	2	15	30
Theory / Laboratory work / Exercises	1	15	15
Internships	6	2	12
Preparation for intermediate test			
Consultations with the teacher	1	2	2
Field work	2	1	2
Test, seminar paper			
Home work	1	8	8
Individual learning (in the library or at home)			
Preparing for the final exam			
Assessment time (test, quiz, final exam)			
Projects, presentations, etc.	1	8	8
Total			77

Comparability of the BSC Constructive study program with study programs in the region and Europe. The Constructive BSc program is very similar to the study programs in the countries of the region such as Albania, Macedonia, Croatia, etc. While other European Universities can be mentioned: the University of Bochum, Germany, and TU Wien. At a rate of 66.67%, the BSc Construction study program is like the study program from the University of Zagreb:

https://www.grad.unizg.hr/programi/preddiplomski_sveucilisni_studij_gradevinarstva

After completing the BSc Construction first-level study program, the student gains the mandate to implement competencies such as:

- Designs separate constructions, namely structural elements of buildings from steel, concrete, and wood construction materials.
- Support the site engineers of the building construction site.
- Implements projects of structures of different categories, such as residential objects, business objects, etc.
- Manages technical documentation during the construction of buildings and their structures, as well as other non-structural elements.
- Analyzes the use of building materials in building constructions.
- Offer solutions for problems of the elements of objects or constructions.

- Reads (Identifies) problems in the field of constructions and their parts by applying theoretical and practical knowledge based on experiments in construction.
- It helps to improve the construction according to the requirements set forth by the Standards

Standard 4.4. All courses included in the BSc Construction program are described in syllabuses (which students have access to from the faculty website, i.e., can be found via the link: https://FCE.uni-pr.edu/page.aspx?id=1.67), through which are clarified: basic course content, course objectives, expected learning outcomes, teaching activities, teaching methodology, assessment methods, learning outcomes and basic and additional literature for the field. Syllabus descriptions for each subject of the BSc Construction program are also physically attached to this self-assessment report. While, the course material is offered to students through SEMS, or in physical form. Finally (as a cause of the pandemic is practiced) the material is also provided through the virtual platform Google Classroom.

Standard 4.5. Teaching in the BSc Construction program is offered in Albanian. However, the University with the decision of the Senate, and on the proposal of the academic unit, can organize lectures in other official languages, and this is determined by the provisions of the Statute of the UP (see Article 141 in the Statute of the UP) [S1].

Standard 4.6. As teachers, the academic staff makes every reasonable effort to ensure that their student assessments reflect the true merit of each student. Given the long tradition of teacher education and mentoring in FCE, the teacher-student relationship is considered a collaboration where everyone takes on the responsibilities of judging the desired outcomes and those achieved in learning. In fact, the teacher-student relationship at UP is regulated through special legal provisions that exist in the Code of Ethics of Academic Staff, Article 7 and Article 8 [T4].

Standard 4.7. The faculty in general, and within it the BSc Construction program is responsible for the academic progress of students including student academic services. Specifically, how teaching is offered to students for each subject in particular in the program, is mainly reflected in the syllabus of the respective subject. Teaching has an educational and professional approach to each field in the curriculum and to each group of students. Even if the program has the participation of students belonging to different groups, the teaching is adapted for that group of students. This, not only referring to the statutory provisions as well as the Code of Ethics of Academic Staff, Article 8-point 4, which states that "the responsibility of teaching fails if discrimination is applied to different groups of students" [T4], but also thanks to the experience of teachers.

Standard 4.8. Policies and procedures for ascertaining the academic work of students are defined by the Statute of the UP, Articles 108 and 109 [S1] and by the Regulation for basic studies at the bachelor level [R5]. Whereas, the faculty is responsible for organizing exams as a way of assessing knowledge and student assessments. The teacher himself defines the ways of student assessment, always in accordance with the methods for determining academic success defined in the Statute of UP. The methods that can be applied are: Exam, colloquium, seminar paper, professional practice and/or practical test during exercises. For each subject in

the BSc Construction curriculum, assessment methods are defined in their syllabi. From the first hour of the lecture, the teacher introduces to the students through the syllabus the assessment methods during the teaching and learning process. Syllabuses are also available on the FCE website for the BSc Construction study program.

Standard 4.9. The standard of work required to achieve different grades is consistent and comparable in the curriculum subjects of the program. Assessment is also done with points or percentages of achievement, for special methods of academic assessment of students by the teacher. However, students' final grade is defined by grades (out of 5 as insufficient; 6 as sufficient; 7 as good; 8 as very good and 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).

Standard 4.10. When success is assessed with an insufficient grade for the first time, one of the actions that can be taken is the possibility of re-examining the student in the subject he/she did not pass. In this case the student has the right to enter the exam of the same subject at most three times. In case of repetition of student failure or even without student satisfaction with the grade, then the student can act according to the procedures set out in the Statute of UP, Article 114 and Article 115 [S1]. If the results of student assessment are consistently unsatisfactory, then the teacher provides student-teacher communication to achieve the best learning outcomes. This communication takes place through consultations at the request of the teacher (in cases where the learning outcomes for several times the assessment are not satisfactory), or the student/students themselves (consultation for students with insufficient assessment or students dissatisfied with the grade), to 'eliminate learning shortcomings.

Standard 4.11. The curriculum of the BSc Construction program also includes part of practical work within the thesis of the diploma.

Standard 4.12. Practical work is enabled also in the framework of cooperative agreements between FCE [T3] with local institutions (organizations) (some of them listed in Standard 4.3.), But not only. The internship is carried out with the help of the advisory body [T5] within the FCE, but also with the e-mail invitation of companies, organizations and/or institutions to enable BSc Construction students to develop internships. Such invitations are always positive and sometimes lead to ongoing collaboration with either the student or the teacher for collaboration and mutual academic and professional benefit.

SWOT analysis for the content of the learning process:

A. Strong points:

- Crossing of disciplines.
- Study program consists of subjects that are grouped into groups that form the basis of the Structuralist, subjects that create the structure specialist, and other subjects that complete the professional.
- Subjects corresponding to modern curricula in structural engineering.
- Program with course content that enables UP students to compete with students from the Region's Universities and International Universities.

B. Weaknesses:

- There is no weakness in terms of the teaching process.

C. Opportunities:

- Increasing the capacities of construction laboratories.
- Flexibility to incorporate new ideas and concepts into the curriculum that emerge from the assessment process (ongoing).
- Utilization of collaborations between FCE and public institutions, organizations and other Faculties within UP for use of laboratories.
- Mobility of academic staff and students in International Universities in the field of construction engineering.

Challenges:

- Increasing the capacities of laboratories.
- Curriculum change.
- Increasing the capacities of scientific research groups.

2.5 Students

Standard 5.1. Admission of students to the BSc Construction program is done through a public call, for taking the entrance exam at the Faculty of Civil Engineering (FCE). The admission criteria for the master level of studies are specified in the public call, which is announced by the University of Prishtina in coordination with each academic unit [R5]. The University Senate in accordance with the provisions of the Statute of UP [S1] is responsible for determining the number of candidates to be admitted in the first year, considering the number proposed by the Faculty Council for the BSc Construction program.

Standard 5.2. The bachelor's level study program (BSc Construction) is dedicated to candidates who have successfully completed secondary education and are interested in university studies. It is the UP Statute, within which the conditions for admission of students to basic studies are defined in detail. The statute states that the applicant in basic bachelor's studies must show with a certified diploma the successful completion of secondary school in Kosovo and the successful completion of primary and secondary school with at least 12 years of schooling, also certified with a relevant diploma. In bachelor's studies, candidates who have successfully completed primary and secondary school with at least 12 years of schooling certified by a relevant diploma certified in the outside world can also apply, if the equivalence with the diploma has been made. At the UP level, there is a Center for Career Development, which, among other things, aims to inform graduates about studies at UP. However, FIN, being open to the number of students applying to study programs in general and to the BSc-KNS program, has foreseen in the Strategic Plan [S3] to organize awareness campaigns for future students, publish information brochures, to inform in real-time from the labor market about the performance of the study program. For the academic year 2022/2023, these processes have already been applied by FCE, resulting positively in calls for candidates to enroll in FCE programs.

Standard 5.3. The number of current students in FCE programs is presented in the Table on Students attached in the appendix of this SER. The number of students enables teaching and learning to take place in an effective and interactive manner, activating all students and driving

the growth of desirable teaching and learning outcomes. According to the regulation, which, among other things, also regulates the issue of creating groups for students [R12], the group of students differs among academic units. For the Faculty of Construction, the group of students for lectures is a minimum of 10 and a maximum of 70; for theoretical exercises, the minimum is 5 and the maximum is 25 students, and for laboratory exercises, the minimum group of students is 6 and the maximum is 12 students. This number of students in the group applies to compulsory subjects. The group number differs for elective courses. Whereas, for the number of students registered in the second and third years less than the minimum as above, the number of registered students determines the size of the group (see Article 25, point 3 of this regulation).

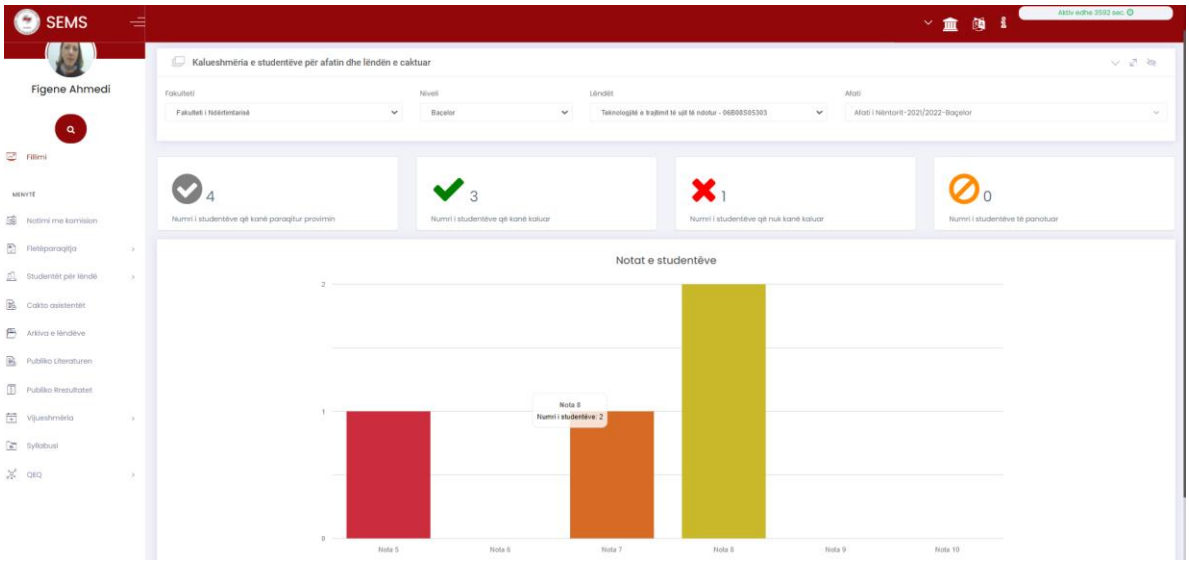
Standard 5.4. Students study according to the curriculum with subjects included in the BSc Construction program and are subject to assessments according to the policies established by FCE and UP in general. The results of the assessments are provided continuously, in a regular and transparent manner to the students for each subject. The final assessment with assessment is placed in the electronic student management system (SEMS). In case of students' dissatisfaction with the assessment, then the student may refuse the grade with the possibility of re-evaluating his/her academic performance in the next assessment, or mechanisms as in Standard 4.10 are applied to achieve the desired learning outcomes.

Standard 5.5. The results obtained by the students for each subject, in particular, are saved by the responsible teacher through SEMS, printed as a physical presentation sheet, signed by the teacher, and archived in the FCE administration. According to the Regulation of basic bachelor's studies, "the student cannot take the exams of the current year before completing those of the previous year", [R5]. Therefore, the evaluation results are archived for the purpose of serving students, administration, and management. It is the SEMS system [R6] with which it is confirmed that the student has fulfilled the obligations foreseen by the study program. This is carried out by the administrative staff, which records the exams passed in the semester and academic year, as well as records the student's progress made from year to year until graduation. At the end of the studies, the student works on the topic of the diploma, proving the learning achievements and the application of the information acquired during the studies related to the fields of construction interest. With the successful completion of bachelor's studies in the Constructive study program, the academic calling "Bachelor of Construction" in the Constructive study program is obtained.

Standards 5.6. FCE continuously announces three regular public deadlines in accordance with Article 111 of the UP Statute, namely: winter (January), spring (June) and autumn (September). Also, for students of UP, respectively FCE, additional deadlines are organized in the service of full-time students and graduate students. This is in order for students to be able to achieve the expected results in due time. Schedules for each exam deadline are announced by the FCE management, physically in the FCE "windows" and electronically on the FCE page, in the "Schedules" (https://fin.uni-pr.edu/page.aspx?id=1,21). The teacher and the student must adhere to the announced schedule for the exam. Studies at BSc Construction last three years, within which the student must also graduate. However, the flexibility of policies set at the UP level allows the student to extend the duration of the graduation period. Namely, there is a

decision issued by the UP Senate regarding the extension of the graduation period for bachelor, master and doctoral students [V2].

Standard 5.7. It is the decision of basic-bachelor studies, which defines the policies of student progress. According to this decision, namely the decision on the conditions of registration for the next year of basic-bachelor studies [R5], students can register for the second year of studies if they have completed 60% of the subjects of the first year of studies. Whereas, they can register for the third year of studies if they have completed 50% of the teaching subjects of the second year of studies. Adhering to this decision, the administrative staff of FCE acts, which develop the evidence of the student's progress from year to year. Students during their studies can be evaluated by different mechanisms, such as tests, colloquium, laboratory work, fieldwork, homework, and final exam (oral, written). The results of the evaluations are made public to the student, they are saved by the teacher and finally, the summary of the evaluations (if mechanisms other than the final exam were used) is placed with a grade in SEMS. Through SEMS [R6], a statistical report is generated, which reflects the passability of students. From this statistical report, teachers reflect on the achievement of objectives during teaching and learning. As stated in Standard 2.4. learning outcomes elaborated through the statistical report play an important role in raising the quality of the program. An illustration of the passability of students in a certain subject, which is generated by SEMS with a separate account for each teacher, is presented in the following graph.



The chart of students' passability for subjects by the teacher

Standard 5.8. Since 2022, UP, through the ResearchCult project, has provided access to the Plagiarism check software, a system used by staff to help detect plagiarism, especially for master's degree subjects. However, in order to protect against falsified (fabricated) results, copies, and eventual suspicions of the student's academic work, there are commissions within the academic unit (ethical and disciplinary) through which any violation of this type is

processed. Also, for the disciplinary procedures and responsibilities for UP students, there is also a special regulation [R10] issued by UP.

Standards 5.9. The provisions of the Statute of UP (which is a public document on the website of the university), define the rights and obligations of students. At the UP level, there is a student parliament [R10], while at the faculty level there is a student council [R10]. Students representing these bodies are involved in promoting and protecting the interests of students at the level of UP and faculty; developing the quality of learning and assessment, in accordance with the Statute of UP; and in terms of UP and faculty reforms as well as academic developments in the interest of students. Generally, these bodies are in the service of the interests of the students who are represented within the UP and the faculty. Also, at the service of students and graduates from UP, but not only, is the Career Development Center (Career Development Center) which aims to provide opportunities for personal and professional development through information, counseling, training, mediation with the employer, providing academic advice and other activities. Information on activities, of which both students and graduates can be a part, is sent by e-mail to the MCD [T8]. FCE also has an e-Career page [T9] within this center, through which students can be informed about the latest information about trainings, internships, fairs, tips and other activities.

Standards 5.10. Student transfer is regulated based on Article 142 (Change of direction of studies) of the Statute of UP [S1]. This Statute also regulates the procedures for recognition and transfer of ECTS credits from other institutions and within UP units. Also, for recognition and transfer are used the relevant documents with them (tuition agreement, transcript of grades, diploma supplement).

Within the programs of scientific and educational cooperation of the University of Prishtina with other International Universities, the Faculty of Civil Engineering with all study programs is provided with studies in any field of interest with scholarships for study levels: bachelor, master or doctorate. From these cooperation programs, either from UP [T2], or FCE itself [T3], for continuing master studies, students of BSc Construction program have also benefited. Through the ERASMUS+ Mobility program of the European Commission, interested students have been offered mobility scholarships at International Universities, in departments related to the fields of Construction, such as:

- Middle East Technical University, Turqi.
- Riga Technical University, Riga, Lithuania.

In fact, some of the students of the BSc-KNS program selected as scholarship recipients have continued their studies in the next cycle, in master's studies, in international universities, and that.:

- Politecnico di Milano, in Italy, in the field of Civil Engineering.
- Stuttgart University, Stuttgart, Germany.
- Technical University of Dresden, Dresden, Germany
- University of Luxembourg, Luxembourg, Belgium.

Academic mobilities for students are regulated through UP policies [R7], namely within the framework of inter-institutional agreements between the sending and receiving institutions.

Standards 5.11. For student services related to teaching and learning in the BSc Construction program, the academic staff is obliged as well as the entire staff at UP (according to the Regulation for basic bachelor studies) to provide consultations at least twice a week for one hour. This consultation schedule is sometimes exceeded in case of mentoring diploma topics, research or the need of the student/teacher to achieve a satisfactory assessment result. In pandemic times (COVID-19), consultations are also offered virtually, through the Google Meet platform. Guidelines for the development of academic activities during the pandemic are defined by a decision issued by the University of Prishtina [V1].

At the UP level is the regulation for academic mobility of students at the University of Pristina, (https://uni-pr.edu/desk/inc/media/BA831ED1-9509-4526-5797F822601D.pdf). The purpose of this regulation is to comply with all EU standards that guide HEIs towards integration into the European Higher Education Area and the European Scientific Research Area, respecting the Bologna Charter and the recommendations of the Council of Europe for encouraging and promoting mobility in academics and staff. This regulation is public for students, on the web, and contains obligations and liabilities, mobility procedures for academic units as well as for students. The recognition of academic mobility is a matter which is regulated at the level of the faculty and the study program. Regular and engaged academic staff have contractual obligations to hold lessons, administrative matters, and consultations with students.

Consultations with students are regular, they are also organized depending on the students' requests, before exams, after exams, during lessons, during diploma work, and during work on projects as well as special research cases.

For information on scientific achievements, students have access to the Science Direct digital library of the renowned publishing house - Elsevier (see ScienceDirect Page, UP Website: https://www.uni-pr.edu/). From December 2018, students have the opportunity to find electronic materials in the National Central Library through the Lib Apps platform created by the University of Prishtina within the Erasmus + project, "Library Network Support Services". More specifically, these materials can be found through the link Home - Central University Library - LNSS Platform at LNSS Western Balkans (libguides.com).

SWOT analysis for students:

A. Strong points:

- Information through various mechanisms for content and academic developments in FCE programs.
- Student activities within the curriculum are compatible with activities in the international curricula of the field.
- Students competing with students from the Region's Universities and International Universities in the construction field.
- Possibility of mobility to continue master's studies at International Universities.
- Access to scientific journals through the digital library offered by UP.

B. Weaknesses:

- Restrictions on freedom of movement in European Union countries.
- Lack of recreational spaces and for independent learning.

- Small space in the physical library of the faculty.

C. Opportunities:

- Creating new opportunities for students, promoting interdisciplinary, through practical work, and employers' network.
- Further mobility of students through research projects.

D. Challenges:

- Exchange of students with Universities outside Kosovo due to lack of bureaucratic visa procedures.
- Stagnation of student mobility due to budget and pandemic.

2.6 Research

Standards 6.1. The University of Prishtina, within the Strategic Plan [S2] has initiated the promotion of scientific / artistic research. In fact, the University of Prishtina has recently approved the Regulation on financial support for research. This regulation stipulates that at least 1% of the annual budget of UP should be dedicated directly to the advancement of the research and scientific component in UP (Table below, point 1). However, FCE has advanced with scientific research supported through international grants-programs and projects.

One of the most important elements of the field of research is the completion of research in several Universities abroad, with which we have cooperation. A number of the academic staff are in the process of getting their doctorate, which includes research and experimental work in their work.

Research is also present in the studies of other levels, such as the second level of studies, namely the study program for the Constructive Master, where students in certain forms do certain parts of the experiments in the existing laboratories under the supervision of professors and co-mentors from outside.

Within the framework of collaborations, the research work is also connected with the support from Erasmus +, Tempus, and CEEPUS for research in certain fields.

The projects also offer cooperation with partner universities from the EU, offering short-term studies for more MSc Constructive students.

The 1st KSPC conference, in addition to scientific research presented by various countries: Japan, Belgium, Poland, Italy, Slovenia, etc., also shows dedicated research work in Kosovo through presentations by local presenters with special emphasis on the application of Polymers in improving the properties of concrete. The presentations were generally based on experimental work carried out in the FCE laboratory or even in collaboration with laboratories in the region and beyond. In the framework of research and development, FCE from 2009 until now has carried out a series of activities in the creation of agreements with other Universities, and that cooperation is linked through study visits of the faculty staff in order to advance the teaching method and activity researcher. Likewise, the participation of students in various workshops brings a new experience and also conveys an experience in the direction of the opening of the faculty.

In the framework of international cooperation, the teachers have made study visits to the Technical University of Vienna, Austria; University of Graz, Austria; University of Leuven in Belgium, University of Lund in Sweden; University of Skopje, Macedonia; Kyoto University, Japan, teaching mobility through the CEEPUS program at the Technical University in Vienna; Polytechnic University in Tirana, Albania, University of Sarajevo in B&H, University of Bologna, University of Dortmund, CEEPUS-Slovakia, SEE form, RUHR, University of West Hungary, Bauhaus Dessau, Minho Portugal, University of Montenegro–Podgorica, University of Weimar, Hope Fellowship mobility program in Washington, USA.

The management has managed to provide a cycle of lectures by the teachers of TTI (Texas Transport Institute), and that for 5 weeks in a row, including 5 modules, with lectures in English, lectures by Bechtel Enka professionals. This represents a great achievement since it is the organized thanks to USAID.

Within the framework of the Tempus DPAWB project in the period 2014-2017, lectures, workshops, and seminars were held with representatives of European universities - partners in the project: the University of MINHO-Portugal, professor Manuela Almedia; the Anhaly University of Bauhaus-Dessau, prof. Stephan Pinkau; University of the Netherlands, prof. Jim; Technical University of Bratislava-prof. Marosh Pinka.

Also, within the framework of the other MPG project, lectures were held by visiting professors from partner universities as follows: KTH, Sweeden Stockholm Prof. Loan Faan; UWH-Budapest Prof. Bela Markus; University LGTU Prof. Darius Popovas; summer school where professors from the region were invited: Prof. Hecimovic-University of Zagreb; etc.

Also, a workshop of special interest from this field was held in collaboration with teachers from the University of Trieste in Italy, where their experience in management and special projects was presented.

Standards 6.2. Teachers involved in the BSc Construction program are selected through policies developed by the University of Prishtina. This means that the teachers involved, in addition to the other required criteria, also meet the criteria of research, scientific and professional activity which is in accordance with the provisions on the principles of recognition of international platforms and peer-reviewed journals, which are defined in the Regulation on selection procedures related to the appointment, reappointment and promotion of academic staff at the University of Prishtina [R2] (see the CV for teachers in the link: Universiteti i Prishtinës (uni-pr.edu), or the table List of works and scientific projects ", attached to the appendix to this SER).

Standards 6.3. Of course, the policies defined for teacher advancement 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. Research varies from field to field, and as such they use either data obtained in relevant laboratories (FCE or self-modeled as physical models), or data required by relevant institutions.

Standards 6.4. Academic staff extends the interest of research to that of study. For example, the teacher whose field of interest is the application of Construction, has conducted research

with a focus on the same areas. Or, the teacher of building materials (see the CV for any teacher in the link: University of Prishtina (uni-pr.edu), or the table "List of scientific works and projects", attached in the appendix of this SER).

In December 2021, a part of the academic staff together with the students of the Constructive Master level completed the training of 6 modules for the DIANNA FEA program, this advanced program in the field of structures. Also, through the ERASMUS project, it has been possible to equip the faculty with this software, which serves students and staff to advance with the latest programs in the construction field. The training is organized online, for 20 (twenty) students and 7 (seven) participants from the academic staff of our faculty. After the completion of the training, certificates were issued to all participants. https://fin.uni-pr.edu/page.aspx?id=1,94.

Standards 6.5. The academic staff of FCE publishes the research in: local and international scientific journals which meet the conditions as in the paragraphs defined in the Regulation for appointment, reappointment and promotion of the academic staff of UP; in local and international book chapters; at congresses, conferences, symposia, seminars and workshops locally and internationally.

Standard 6.6. There are researches related to local data (existing or current) which are monitored in the laboratory of FCE, or in the laboratories of institutions with which FCE has cooperation agreements. In this case, those data are validated for safety and results check if there were errors during the analyses. This authenticity is also achieved by the experience of teachers in developing professional practical work. When the research is about comparability or review of the literature related to a particular issue, then they are validated through scientific and applied research publications. The staff and students of the Construction BSc program develop research that is directly related to practical use or that is closely related to market needs and societal interests.

Standards 6.7. The academic staff at FCE, in order to increase the academic quality, has the obligation to publish a certain number of research papers, and that at least 1 paper per year, for three years. Efforts continue for more quality publications.

Standards 6.8. The name of the University of Prishtina, respectively of the Faculty of Civil Engineering and the Department in particular, are specified in the published research of the academic staff of FCE. The right to financial support from UP (Regulation for financing scientific, artistic and sports research activity at UP) also belongs to the articles that carry the address of the University of Prishtina (affiliations).

Standards 6.9. In order to increase the performance in learning, the teacher continuously integrates not only the practical professional experience in the lectures, but within the unit or field of the taught subject informs the students about information of research works (as case studies) developed and published in magazines or conferences. Teacher research enables the curriculum in particular and the faculty in general to bring the same classroom research experience as a source of real-world problems and contemporary issues.

Standards 6.10. It is the UP Senate to whom the responsibilities regarding the development of the UP intellectual property protection policy and its commercial use belong. And according

to the rights and responsibilities of the staff (provision of the Statute of UP): academic staff has the freedom to publish the results of their research and creative work, which is conditioned by the regulations of this Statute relating to the use of rights of intellectual property for the benefit of the University [S1]. If the copyright and ethics in scientific publications are violated, or the trusted public funds are misused for personal gain or in the interest of other persons, then these issues are regulated by the Regulation on disciplinary measures and procedures against the academic staff of UP. [R8].

SWOT analysis for research:

A. Strong points:

- Progress of published papers published in journals indexed in databases of trusted platforms.
- FCE's cooperation with local and international institutions.
- Access to scientific journals through the Science Direct digital library offered by UP.
- The possibility of using laboratories for scientific research.
- Good knowledge of foreign languages by academic staff and students is an advantage for international cooperation.

B. Weakness:

- Lack of definition of the distribution of engagement for educational activities (teaching), research-scientific and administrative engagements.
- Insufficient experience of international cooperation.
- Encouragement for publications by UP policies, and insufficient budget from UP for research.

C. Opportunities:

- International cooperation in projects offered by the EU, especially for the Western Balkans.
- Creating opportunities for publications through joint research projects.
- Involvement of students and young scientists in research projects and mobility.

D. Challenges:

- The possible development of research through self-financing, or through research projects to which it must be applied.
- The activities of the academic staff in research are continuous.
- Budget cuts can affect the application of research projects.
- Access to data in relevant fields of construction, from local institutions, for research.

2.7 Infrastructure and resources

Standards 7.1. The Faculty of Civil Engineering is one of the academic units within the University of Prishtina which shares a common space with two other academic units: the Faculty of Electrical and Computer Engineering (FECE) and the Faculty of Mechanical Engineering (FME). All three academic units operate in a common space identified as the "Technical Faculty" or the "Technical Campus". The entire campus site covers an area of

87,000 m2. The currently built area is 10,140 m2 or 11.6%. The three academic units (FCE, FECE and FME) of UP divide the space proportionally. The total area of the buildings is 11,455 m2. The total area belonging to the Faculty of Civil Engineering is about 9,468.33 m2. This area is occupied by common communication spaces (corridors, stairs, toilets, libraries, warehouses, etc.), amphitheaters, classrooms, teachers' offices, administration offices, IT offices, management offices and other ancillary spaces. Meanwhile, the construction laboratories within the campus and which are very close to the building of the Faculty of Civil Engineering occupy an area of 5,650 m2. Laboratory: of geomechanics, materials and asphalt, and of Hydrotechnics and environmental engineering are laboratories for learning needs for which capital investments have been made. The same laboratories, namely the component equipment in the laboratories is also used by the students of the BSc Construction program. Of course, despite the investments made and which are constantly being made, parts of the facility that are dedicated to the laboratories are being repaired and there will be a need in the future to make further repairs related to the spaces of the facility.
The spaces that belong to the Faculty of Civil Engineering from the proportional division with the other two faculties (FECE and FME) are: building level 500 with 9 classrooms, 13 teachers' offices, common communication spaces - corridors, toilets, storage computer lab etc. At this level of the building is also the library of the faculties.

At level 400, are the common areas of the faculties - large corridors, toilets, warehouses, etc. Most of the FCE administration, student services, secretariat, management offices and amphitheaters (415 and partly 408) are located at this level. At this level is the main entrance to the building.

At level 300, there are classrooms, offices of the FCE administration where the activity for student services takes place, IT office, corridors, stairs, toilets, etc.

At level 700, are the teacher's offices and common areas. Each full-time teacher at FCE owns his office with all the necessary interior (desk, necessary work equipment, computer, printer, telephone). Each office also has water installed.

More detailed data on the destinations of the spaces and their surfaces are presented in the table "Spaces and equipment", attached in the appendix of this SER.

Standards 7.2. The budget planning for the Faculty of Civil Engineering, within which the BSc Construction program is developed, also includes the financial plan that covers the expenses for staff employed in FCE (academic staff, administration, associates), and the expenses in other economic categories for the years. In the following, they are presented in the table “Budget plan and financing for FCE”, attached in the appendix of this SER.

Standards 7.3. All spaces in the service of the Faculty of Civil Engineering are the property of UP. The Faculty of Civil Engineering does not use rented space. Although the campus of the Technical Faculty is used by three faculties: the Faculty of Civil Engineering (FCE), the Faculty of Electrical and Computer Engineering (FECE) and the Faculty of Mechanical Engineering (FME), each faculty belongs to 1/3 of the total space. Spaces that cannot be divided proportionally in ownership then those spaces are utilized by rotation proportionally in terms of time.

Both laboratory facilities and laboratory equipment are the property of the University of Prishtina. Year after year, UP partially invests in the repair and functionalization of the spaces of our facility, FCE. In 2018, investments were made in the arrangement of the premises in the part of the Laboratories (part of geodesy and other laboratories). Such investments are currently underway (2021) in the renovation of the Hydrotechnics and Environmental engineering laboratory. The servers and software owned by FCE also have a license to use. In FCE there are: database server (resulting from the grant of the project "InWaterSense") and server of the geodesy department (resulting from the donation of UP). Some of the software that FCE possesses are: DIANNA FEA software, SOFISTIC, GIS software, satellite image processing software (Erdas Imagine), and satellite data processing and analysis software (TTC).

In 2022, the renovation and change of the entire common space of the technical faculties were also done. Likewise, during 2023, works are continuing in the common spaces, including the library, in order to create the most suitable conditions for studies.

In the building of the three faculties there is a library which has reading rooms and literature, but does not meet the sufficient requirements for FCE students. In the future, it is necessary and urgent to increase the capacity of the library or eventually to build its facility - the Technical Library.

For all utilized facilities and laboratory equipment FCE possesses adequate documents. More detailed data on the equipment and their quantity are presented in the table "Spaces and equipment", attached to the appendix of this SER.

Standards 7.4. The Faculty of Civil Engineering with its programs possesses a considerable area of teaching halls, laboratories, which have sufficient capacity for student seats. Looking at the number of active students within the FCE (total number of students in all study programs at the FCE) about 4000 in relation to the total area of the facility belonging to the FCE is 9468.33 / 4000 then the area of the facility for a student is 2.37 m^2 which is a good indicator of performance.

Standard 7.5. The Faculty Library has a sufficient number of seats (at least 10%) in addition to the total number of students in the BSc Construction program. In general, the reading room has 180 places for reading. This number of seats, although meeting the needs of the program in particular, is generally insufficient to meet the needs of all programs at FCE. Even the group study rooms have the capacity to accommodate more than 10% of the total number of students in a single program at FIN. This has led to planning and expanding/increasing the library capacity for the general needs of all study programs in FIN, works that started in 2023 and are still ongoing.

In the library of the technical facility, there is a considerable number of books and magazines in Albanian and English, but there is a lack of new professional texts (recent literature for fields included in FCE programs).

Standards 7.6. FCE together with two other technical faculties (FECE and FME) are constantly trying to adapt the infrastructure and facilities for students with special needs. The three floors of the building can be reached with a modern elevator. The ground floor and the main entrance of the building are accessible to all vehicles used by people with special needs.

The technical condition and conditions offered by the technician campus are such that (calculating the time of use of the facility from the beginning of use 1982 until today - 39 years) on average meet the work needs of our academic units. In the last 5 years, investments have been made in improving working conditions and facilities. It is worth mentioning the improvement of heating, the operation of the heating network which has significantly contributed to the improvement of conditions for regular teaching in classrooms. In 2018 by the World Bank Investments, the energy efficiency program, was invested in the thermal facade and windows of the building. Year after year, UP partially invests in the repair and functionalization of the spaces of our building. In 2018, investments were made in the arrangement of the premises in the part of the laboratory building, while this year the part of the laboratory of Hydrotechnics and environmental engineering is being renovated, as well as other laboratories. The maintenance and security services of the internal spaces of FCE, are provided by the relevant service companies, external and selected at the University level.

SWOT analysis for infrastructure and resources:

A. Strong points:

- Sufficient space for the development of the learning process.
- Sufficient space for the creation of new laboratories.
- Opportunities in digital libraries.

B. Weaknesses:

- Insufficient space for physical library.
- Lack of spaces for independent study by students.
- Lack of relaxing and recreational spaces for students.

C. Opportunities:

- Expansion of laboratories in FCE spaces, dedicated to construction engineering fields.

D. Challenges:

- Providing funds for the expansion of laboratories through research projects.
- Expanding international cooperation for research and teaching, in order to supply the library with books and laboratories with equipment.
- Increasing the possibility of using the laboratories of other institutions for the development of practical parts of certain subjects and for research.
- Increasing the number of field texts in libraries.
- Increasing the possibility of access to digital platforms by Students-E library.
- Improving the quality of the maintenance of the spaces for the activities of the learning process

3. RECENT EVOLUTION AND DEVELOPMENT RECORDED SINCE THE PREVIOUS ASSESSMENT

Recommendation of the Expert Team in the previous External Review Report	The solution that the provider has implemented in addressing the recommendation	Other relevant comments
Recommendation 1		
1.1 The research aspects of the program's mission should be presented more clearly and in more detail.	The mission of the Faculty of Engineering Construction (FCE) forwarded to continuity of the Strategic Plan University of Pristina (UP), which aims to promote scientific research for teachers and students. The University of Pristina has recently approved the regulation for support financial for research. It the regulation provides that at least 1% of to be dedicated to the annual budget of the UP directly to the advancement of the research and scientific components in UP. UP according to the Strategic Plan in within the objective for growth research results are also provided support the acquisition of research/scientific grants from national funding agencies and private and public institutions. Within this plan, FCE also has for aim to increase search results scientific reporting on the basis annual for the results achieved.	
1.2 A detailed strategic research development plan should be prepared for the FCE Construction.	At the meeting of the Council of the Faculty of Civil Engineering held on July 15, 2021, theFCEStrategy for the period 2021-2023 was approved and there are initiatives from the UP management to further develop the strategic plans within the programs.	
Recommendation 2		
2.1 Prepare and collect evidence of the performed actions for continuous improvement.	SER e vitit akademik 2023/2024 veç ka marrë parasysh dhe e ka zbatuar këtë rekomandim.	
2.2 Develop and publish a Quality Assurance handbook	Improvement based on the recommendation and publication on the website of the Faculty, or to be included at the University level, the	

	Quality Manual is published on the website of UP [A17]	
2.3 Publish the results of the surveys	In November, 2021 a two-day workshop was held at UP between the management of UP and HERAS + (international experts) on the possibility of developing and implementing a guide for measuring the performance of UP academic staff, by including the performance appraisal card in four key areas of importance to UP: teaching, research, institutional development and community service (https://uni-pr.edu/page.aspx?id=1,37,1510). Today, the academic staff of the BScIA program as well as the entire staff of the FCE is subject to self-assessment and questionnaires by the academic staff (as required to be defined in the Forms of the Evaluation Committee for the Appointment of Academic Staff, for employment in the Institution Higher Education, found in the regulation on staff appointment and promotion), including staff appraisal for educational activities (teaching, organizing study visits, inviting visiting lecturers, literature and mechanisms for genuine student appraisal), for research activities , scientific and professional (publications in scientific journals with international reviews, participation in scientific conferences, participation in research projects, scientific and professional, reviews in academic and professional journals) as well as for service activities for UP, FCE and the community (tasks assigned by the level of UP, FCE, or on a voluntary basis).	The teaching staff of the faculty and administration staff, the Office for Quality Improvement within the framework of UP.
2.4 Expand the cooperation with the external stakeholders, e.g., graduates and employers	Collaboration and involvement of more stakeholders through the Industrial Board and other registered activities.	
2.5 Improve the coordination in work with the external stakeholders	Several meetings have been held with the industrial board and some decisions are in process. The results	

	have been evaluated by the conduct of teachers from different universities for open lectures.	
2.6 Include the analysis of services and resources provided by other parts of the institution in the quality assurance	Analysis and discussion of quality assurance reports.	
2.7 Prepare one self-assessment report on the program's overall quality for consideration within the institution, indicating its strengths and weaknesses.	The self-evaluation and progress of the bachelor program using the entire proposal during the accreditation process is the responsibility of the department and the program coordinator is included in this SER.	
2.8 Conduct a comprehensive reassessment of the program at least once every five years. Policies and procedures for conducting this reassessment should be published. Program assessment should involve external stakeholders (e.g., experienced people from relevant industries and professions and experienced staff from other institutions)	All experiences from other institutions and alumni have been recorded and on the basis of them the re-evaluation of the program in the five-year period will be proposed.	
2.9 Design and publish a specific improvement plan interrelated with the survey results (advisable at the study program level - so the implementation of recommendations could be clearly assessed by the HEI staff and the external reviewers). The improvement plan should clearly indicate the areas as follows: survey results, investigation of the student workload, academic success, and graduates' employment.	The improvement plan will include all activities necessary for academic success, dropout of the degree student, employment, etc. They are presented as documents in SER for evaluation..	
2.10 Continue to evaluate and improve the quality assurance arrangements regularly and systematically (once a year). Review of quality assurance arrangements should include both internal and external stakeholders, including students	Evaluations will be made for the annual plan, including all parties as well as students.	

2.11 Move towards higher engagement of students in their academic life at the HEI	The involvement of students in academic life will be increased through diploma theses, internships, etc.	
Recommendation 3		
3.1 Academic staff evaluation has to be made publicly available.	The UP management will create the conditions to present the evaluation through SEMS.	
3.2 Detailed tabular representation of the staff including all important and necessary specified by Standard 3.1. is to be included in the SER.	Staff representation with all relevant issues will be specifically presented in the Table.	
Recommendation 4		
4.1 The CAD course should be placed in the first semester, obligatory for every student	Except that this recommendation has been taken into account in SER BSs C and the resulting changes are presented in the curriculum of the program, in Standard 4.3, respectively the subject Basics of Applied Informatics and CAD.	
4.2 The use of engineering software applications for structural calculations should be integrated in the curricula in a more efficient and more emphasized manner.	Engineering software is part of the syllabus in structural element design courses, but will grow through term papers and degrees. Through partnerships and current projects it is intended to obtain licensed software alongside.	
4.3 Integrate one socio-economic subject per semester into the curricula, according to the practical needs of a prospective engineer	In the existing program, we try to offer and analyze the minimum socio economic subject.	
4.4 Provide opportunities for students to contact prospective employers. The integration of a summer internship in the curricula should be considered.	The internship is an integral part of the thesis and as such, opportunities are created in cooperation with the industrial board and companies..	
4.5 Publish textbooks for the most important engineering courses (e.g. reinforced concrete structures, steel structures)	In addition to alternative course texts, the prescribed course text must be provided by the course teacher.	
Recommendation 5		
5.1 The understanding of SCL principles could be improved	Integrating SCL principles into QPM training.	
5.2 Consider more software usage in the study process, more	Applied engineering software is part of the syllabi in design courses. EG This	

practical tasks, and lecture notes prepared by professors	year we received a license under the EU FEM project Diana Software and it will be used by students during the preparation of their thesis.	
5. Establish procedures for monitoring year-to-year progression rates and program completion rates. Collect student completion rates at the study program level and include this aspect among quality indicators.	After each exam session, the management is collecting the statistics related to each subject and prepares the relevant quality indicators.	
5.4 The Faculty should procure anti-plagiarism software	The University has procured and Faculty staff have access to a plagiarism software, PlagiarismCheck.	
5.5 Consider designing recognition rules for qualifications obtained outside higher education institutions (informal education, experience, etc.)	The Equivalence Commission has been established within the framework of FCE, which will deal with this issue.	
5.6 Establish procedures for monitoring and coordinating student workload across courses	Through quality surveys for each subject, the management will take into account the satisfactory level of students in relation to the workload.	
5.7 Explain in more detail the criteria used to evaluate the tasks performed by students (e.g., by using matrices or other means to ensure that the planned range of domains of student learning outcomes is addressed).	It will be considered and covered in the next SER.	
5.8 Consider supplementing/clarifying the questionnaire for Students with the following aspects – student counseling in case of emotional problems, student counseling in case of financial problems, student counseling in case of family-related problems, student counseling in international matters, legal advice, and interdisciplinary guidance	The management will engage the academic staff responsible for the program to organize meetings with students twice a year. The meeting will address the following issues and the academic staff will transfer the remarks and comments of the students to the management.	
5.9 Consider regularly monitoring the professional fields for which students are prepared and employment of graduates with necessary	Through quality surveys for each course, the management will consider the level of satisfaction of the students in relation to the reference materials to ensure continuous evaluation.	

adjustments made in the program and in text and reference materials to ensure continuing relevance and quality.		
5.10 Consider regularly monitoring labor market demands/trends and make adjustments in the program according to the monitoring results	The management is aware of the importance of such an issue and has already established the industry board and has so far held 12 fruitful meetings.	
5.11 Consider updating the list of compulsory and recommended literature (study course descriptions), incorporating the latest developments in the field of study	The subject teacher will update their syllabus on the Faculty website and the annual update will be made.	
5.12 Make sure that the documents referred to in these Standards are publicly available online all the time.	The Faculty website is regularly updated with information about standards.	
Recommendation 6		
6.1 In the framework of UP's Research Development Plan, create a detailed research strategy and research development plan for the Faculty, specifying the involvement of every department, emphasizing co-operations and possible synergies. Every study program is to be integrated in the research development plan, giving specific and realistic directions	The research strategy for the Faculty will be integrated and the contribution of each department or academic staff will be evaluated individually and collectively. The research plan will be presented and approved by the Faculty Council and evaluations will be made at the end of the year.	
6.2 The management of the Faculty should establish funding opportunities, and effectively support the departments and the staff to establish and carry out research projects, in accordance with the research development plan	At the University level, the UP Strategy includes 1% of the total budget for research activities, including research papers, participation in conferences, and other activities.	
6.3 The Faculty should create a publication strategy within the framework of the research strategy. As KAA standards put an emphasis on the publication activity, the Faculty must take	The publication strategy will be oriented towards creating access to scientific platforms for Academic Staff and Students in specific fields.	

consider it a crucial strategic question in the reaccreditation procedures in the future		
6.4 Opportunities are to be provided for the BSc students to participate in the research projects of the Faculty	The participation of BSc students in research projects is done through diploma theses with current problems, using the laboratory for these works.	
Recommendation 7		
7.1 The infrastructure and facilities should be adapted to students with special need	Special needs will focus on research work and use of more space for other socio-economic activities.	
7.2 Continue the effort to develop laboratory equipment	The laboratory is better equipped with new technology and adequate equipment for research work.	

4. LISTA E REFERENCAVE

UNIVERSITETI I PRISHTINËS “HASAN PRISHTINA”
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Prof.Ass.Dr.Florim Grajçevci

Ref. nr._____ **Prishtinë_____ 2023**

For the needs of drafting internal self-assessment reports for the reaccreditation of study programs for BSc Constructiononstruction, BSc Geodesy, BSc Hydrotechnics, MSc Constructive, and MSc Hydrotechnics, below are the references that help with the facts and supports that the Faculty of Civil Engineering as an academic unit of the University of Prishtina bases its activity.

LIST OF REFERENCES - SE REPORT

A1	Monograph UP
A2	Agreement between the FCE and FA
A3	Job Description of the Dean
A4	Decision - Academic development Coordinator Enes Krasniqi
A5	Decision - Commission for studies in FCE
A6	Master Thesis Guide
A7	Decision for extension of the graduation term_BSc MSc and PhD
A8	Statement on the prevention of nepotism at UP
A9	Decision - Appointment of the supervisor of authorized assistants for lectures
A10	Decision - Appointment of experts for the court case
A11	Decision - Appointment of the FCE Equivalence and Equivalence Commission
A12	Regulation on the Advisory Body of UP
A13	CV Template of Academic Staff
A14	Employment contract Template
A15	Template part-time contract
A16	Contract for engagement with overtime Template
A17	Regulation on Quality Assurance and evaluation UP
A18	Guide for the evaluation of courses by students and the use of their results in UP
A19	Extension of the accreditation period for the study programs of UP - FCEand FA
A20	Decision of the Contract Manager and decision of the Admission Commission
A21	Contract Notice - Supply of laboratory equipment for FIEK and others
A22	Contract Notice - Supply and installation of laboratory equipment for FCEA
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A32.6	Questionnaire for Bachelor students - Albanian
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A42	Learning agreement Student Mobility for Studies
A43	Scientific Publications_ IWRM Staff
A44	Annual Report FCE 2021
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Statute and Strategic Plans	
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S2	Strategic Plan UP
S3	FCE Strategy
Frame	
K1	National Qualifications Framework
K2	European Area Framework for Higher Education Qualifications.
Regulations	
R1	Regulations for the preparation procedures for re-accreditation in UP
R2	Regulations for the selection procedures related to the appointment, re-appointment and advancement of academic staff in UP
R3	Regulation of evaluation procedures for the engagement of external collaborators in UP
R4	Regulations for the financing of research - scientific, artistic and sports activity in UP
R5	Regulations for studies – Bachelor

R6	Regulation on the electronic system for student management (SEMS) at UP
R7	Regulation on academic mobility of students
R8	Regulations for disciplinary measures and procedures against UP academic staff
R9	Regulation on disciplinary measures and procedures applicable to the UP academic staff
R10	Regulation on the election procedure, establishment, and functioning of the student parliament (SP) and student councils(SC)
R11	Regulation on the structure and working principles of the center for excellence in teaching at UP
R12	Regulation on personal income of academic staff, allowances by functions, and other compensations in UP
R13	Regulation of quality assurance and quality assessment at UP
R14	Regulation for amending Reg.no. prot. 2-543, dated 22.10.2021, for personal income of academic staff, allowances UP
R15	Regulations for prevention and protection from sexual harassment and harassment in UP
Decisions	
V1	The UP Senate's Decision to formalize instructions for conducting academic activities during the COVID-19 pandemic
V2	Decission__IWRM_Holders
V3	Decision_MSc in IWRM Programme Coordinator
V4	Decission_Completion of SER – decision on further procedures at the Academic Office for Development IWRM
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U1	Administrative Instruction from MESTI for accreditation of higher education institutions
U2	Administrative Instructions for Revising and Reviewing the Syllabus
U3	Guideline for course evaluation by students and the usage of the results
Tjera	
T1	Quality assurance at the University of Prishtina
T2	International cooperation
T3	Cooperation agreements in the FCE
T4	Code of Ethics of the academic staff
T5	Advisory body (AB) of the FCE
T6	Alumni Community
T7	Student Council
T8	Career Development Center
T9	e-Karriera
T10	Research infrastructure at the UP
T11	Announcement for Scholarship support of BSc students of academic year 2023-2024
T12	Letter of agreement IWRM & TH Köln
T13	Memorandum of Understanding - UP and Koln 2557 22
T14	Memorandum of Understanding - FCE & Poznan 994 22
T15	Erasmus +_University of Prishtina and University of Trento- inter-institutional agreement 2020-23
T16	Erasmus +_University of Prishtina and BOKU for Staff mobility inter-institutional agreement 2022 -2024

5. SHTOJCAT

5.1. Students – data

Number of current students in FCE Programs

	Bachelor			Master			Total		
	Total	F	M	Total	F	M	Total	F	M
Construction	549	130	419	127	28	99	676	158	518
Hydrotechnics	110	21	89	56	30	26	166	51	115
Geodesy	178	46	132	62	25	37	240	71	169
Environmental Engineering	74	51	23				74	51	23
Road Infrastructure				3	3	0	3	3	0
TOTAL	**911**	**248**	**663**	**248**	86	162	**1159**	**334**	**825**

Number of students and graduates in the last three years

Nr.	Departamenti-Programi	Të rregullt			Me korrespondencë			Gjithsej		
		F	M	GJ	F	M	GJ	F	M	GJ
1	Programi studimor: Konstruktiv	41	138	179	0	0	0	41	138	179
2	Programi studimor: Gjeodezi	25	79	104	0	0	0	25	79	104
3	Programi studimor: Hidroteknikë	22	61	83	0	0	0	22	61	83
4	Programi Inxhinieri e Ambientit	41	11	52	0	0	0	41	11	52
	GJITHSEJ	129	289	418	0	0	0	129	289	418

Number of drop-out students for the last three years

Study level	2015/16	2016/17	2017/18	2017/2023
Bachelor	30	29	13	83

5.2. Facilities and equipment

	DESTINATION AREA	QUANTITY	AREA (m^2)
1	CLASSROOMS	21	1,450.00 m^2
2	LABORATORY	5	1,780.00 m^2
3	HALLS	2	508.00 m^2
4'	ACCOMPANYING THE LABORATORY SPACE (lab, classroom*, warehouse)	6*	1,589.00 m^2
4	CABINETS	26	379.00 m^2
5	ADMINISTRATION	8	182.00 m^2

6	CABINETS	3	240.00 m^2
7	Corridors + Toilets + Auxiliary spaces		2,397.00 m^2
TOTAL AREA FOR DEPARTMENTS (FACULTY BUILDING AND LABORATORIES)			**8,525.00 m^2**

Infrastructure of the Faculty of Civil Engineering, concretization equipment, Laboratories

	EQUIPMENTS	**QUANTITY**
1	PROJECTORS	24
2	CONCRETISATION ASSETS	54
3	LABORATORY EQUIPMENTS (I-Building Materials)	150
4	LABORATORY EQUIPMENTS (II-asphalt)	32
5	LABORATORY EQUIPMENTS (Hydrotechnics)	20
6	LABORATORY EQUIPMENTS (Geodesy)	40
7	LABORATORY EQUIPMENTS (Energy efficiency)	20
8	LABORATORY EQUIPMENTS (III-Geomechanical)	70

Infrastructure of the Faculty of Civil Engineering, Evidence books.

	BOOKS	**QUANTITY**
1	REGISTERED BOOKS	>150
2	ELECTRONIC BOOKS	100

Note: Since 1961, the Faculty of Civil Engineering organizes studies for different levels, and in every generation of students, notes are preserved in our books. There are more than 150 archived logbooks in our database. All textbooks this year (2021/2022) have begun to be scanned and stored as electronic documents.

Infrastructure of the Faculty of Civil Engineering

	INFRASTRUCTURE	**QUANTITY**
1	INTERNET (WIFI)	In all space
2	NUMBER OF ACADEMIC STAFF PCs	50
3	NUMBER OF STUDENT PCs	95
4	NUMBER OF ADMINISTRATION PCs	20
5	PRINTERS	50
6	TELEPHONES	6
7	COPYING MACHINES	5

5.3. Budget Plan and Financing for FCE

Budgeting and financing plan (accounts of revenues, capital expenditures, research expenditures and capital expenditures) at the level of the Academic Unit / Institution in general, for at least the next three years:

STAFF / SALARY AND WAGES	Approved Employee Number 2019	Budget Planning for 2020		Budget Planning for 2021		Budget Planning for 2022	
Full Professor	5	7	267,201	8	293,921	9	323,314
Associate Professor	8	8	119,924	9	131,917	10	145,108
Assistant Professor	15	17	75,892	18	83,481	19	91,829
Lecturer	1	1	24,045	2	26,450	3	29,095
Assistant	18	20	286,287	21	314,915	22	346,407
Administration staff	11	12	109,147	13	120,061	14	132,067
Collaborator	28	30	416,782	31	458,460	32	504,306
TOTAL STAFF AND SALARY EXPENSES	127	95	1,299,278 €	102	1,429,206 €	109	1,572,126 €

EXPENSES IN OTHER ECONOMIC CATEGORIES	Budget Planning for 2020	Budget Planning for 2021	Budget Planning for 2021
GOODS AND SERVICES	448,270	473,097	520,407
MUNICIPAL COSTS	77,000	84,700	93,170
CAPITAL COSTS	1,705,700	1,876,270	2,226,270
TOTAL COSTS IN OTHER ECONOMIC CATEGORIES	2,230,970 €	2,434,067 €	2,839,847 €
TOTAL COSTS AND STAFF	**3,530,248 €**	**3,863,272.86 €**	**4,411,973 €**

5.4. The structure of Appendices in electronic format (for the final version of SER on CD)

UP-FCE-2023 (*Main folder*)

1_Documents

01-An- First Page-Application

02_SER-UP-FCE-BSc Construction-2023-reaccreditation

03-Annex-Work and scientific projects

04-Anex- List of references

2_CV

CV-BSc, Bachelor of Constructions

3_Syllabuse

Syllabuse- Bachelor of Constructions