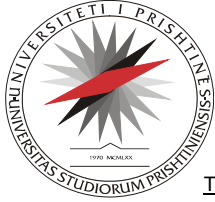




UNIVERSITY OF PRISHTINA
“HASAN PRISHTINA”

FACULTY OF CIVIL ENGINEERING
(2022)



UNIVERSITETI I PRISHTINË
"HASAN PRISHTINA"
UNIVERSITY OF PRISTINA
FAKULTETI I NDËRTIMTARISË – CIVIL ENGINEERING FACULTY
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SELF EVALUATION REPORT REACCREDITATION OF THE STUDY PROGRAMS

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Prishtina, January 2022

THE FACULTY OF CIVIL ENGINEERING

STUDY PROGRAM BSc:
ENVIRONMENTAL ENGINEERING

REACREDITATION

SELF EVALUATION REPORT

January 2022, PRISHTINË

Table of contents:

1. INTRODUCTION	5
1.1. A brief overview of the Institution.....	5
1.2. A brief overview of the program in evaluation - Environmental Engineering	10
2. ENVIRONMENTAL ENGINEERING (BScEE) STUDY PROGRAM EVALUATION	
12	
2.1. Mission, objectives and administration.....	12
SWOT analysis for mission, objectives and administration:	18
2.2. Quality management	18
SWOT analysis for quality management:	21
2.3. Academic staff	22
SWOT analysis for academic staff:.....	25
2.4. Content of the educational process	26
SWOT analysis for the content of the educational process:.....	33
2.5. Students.....	34
SWOT analysis for students:.....	38
2.6. Research.....	39
SWOT analysis for research:.....	42
2.7. Infrastructure and resources	43
SWOT analysis for infrastructure and resources:	46
3. EVOLUTION AND DEVELOPMENT OF LATEST TIMES RECORDED SINCE PREVIOUS EVALUATION	47
4. LIST OF REFERENCES.....	53
5. APPENDICES	55
5.2. Students - data.....	55
5.3. Budget Plan and Financing for FCE	57
5.4. The structure of Appendices in an electronic format.....	58

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 purpose 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 labour 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 Master'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 Pristina has the Statute [A1] (see 06-Annex-List of References) or [S1] (see the link in the table with titles and description of regulations / policies, in Standard 1.4.), 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. FN 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>) [A6] (see 06-Annex-List of References). HEI, 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. The FCE Departments, are (<https://fna.uni-pr.edu/Departments.aspx>):

- 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_kualifikëve_2020.pdf), which are dedicated to candidates from the Republic of Kosovo who have completed secondary education according to the framework by Ministry of Education, Science, Technology and Innovation (MESTI) 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 Master of Science (MSc) levels from the same fields of study programs from BSc (Constructive, Hydrotechnics and Geodesy). The study programs are dedicated to students who have completed basic studies and who have reached the number of credits of 180 ECTS from BSc studies in the respective fields. For the enrolment 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 basic level of 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 centre 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 analyses 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, 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 [Error! Reference source not found.]. 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, or is provided by the teacher 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 from which the special competencies of students emerge after graduation.

1.2. A brief overview of the program in evaluation - Environmental Engineering

Name of the Institution:	University of Prishtina "Hasan Prishtina"
Faculty/Department:	Faculty of Civil Engineering
Main and/or Branch Campus:	Main Campus
Specify the Branch you are applying for:	NA
Name of the Study Programme:	Program of Environmental Engineering
Person in charge for the study programme:	Prof.Asoc.Dr.Figene Ahmedi
Accreditation/Reaccreditation:	Reaccreditation
Level of qualification according to NQF:	Level VI
Academic degree or the name of Diploma:	Bachelor of Civil Engineering in Environmental Engineering program
ECTS:	180
Profile of the academic program (specialisation):	Environmental Engineering
Erasmus Subject Area Codes (ESAC):	06.9
Form of studies:	Full Time
Minimum duration of studies:	3 years
Number of study places:	40
Permanent scientific/artistic personnel for the Study Programme (at least 3 PhD):	Prof.Asoc.Dr.Figene Ahmedi Prof.Ass.Dr.Cene Krasniqi Ass.Dr. Zijadin Guri

Within the four Departments covered by the Faculty of Civil Engineering, the Department of Environmental Engineering is included with a Bachelor's degree program in Environmental Engineering (hereinafter referred to as BScEE). Policies and procedures developed and approved for all programs by the Faculty of Civil Engineering are applicable to the BScEE study program as well. The teaching staff engaged in the BScEE study program are qualified and experienced both in teaching and in the specific field for which they are engaged. As such, teachers contribute to teaching and learning in general, and in particular to fostering motivation and reflection in the learning process.

The opening of the BScEE study program is based on the following reasons.

According to the National Science Program, which has identified five national scientific priorities in order to create conditions for the preparation of a systematic educational research program, "Natural resources, energy and environment" ranks first among these five priorities. This is because the country is facing uncontrolled use of natural resources, high population density and the presence of economic activities with a major impact on the environment. As a result, and especially the approach of unfair use of the environment in our country (coping with the interaction between human activities and their impact on natural resources, climate change, etc.) have led to the Faculty of Civil Engineering to offer a new program of bachelor level studies, Environmental Engineering.

Environmental sustainability is achieved when scientific principles are integrated with technology to improve the environment, so as to provide healthy water, air and soil as non-living components of the ecosystem for living beings as an ecosystem community. Given that the Faculty of Civil Engineering has an important role in building intellectual capacity in the field of construction, as well as taking into account the need for a healthy environment for society, through this program, our institution offers potential for interdisciplinary cooperation, and is in harmony with the current needs of society for a healthy environment. The engineering

of the future, now, more than ever has the potential to have a major impact on the environment. Therefore, it is more than necessary for engineers to intelligently manage both the natural resources used for development and the waste generated by this development.

2. ENVIRONMENTAL ENGINEERING (BScEE) STUDY PROGRAM EVALUATION

2.1. Mission, objectives and administration

Standard 1.1. The mission of the BScEE study program is consistent with the overall mission statement of the Faculty of Civil Engineering (FCE). The program is oriented towards teaching, learning, continuous research and providing a program designed to meet the three main goals of the program (see Standard 1.3). The BScEE study program has a well-defined didactic and research concept. The Strategy of the Faculty of Civil Engineering continuously follows the objectives initiated through the Strategic Plan of the University of Prishtina, supporting each study program in fulfillment of these initiatives [S2 & S3]. Increasing the quality of teaching, learning and research, aims at developing a sustainable program, and that, by: continuously reviewing the BScEE study program; advancing with scientific research (supported through grants-programs and international projects, supported at least through the increase of institutional funding and research expenditures by 1% of the annual budget of UP (2020) [R4]; developing training on effective use of the ScienceDirect platform, as an opportunity to find relevant content in certain fields (2021)); cooperating with the advisory body [T5] formed within the FCE; establishing appropriate laboratories for certain areas in the program; and increasing the quality of services for students.

Standard 1.2. According to the National Qualifications Framework [K1], the BScEE Program belongs to level six (6), which includes academic and professional programs, the completion of which leads to a Bachelor's degree qualification. Students obtain 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 study. Their critical role in addressing environmental problems and their solution to these problems is achieved through teaching. Using new methodologies, ensuring the development of academic staff with participation in teaching trainings, and training for applications in scientific and professional projects, participation in conferences, scientific research publications, updating study programs to adapt to labor market demands, consulting with the advisory body [T5] on market demands, discussions between parties within the FCE and FCE collaborations with outside parties (Institutions, companies and public, private, local and international organizations), the BScIA program aims to achieve learning outcomes in line with the National Qualifications Framework and the European Higher Education Area Qualifications Framework.

Standard 1.3. The program aims to achieve these three main goals: 1. To educate generations of environmental engineers so as to address the challenges associated with the field of environmental engineering; 2. To create, develop and disseminate new knowledge; 3. To play a leading role in providing (nurturing) interdisciplinary education, in order to solve the problems faced by 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 be creative, to engage in long-term learning throughout life and to be sustainable.

Teaching in the BScEE 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.

BScEE program offers the development of courses also through: field study visits of engineering facilities related to environmental protection; seminars of a basic research nature which are prepared in the classroom using individual laptops to obtain information on methodologies, judgments, decisions and recommendations from case studies offered by the web. Also, information is provided on research papers (as case studies) developed and published in journals or conferences by the teacher within the unit or field of the subject being taught. It is also the advisory body that offers knowledge of practical work of a professional nature in the field of environmental engineering. Recently, in November 2021, an open lecture was held on "Design of a wastewater treatment plant in Prizren." In this context, from the cooperation between FCE and the advisory body, open lectures (initially evaluated initially by FCE staff as a lecture evaluation committee) are now continuously organized in the service of staff and students. The BScEE study program is oriented towards meeting the overall goals of the FCE, offering courses with modern and up-to-date content that are flexible and easily adaptable to local, regional and global market demands.

Standards 1.4. In the program evaluation report, international experts (May 2019, Report attached to this SER) recommended: "A list of titles and a brief description of policies, guidelines and regulations to be included in the SER". Such a list with titles and short contents as well as relevant links for some existing regulations, announcements and decisions related to the mission, objectives and administration of the program as well as other issues included in the SER (quality management, staff academic, teaching process, students, research and infrastructure) is provided in the following table. In the text of this SER, these policies, instructions, regulations and others are referred to from the same table (eg for the Statute of UP as: [S1]). Other regulations, guidelines and policies that are not included in this table, but dealing with procedural, academic and other issues are attached to the "List of References" in this SER.

Table 1. Short description of regulations/policies and relevant links

Statute and Strategic Plans			
Ref.	Title	Short description	Links
S1	Statute of the UP	It is a statutory basis for the regulation, operation, financing, and quality assurance, including staff and students at the University of Pristina in accordance with the European standards.	https://uni-pr.edu/desk/inc/media/9E4445D9-FE24-47C5-9B1E-8059828B4D7E.pdf
S2	Strategic plan of the UP	It contains strategic initiatives, including time, responsible actors, and implementation cost for initiatives.	https://uni-pr.edu/desk/inc/media/D7EAE629-A39D-4D4C-A598-93B7B5227EDB.pdf
S3	Strategy of the FCE	It includes the ambitions, the initiatives envisaged by Alumni, our supporters, and partners.	https://fn.uni-pr.edu/desk/inc/media/2194CD62-DE91-48D5-9EFA-70C9297A4D67.pdf
Frameworks			
Ref.	Title	Short description	Links

K1	National Qualifications Framework	It promotes quality improvement in education and training. It aims to have qualifications in line with the requirements for employment and meet the needs of the economy and society in the country.	National Qualifications Framework - brendia.cdr (rks-gov.net)
K2	European Higher Education Qualifications Framework	It 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)
Regulations			
R1	Regulation on re-accreditation preparation procedures at the UP	It defines the form, processes, and procedures for preparing accreditation and institutional re-accreditation and study programs at the UP.	https://dokumente.uni-pr.edu/Dokumentet/ShkarkoRregulloren?dok=Rregulloret%5C53e6391d-e725-4849-a09e-6045788c0dcd31.3.2021.pdf&rrId=1170
R2	Regulation on selection procedures related to the appointment, reappointment, and promotion of academic staff at the UP	It includes the evaluation of the staff by the academic staff as an evaluation committee for teaching, research, scientific, and service activities.	https://dokumente.uni-pr.edu/Dokumentet/ShkarkoRregulloren?dok=Rregulloret%5C3243d708-7344-4e67-9f35-3f96b5e0b7f827.5.2021.pdf&rrId=3404
R3	Regulation of the evaluation procedures for the engagement of external faculty in the UP	It establishes evaluation procedures for the engagement of external faculty, including retirees.	https://dokumente.uni-pr.edu/Dokumentet/ShkarkoRregulloren?dok=Rregulloret%5Cebd6c945-dbf0-4ade-8b7d-89c6b64818ea25.6.2021.pdf&rrId=3419
R4	Regulation for the financing of the research activity - scientific, artistic, and sports in UP	It 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 – Master	It defines unique criteria for basic studies – Master's level.	https://studenti.uni-pr.edu/RregulloretPublic/ShkarkoRregulloren?dok=Rregulloret%5Ca17ae3b-1261-444c-bb1e-5417263be17615.3.2021.pdf
R6	Regulation on the electronic system for student management (SEMS) at the UP	It defines the standards for the use of SEMS.	https://dokumente.uni-pr.edu/Dokumentet/ShkarkoRregulloren?dok=Rregulloret%5Cbe9d4ec5-5f9-4e61-b075-613c7195564312.5.2021.pdf&rrId=2390
R7	Regulation on academic mobility of students	It defines the 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 applicable to the UP academic staff	It defines the disciplinary procedures and measures applicable in cases of disciplinary responsibility of the UP academic staff.	https://ekonomiku.uni-pr.edu/desk/inc/media/BAF4228A-69BC-4345-8BB7-F71FF34C26F3.pdf

R9	Regulation on the procedures and disciplinary measures applicable to the UP students	It defines the disciplinary 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 functioning of the student parliament (SP) and student councils (SC) of the UP	It defines the procedures for the election of the SP and SC. It also defines the scope and issues that SP and SC deal with.	https://dokumente.uni-pr.edu/Dokumentet/ShkarkoRregulloren?dok=Rregulloret%5C8725a34b-aeaf-486b-9b3e-884ec66f22b131.3.2021.pdf&rrId=1162
R11	Regulation on the structure and working principles of the center for excellence in teaching at the UP	It assists in advancing academic capacity and developing teaching systems by promoting effective and quality teaching that competes with 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 the UP	It regulates the issues of personal income and compensation for the academic staff at the UP (regular and engaged) and the creation of student groups.	https://dokumente.uni-pr.edu/Dokumentet/ShkarkoRregulloren?dok=Rregulloret%5C86c0e3a8-8067-4b01-91fe-5166b1874eff24.10.2021.pdf&rrId=3455

Decisions

Ref.	Title	Short description	Links
V1	Decision on the registration requirements for basic studies (Bachelor level) for the following year	It defines the requirements that students and the administration must fulfill to register for Bachelor for the following year.	https://dokumente.uni-pr.edu/Dokumentet/ShkarkoRregulloren?dok=Rregulloret%5C6daf4d42-bb6c-4355-81ba-d3e36db2cfa821.10.2021.pdf&rrId=3454
V2	Decision for the extension of the graduation period for students who have exceeded the allowed time to complete studies at the bachelor, master and doctoral level	It defines the conditions for extending the duration of the graduation period for students who have not completed their studies within the allowed (regular) period.	https://dokumente.uni-pr.edu/Dokumentet/ShkarkoRregulloren?dok=Rregulloret%5C80d1f99b-6c1f-41ce-a7ab-1c52d82412987.9.2021.pdf&rrId=3436
V3	The UP Senat's Decision for formalizing instructions for conducting academic activities during the COVID-19 pandemic	It formalizes the guidelines for the conduct of academic activities during the COVID-19 pandemic (there are also announcements for virtual platform services in pdf format, sent by e-mail from the IT Office of the Rectorate).	https://dokumente.uni-pr.edu/Dokumentet/ShkarkoRregulloren?dok=Rregulloret%5C15c8961b-7bdc-4fcc-b519-166fe39eb36e2.4.2021.pdf&rrId=2182

Administrative Instructions/Regulations

Ref.	Title	Short description	Links
U1	Administrative Instruction from MESTI for accreditation of higher education institutions	It includes the evaluation process outside of the UP developed by the KAA on the accreditation of Higher Education Institutions.	ilovepdf-merged.pdf (rks-gov.net)
U2	Administrative Instruction on Revising and Reviewing the Syllabus	It supports academic staff/teachers to adequately write/revise/review their curricula to better reflect the course content and methodologies applied.	https://dokumente.uni-pr.edu/Dokumentet/ShkarkoRegulloren?dok=Rregulloret%5C4433d342-8016-4826-9374-e9a086f48d7b12.5.2021.pdf&rrId=2392
U3	Guideline for the course evaluation by students and the usage of the results	Student evaluation for the courses, teaching staff, and administration serves as a tool for self-improvement of the faculty in particular and the FCE study program in general. This guideline includes questionnaires for teaching staff, subjects, services, infrastructure, and administrative and support staff of the UP.	https://dokumente.uni-pr.edu/Dokumentet/ShkarkoRegulloren?dok=Rregulloret%5Ca55463ce-d0ce-4e7b-bfc6-3b3d4216192b29.3.2021.pdf&rrId=96
Other Documents			
Ref.	Title	Short description	Links
T1	Quality assurance at the UP	It includes the assessments of staff and teaching, students and learning, research activities and publications in scientific journals.	https://dokumente.uni-pr.edu/Dokumentet/ShkarkoRegulloren?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 2021-2022	It sets the number of students and criteria for enrollment in basic studies (Bachelor).	https://dokumente.uni-pr.edu/Dokumentet/ShkarkoRegulloren?dok=Rregulloret%5Ca53b53cb-b2e8-4b64-bc2a-9b6fc966c7a76.8.2021.pdf&rrId=3428
T2	International cooperation	Erasmus + ICM Agreement (KA107).	https://uni-pr.edu/page.aspx?id=1.61
T3	Cooperation agreements in the FCE	Cooperation agreement between the FCE and Institutions, companies, and local and international organizations.	https://fn.uni-pr.edu/page.aspx?id=1.56
T4	Code of Ethics of the 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/ShkarkoRegulloren?dok=Rregulloret%5C18c680a7-7854-41fe-8533-3524dc70087a21.3.2021.pdf&rrId=51
T5	The FCE Advisory Body (AB)	Establishment of the AB with its members.	University of Prishtina (uni-pr.edu)

T6	Alumni Community	The network of FCE professionals who serve as ambassadors in implementing and disseminating the knowledge they gained during their BSc, MSc, and PhD studies.	University of Prishtina (uni-pr.edu)
T7	Student Council	Student council representatives from the FCE.	https://fn.uni-pr.edu/page.aspx?id=1,23
T8	Center for Career Development	It assists students and graduates in developing knowledge and skills that will help them during employment and provide information to graduates about studying at the UP.	https://uni-pr.edu/page.aspx?id=1,78
T9	e-Career	It is a students' notification platform for various activities (at the FCE and the UP level).	https://fn.uni-pr.edu/page.aspx?id=1,41 https://uni-pr.edu/page.aspx?id=1,84
T10	Research infrastructure at the UP	Composition of laboratories in the academic units of the UP.	https://www.uni-pr.edu/desk/inc/media/041DEA-CC-F20C-41F2-801E-B19DAE1F431C.pdf

Standards 1.5. All staff and students of the BScEE study program comply with internal regulations relating to ethical conduct [T4] in teaching, research and evaluation in all academic and administrative activities.

Standards 1.6. The creation of the BScEE study program is not seen as the culmination of the achievement of the curriculum development process. The BScEE program is always seen as a starting step, but continuous and systematically updated. To make the program sustainable, all parties within the FCE: FCE Management, FCE Academic Development Coordinator, Program Coordinator, teachers, students, advisory community [T5], the FCE faculty and study committee, which consists of FCE staff and student representatives, as well as the FCE's Alumni community [T6], contribute to the program review, evaluation, and improvement. As such, the program is forwarded for evaluation to the relevant structures and mechanisms of the UP, namely: Vice Rector for Quality, Office for Academic Development (ADO), quality commission, and finally to the Kosovo Accreditation Agency (KAA). The latter provides recommendations through external experts, with which the program is supplemented, improved and developed until the next revision. The BScEE program review path is defined by: Statutory provisions, Regulations on re-accreditation preparation procedures, Guidelines for syllabus review and revision [S1; R1; U2].

Sustainable program development is aimed at: by continuously strengthening the relationship between the faculty, the advisory body and community and the alumni community (providing mutual information on labor market demands and curriculum updates) [T5 & T6]; with the increase of the quality of the academic staff in teaching (through trainings offered by UP and the resulting publications either through research and scientific projects (applying in international projects with grants, or from the PhD studies of the staff); as well as with the results of Learning (student passability presented in the statistical report from the electronic system for student management (SEMS)). Of course, FCE throughout this process does not

neglect the administrative staff in the service of staff and students and infrastructure development, as a basis for a sustainable program.

SWOT analysis for mission, objectives and administration:

A. Strengths:

- Global interest in environmental protection.
- It is in line with current needs for a healthy environment.
- Development of human capacities that will contribute to the preservation and improvement of the environment.
- Clear and trendy mission with global development objectives in terms of environmental engineering.
- Oriented and dedicated program for the 2030 Agenda for Sustainable Development Goals ("The Seventeen Sustainable Development Goals").
- Composed curriculum that enables multidisciplinary collaboration.

B. Weaknesses:

- Insufficient administrative staff.

C. Opportunities:

- Development of joint programs with other departments, inside or outside the HEI.
- Competition in various projects with national or international funding in order to improve the quality of academic and scientific research.

D. Threats:

- Budget shortages can cause problems and delays in recruiting and setting up staff and administration.
- Due to the pandemic there may be delays in cooperation with local and international institutions in joint research and academic exchange.

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, internal evaluation and external evaluation are developed. 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 BScEE 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 alumni. Another impetus for quality improvement in the BScEE program is the cooperation with the advisory body [T5] that operates within the FCE and contains representatives of institutions, companies and public and private organizations as well as representatives of faculty staff. The representatives of the advisory body, in fact, are the community of FCE, which enables teachers to increase the quality of the curriculum in the context of the needs of the labour 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 shown 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 achievements are pushed further, while shortcomings are improved and as such included to be implemented in the program. The BScEE 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, the following table presents the periods of accreditation and re-accreditation of the BScEE program, for which there are official reports and decisions, on the website of the Kosovo Accreditation Agency (KAA), respectively in the link: [Faculty of Civil Engineering and Architecture - Kosovo Accreditation Agency \(rks.gov.net\)](https://rks.gov.net).

Table 2. Accreditation / re-accreditation periods of the BScEE program

Academic Unit	Department	Study program	Study level	Accreditation	Accreditation continued	Reaccreditation
FCE	Environmental Engineering	Environmental Engineering	Bachelor	2015-2018	2018-2019	2019-2022

Standards 2.3. The Faculty of Civil Engineering (FCE) in cooperation with teachers organizes teaching, exams and student assessments. Through teaching and learning in the BScEE 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. Finally, (in November, 2021) a two-day workshop was held at UP between the management of UP and HERAS + (international experts) on the possibility of compiling and implementing a guide for measuring the performance of UP academic staff, by including performance appraisal card in four key areas relevant to UP: teaching, research, institutional development and community service (see link: <https://uni-pr.edu/page.aspx?id=1,37,1510>). Also the evaluation of the administrative staff serving the staff and the students and 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.

Standards 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, professional practice and practical tests during exercises. These tools 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 "Transcript/Applications" 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 "Transcript/Applications" in SEMS. The one-year student possibility statistical report for all FCE programs is provided to teachers by FCE management. The FCE management 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 unit of quality for the BScEE program can be counted the fact that students from the BScEE program immediately after studying at this level have continued their studies in the next cycle, master studies at the international level, when the curriculum of the BScEE program is assessed as compatible with international field curricula.

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], leads to continuous self-improvement of the teachers in particular and the study program, as well as FCE in general. Both students and Alumni comments are considered as an important instrument in the program performance. Data on teacher achievement are published on the official FCE website (see the Academic Staff Page on the link: <https://fn.uni-pr.edu/page.aspx?id=1,14>). In addition, an indicator of quality is the number of graduates on time and that this number is generated by the FCE administration (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 FCE itself, the Alumni community [T6] has been established as a key ambassador in their role of implementing and disseminating the knowledge they have gained during their bachelor, master or doctoral studies. This community currently consists of three former BScEE students, who have pursued master 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 course results take into account in particular: student attendance, student assessment through tests, 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 BScEE program, the integration of the development of practical work by the student during the studies (as a separate subject in the program curriculum) in the diploma topic is often applied. The development of practical work has resulted in contacts between the student and the institution, public or private organization or company (often supported by representatives of companies within the FCE advisory body), 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. The whole system for external quality assurance is regulated by an Administrative Instruction issued by the Ministry of Education, Science, Technology and Innovation on Accreditation of Higher Education Institutions in the Republic of Kosovo [U2]. The evaluation report on the overall quality of the program is prepared periodically for review within the FCE, highlighting 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 MESTI for external evaluation.

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

SWOT analysis for quality management:

A. Strengths:

- 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 services, guaranteed and quality assurance for the teachers and the students through annual planning and periodic monitoring.
- Satisfactory administration services for the needs of the academic unit by using SEMS.
- Close communication with the FCE advisory body and alumni.

B. Weaknesses:

- Lack of budget for training and improvements in quality monitoring.
- Insufficient international cooperation through exchange of students and staff.

C. Opportunities:

- Continuously improve the monitoring of teaching, lecture attendance, exercises of students, through SEMS.
- Administrative capacity building and their training for international practices of administrative work.
- Possibility of quality sustainability through international cooperation.

D. Threats:

- Bureaucratic procedures during the staff recruitment.
- Filling new jobs for teachers, assistants and/or administrative services that help with the demand for quality teaching and learning.
- Eventual budget cuts for new staff can affect quality management.

2.3. Academic staff

Standard 3.1. The academic staff employed in the BScEE program, respectively in FCE realizes its activity in full compliance with the statutory provisions of UP. The BScEE program includes: full-time academic staff (from UP), as full-time academic staff; and academic staff in engaged relationships (from outside UP), as engaged academic staff. The following table gives the profile of the most teachers (who give lectures) involved in the BScEE study program. The table reflects the teachers, the academic units that represent teachers (within UP), academic degree and academic vocation, teaching hours together with ECTS of the subjects for which these teachers are responsible as well as 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 at the link: <https://fn.uni-pr.edu/page.aspx?id=1.14> , CV for each academic staff.

Table 3. Profiles of teachers involved in the Master program: Geodesy

No.	Teaching staff	Academic Unit - Faculty University	Scientific degree	Academic title	Contract ²	ECTS	Teaching hours		Research ³
	Name and Surname						O	Z	
Regular Academic Staff									
1	Abdullah Zejnullahu	FN-UP	Dr. Sc.	Prof. Dr.	KRr	3	2		CV
2	Cenë Krasniqi	FN-UP	Dr. Sc.	Prof. Ass. Dr.	KRr	6	2		CV
3	Esat Gashi	FN-UP	Dr. Sc.	Prof. Ass. Dr.	KRr	3	2		CV
4	Figene Ahmedi	FN-UP	Dr. Sc.	Prof. Asoc. Dr.	KRr	18	6		CV
5	Hajdar Sadiku	FN-UP	Dr. Sc.	Prof. Ass. Dr.	KRr	9	4		CV
6	Laura Kusari	FN-UP	Dr. Sc.	Prof. Asoc. Dr.	KRr	9	2	2	CV
7	Lavdim Osmanaj	FN-UP	Dr. Sc.	Prof. Ass. Dr.	KRr	6	2		CV
8	Milot Muhaxheri	FN-UP	Dr. Sc.	Prof. Ass. Dr.	KRr	15	4	4	CV
9	Zijadin Guri	FN-UP	Dr. Sc.	Ass. Dr.	KRr	9	2	2	CV
10	Naim Hasani	FN-UP	Dr. Sc.	Prof. Asoc. Dr.	KRr	9	2	2	CV
11	Perparim Ameti	FN-UP	Dr. Sc.	Prof. Asoc. Dr.	KRr	3	2		CV
12	Arta Basha-Jakupi	FA-UP	Dr. Sc.	Prof. Asoc. Dr.	KRr	9	2	2	CV
13	Mimoza Dugolli	FA-UP	Dr. Sc.	Prof. Ass. Dr.	KRr	18	6	4	CV
14	Bekim Gashi	FSHMN-UP	Dr. sc.	Prof. Ass. Dr.	KRr	3		2	CV
15	Idriz Vehapi	FSHMN-UP	Dr. Sc.	Prof. Dr.	KRr	6	2		CV
16	Ismet Hashani	FSHMN-UP	Dr. Sc.	Prof. Dr.	KRr	12	2	2	CV
17	Skender Ahmetaj	FSHMN-UP	Dr. Sc.	Prof. Asoc. Dr.	KRr	6	2		CV
18	Naim Jerliu	FM-UP	Dr. Sc.	Prof. Ass.Dr.	KRr	3		2	CV
Part time Academic Staff									
1	Fevzi Berisha	FN-UP	Dr. Sc.	Prof. Dr.	KP	12	4		CV
2	Ali Muriqi	FIM-UP	Dr. Sc.	Prof. Dr.	KP	6	2		CV
3	Islam Fejza	FGJS-UM	Dr. sc.	Prof. Dr.	KP	3	2		CV
4	Anjeza Alaj Murati	FN-UP	Dr. Sc.	Ligjëruese	KP	15	2	6	CV
5	Ardita Ibishi		MSc.	Lektore	KP	3	2		CV
Profesor visitor									
1	Neritan Shkodrani	FPT – UT	Dr. Sc.	Prof. Asoc. Dr.	PV ²	9	2	2	CV

1. FCE - Faculty of Civil Engineering; FA - Faculty of Architecture; FMNS - Faculty of Mathematical - Natural Sciences; FME - Faculty of Mechanical Engineering; FM - Faculty of Medicine; FGS - Faculty of Geosciences; UP - University of Pristina; UM - University of Mitrovica

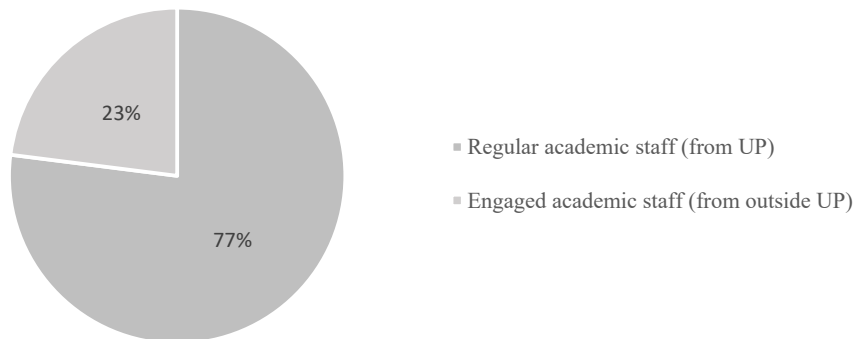
2. RC - Regular contract; PC - Part time contract; VP - Visiting Professor

3. CV - biography of each academic staff (or cf link: <https://fn.uni-pr.edu/page.aspx?id=1,14> for CV of each academic staff)

Standard 3.2. For the academic staff participating in the BScEE program, the University of Prishtina issues: regular contract (RC) (3 years) for academic staff in full-time employment and part-time contract (PTC) (depending on the demands of the faculty, which has a duration of 1 year) for engaged academic staff. 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 BScEE study program contains full-time academic staff working only in a higher education institution. This means that FCE in the BScEE program has engaged academic staff selected in accordance with the provisions of the Administrative Instruction of the Ministry of Education, Science, Technology and Innovation of 2018, Article 26, points 5.3.14 and 5.3.15 [U1].

Standard 3.4. The BScEE study program has thirty-seven teachers (professors and assistants). According to academic titles, the program counts six Full Professors (Dr. Sc. Prof.); seven Associate Professors (Dr. Sc. Prof. Assoc.); eight Assistant Professors (Dr. Sc. Prof. Ass.); a Lecturer; a Lector; and fourteen Assistants (Ass.). The total number of teachers includes a visiting professor (VP) from the Polytechnic University of Tirana (Dr. Sc. Prof. Ass.), Engaged this academic year (20221/2022) in the subjects of an FCE professor who lost the battle with the pandemic (Covid-19). Viewed by the number of ECTS in the program (Table in Standard 3.1), ie by the weight of ECTS allocated for professors' courses, it falls as: from the total number of ECTS allocated for compulsory courses, 120 ECTS are covered by full-time teachers (professors) from UP and only 36 ECTS are covered by part-time professors (1 year). Otherwise, this weight of ECTS per teacher is presented in percentage in the following graph. In terms of the total number of hours, allocated for compulsory courses, for teachers, 42 hours are covered by professors with regular contracts from UP, 12 hours are covered by teachers hired from outside UP and 2 hours by a visiting professor. Of the total number of teachers as professors, in regular employment, with a contract from UP, are involved 75%. This means that the ratio of full-time and part-time teachers has changed in favor of full-time teachers, which is also recommended by international experts in the assessment of the 2019 SER.



Graph 1, The ECS weight of compulsory courses in relation to the academic staff at BScEE

Standard 3.5. The Faculty of Civil Engineering, within which the BScEE study program is implemented, 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 call for new academic staff.

Standard 3.6. The BScEE study program is also supported by teachers whose area of interest is environmental issues. 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, in the BScEE study program, there are teachers who are certified by the Program "Development of critical thinking during reading and teaching" of the International Association of Reading in Washington DC Training organized in 2001-2002, by the Center for Education in Kosovo (CEK) on main training topic "Main teaching strategy". Or, other trainings organized by the Center for Excellence in Teaching of UP [R11], and that: 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 full-time academic staff with the right to apply. The advancement of the academic staff also requires the fulfilment 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 provide 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, ie the teacher is available for sufficient time to provide advice to students when they need about the particular subject. The teacher provides the 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 during studies 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 needs.

Standard 3.8. BScEE academic staff, as well as all FCE staff, are 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 Higher Education Institution) [R2], including the evaluation of the staff for educational activities (teaching, organization of study visits, invitation of visiting lecturers, literature and mechanisms for the proper assessment of students), for research, scientific and professional activities (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 for 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 evaluated [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 learning process (lectures, exercises, exams) and learning outcomes (compared to the syllabus of the course) developed by the FCE management and the head of the 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 the 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. Providing appropriate teaching materials, such as primary literature and additional literature to gain knowledge for students and update the course content, push for quality assurance of the BScEE 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]. According to the provisions of UP, the regular staff is considered to be a teacher who does not have any other full-time employment contract in any other university [R3]. The retired academic staff is considered over 65 and can be engaged up to 70 ages through the part time contract.

For this category of teachers, the faculty council [R2] issues the decision for engagement for the respective academic year.

SWOT analysis for academic staff:

- **Strengths:**
 - Well qualified teachers.
 - Teachers whose area of interest is Environmental Issues.
 - 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.
- **Weaknesses:**
 - Prolonged procedures during hiring new staff and advancing current ones.
 - Budget deficits for staff development especially in scientific research.
 - Insufficient exchange of experiences with Universities outside Kosovo due to lack of bureaucratic visa procedures.

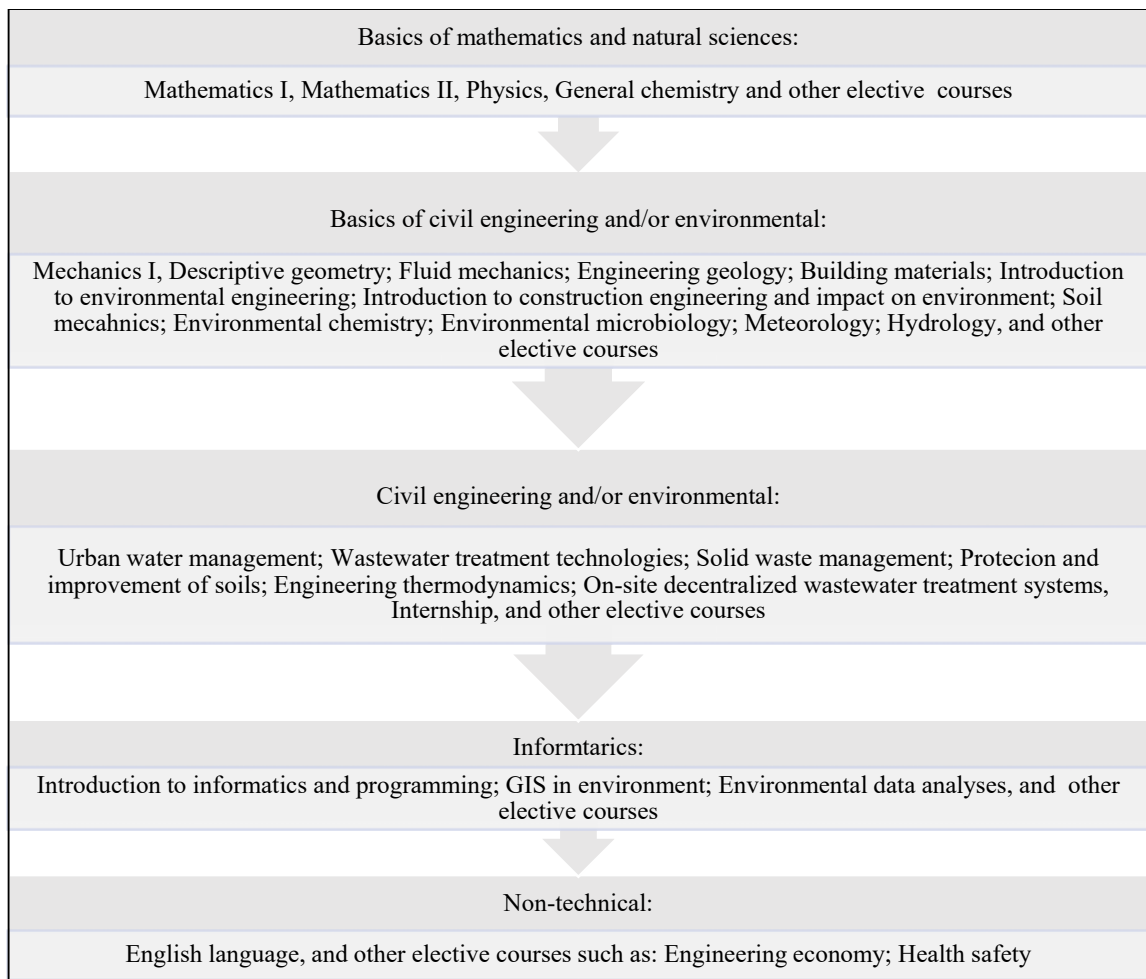
- Lack of defining the distribution of engagement between teaching, science and administrative engagements, as well as the mechanism that monitors it.
- **Opportunities:**
 - Further professional and scientific development through cooperation with the industry.
 - International cooperation through European Commission (EC) and non-EC programs.
 - Increase performance in specific areas according to internal and external market demand.
- **Threats:**
 - Providing financial support for the academic development and research activity of the teaching staff.
 - Eventual budget cuts could affect staff renewal.
 - Preparations for the opening of the study program at the master level with content in the fields of environmental engineering.

2.4. Content of the educational process

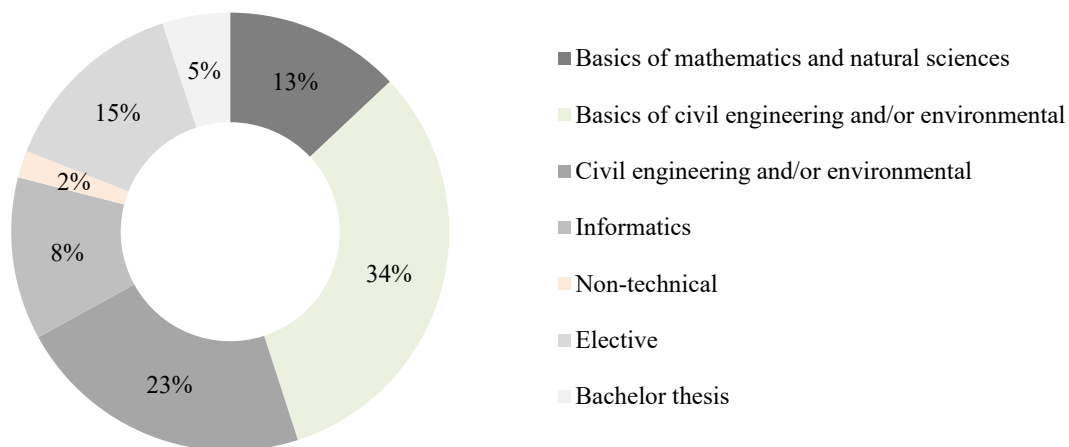
Standard 4.1. Environmental Engineering prepares students for professional careers (in design offices, engineering, consulting, industry, association, public sector (education, institute, etc.), agriculture, urbanism) in collaboration with others to ensure change and development of new ideas. Environmental engineering also prepares students for further studies in the field of environmental engineering. Environmental engineers understand and incorporate the concepts of civil engineering, environment, economics, politics and social sciences for community service through participation and responsibility as an environmental technique in professional and social activities. Environmental engineers, as multidisciplinary engineers, offer solutions to environmental problems such as: urban water management, water protection from pollution, water treatment technologies, recycling and waste management and landfill engineering, soil protection, planning of human activities towards the environment and controlling air pollution.

Standard 4.2. The Environmental Engineering study program aligns with the National Qualifications Framework [K1] and the European Higher Education Qualifications Framework [K2]. This means that the BScEE program belongs to the sixth (6) level of qualifications with three years of full-time study. This program provides the basis for further progress in higher education studies. The Bachelor of Environmental Engineering (BScEE) study program is comparable to Istanbul Technical University - Faculty of Engineering and ETH Swiss Federal Institute of Technology Zurich - Civil, Environmental and Geomatic Engineering Department. As such, external experts for program evaluation (see Report of the expert team, May 2019, attached to this SER) have assessed that: “the curriculum of the Environmental Engineering Program is well balanced, in line with contemporary international study programs and takes into account the needs that Kosovo faces due to recent developments and prospects”. Such an assessment is a continuation of the (initial) accreditation of the BScEE program. The BScEE program in terms of teaching process, curriculum, meets the strategic objective of UP, being in line with international requirements.

Standard 4.3. The Bachelor of Environmental Engineering (BScEE) study program goes beyond being just technical engineering. In this program, technical and environmental engineering are not against each other, but they jointly offer solutions. The BScEE study program combines a set of subjects (see graphs below) such as: basic of mathematical and natural subjects, basic civil engineering and environmental subjects. In the program, an important role also play the subjects that represent synergies between civil engineering and the environment, contributing together, as one, in a sustainable environment. The program also offers electives for additional knowledge in the same fields and non-technical fields. English is included in the program as relevant to the globally interconnected world of research and business. IT courses provide computer support for storing, processing and analysing large amounts of real-time environmental engineering data to keep up to date with technological developments.



Graph 2. of a group of subjects in the BscEE study program



Graph 3. Percentage participation of a group of subjects in the program

Studies in the BScEE study program are full-time studies, lasting three years (six semesters) and containing 180 credits (ECTS), with 60 credits each year. The following tables show how the program subjects are distributed over the years of study.

Table 4. The overview of the BScEE study program

Year I						
Semester I			Hours/ Week			
No.	M/E	Subject	L	E	ECTS	Professor
1	M	Mathematics I	2	2	6	Prof. Dr. Fevzi Berisha
2	M	General chemistry	2	2	6	Prof. Dr. Ismet Hashani
3	M	Physics	2	2	6	Prof. Asoc. Dr. Skender Ahmetaj
4	M	Introduction to environmental engineering	2	2	6	Prof. Ass. Dr. Mimoza Dugolli
5	M	Introduction to construction engineering and impact in environment	2	0	3	Prof. Ass. Dr. Hajdar Sadiku
6	M	English language	2	0	3	Ardita Ibishi, lektor
Semester II			Hours/ Week			
No.	M/E	Subject	L	E	ECTS	Professor
1	M	Mathematics II	2	2	6	Prof. Dr. Fevzi Berisha
2	M	Environmental chemistry	2	2	6	Prof. Dr. Ismet Hashani
3	M	Mechanics	2	2	6	Prof. Ass. Dr. Hajdar Sadiku
4	M	Descriptive geometry	2	2	6	Prof. Asoc. Dr. Arta Basha-Jakupi
5	M	Introduction to informatics and programming	2	2	6	Prof. Ass. Dr. Milot Muhaxheri Ass. Dr. Zijadin Guri
Year II						
Semester III			Hours/ Week			
No.	M/E	Subject	L	E	ECTS	Professor
1	M	Engineering thermodynamics	2	2	6	Prof. Dr. Ali Muriqi
2	M	Environmental microbiology	2	2	6	Prof. Dr. Idriz Vehapi
3	M	Buliding materials	2	2	6	Prof. Ass. Dr. Cenë Krasniqi
4	M	Engineering geology	2	1	3	Prof. Dr. Islam Fejza
5	M	Meteorology	2	1	3	Prof. Ass. Dr. Milot Muhaxheri

6	E	Health safety	2	0	3	Prof. Ass. Dr. Naim Jerliu
7	E	Engineering economy	2	0	3	Prof. Ass. Dr. Mimoza Dugolli
8	E	Probability and statistics	2	1	3	Prof. Dr. Abdullah Zejnullahu
Semester IV			Hours/ Week			
No.	M/E	Subject	L	E	ECTS	Professor
1	M	Fluid mechanics	2	2	6	Prof. Asoc. Dr. Laura Kusari
2	M	Hydrology	2	2	6	Prof. Asoc. Dr. Naim Hasani
3	M	Soil mechanics	2	2	6	Prof. Asoc. Dr. Neritan Shkodrani
4	M	Urban water management	2	2	6	Prof. Asoc. Dr. Figene Ahmedi
5	E	Landfill design	2	1	3	Prof. Asoc. Dr. Neritan Shkodrani Ass. Dr. Zijadin Guri
6	E	Environmental modeling principles	2	0	3	Prof. Ass. Dr. Lavdim Osmanaj
7	E	Air pollution control	2	1	3	Dr. Sc. Anjeza Alaj
8	E	Law on environmental protection	2	0	3	Dr. Sc. Anjeza Alaj
Year III						
Semester V			Hours/ Week			
No.	M/E	Subject	L	E	ECTS	Professor
1	M	Environmental data analyzes	2	2	6	Prof. Ass. Dr. Lavdim Osmanaj
2	M	Solid waste management	2	2	6	Dr. Sc. Anjeza Alaj
3	M	Wastewater treatment technologies	2	2	6	Prof. Asoc. Dr. Figene Ahmedi
4	M	Impact of urban planning in environment	2	2	6	Prof. Ass. Dr. Mimoza Dugolli
5	E	Environmental impact assessment	2	0	3	Dr. Sc. Anjeza Alaj
6	E	Energy and environment	2	0	3	Prof. Ass. Dr. Mimoza Dugolli
7	E	Project management	2	0	3	Prof. Ass. Dr. Esat Gashi
8	E	Flood protection	2	1	3	Prof. Asoc. Dr. Laura Kusari
Semester VI			Hours/ Week			
No.	M/E	Subject	L	E	ECTS	Professor
1	M	On-site decentralized wastewater treatment systems	2	2	6	Prof. Asoc. Dr. Figene Ahmedi
2	M	Practical work - Internship	4	0	6	Prof. Ass. Dr. Milot Muhaxheri
3	M	GIS in environment	2	1	3	Prof. Asoc. Dr. Përparim Ameti
4	E	Polymer materials and applications in environmental engineering	2	1	3	Prof. Ass. Dr. Milot Muhaxheri
5	E	Hydrogeology	2	1	3	Prof. Asoc. Dr. Naim Hasani
6	E	CAD	2	0	3	Prof. Asoc. Dr. Arta Basha-Jakupi
7	E	General ecology	2	0	3	Prof. Ass. Dr. Bekim Gashi
8	E	Earth observation	2	0	3	Prof. Asoc. Dr. Përparim Ameti
9	M	Bachelor thesis	/	/	9	

Note: The total credits number for a year is 60 ECTS.

From 7 mandatory subjects, 39 ECTS are gained, from Bachelor thesis 9 ECTS are gained, and from 9 elective subjects, the student should elect four subjects, respectively 12 ECTS.

After the subject is elected, it will be mandatory, and a student can not change the subject or a professor.

According to the Statute of UP, for every 1 ECTS 25 study hours are calculated. An example of student workload calculations that reflect how 3 ECTS are assigned to a subject is shown in the table below.

Table 5. Example of student workload determination

Activity	Hours	Day / Week	Total
Lectures	2	15	30
Theory / Lab Work / Exercises	1	15	15
Practical work	6	2	12
Preparation for the midterm test			
Consultations with the teacher	1	2	2
Fieldwork	2	1	2
Test, seminar paper			
Homework	1	8	8
Self-study (library or home)			
Preparation for final exam			
Assessment time (test, quiz, final exam)			
Projects, presentations, etc.	1	8	6
		Total	75

Also, students of the BScEE study program, during the study cycle have the opportunity to visit industrial companies, drinking water and wastewater treatment plants, landfills, laboratories, etc., in order to be informed how they operate, that how they elaborate the data on e.g. climate change, water quality, etc. Study visits as well as the realization of the practical part of the given course, are realized in the framework of cooperative agreements between the FCE with local institutions (organizations) [T3].

The program also includes internships. The internship enables students to develop professional internships organized by the course holder with companies, organizations and professional institutions, relevant to the field of environmental engineering. The following are some of the institutions/departments and companies in which students have developed internships.

- Department of Environmental Protection - Ministry of Environment and Spatial Planning (MESP).
- Environmental Monitoring Sector - Kosovo Environmental Protection Agency (KEPA).
- Regional water company "Hidrodrini" - Peja.
- Regional water company "Prishtina" - Prishtina.
- Environment Office/Department for Public Services, Protection and Rescue - Municipality of Prishtina.
- Department of Urbanism - Municipality of Drenas.
- Directorate of Public Services - Municipality of Suhareka.
- "Kosova A" Power Plant.
- Some private companies and organizations (MAJA recycling company, Green Art Center, GREEN Foundation, Te Pema, etc.)

The BScEE program also has collaborations with companies, institutions and public and private sector organizations with which it has signed cooperation agreements at the level of UP and

FCE [T3]. These collaborations aim at meeting the requirements in accordance with the increase of the research and professional level. Some of the cooperation agreements (of the last three years, but not only), which benefit BScEE students for internships and research and professional benefits, are listed below and are attached to this SER. For these and other cooperation agreements, ie for their description we can refer to [T3].

- Memorandum of cooperation between the Ministry of Culture, Youth and Sports and the University of Prishtina "Hasan Prishtina", Faculty of Civil Engineering regarding the assessment of the physical condition of damaged buildings within the memorial complex "Adem Jashari" in Prekaz. June 28, 2021.
- Cooperation Agreement between the University of Prishtina, respectively between the Faculty of Civil Engineering and the Regional Water Company (RWC) "Prishtina".
- Memorandum of Understanding and Cooperation between the Faculty of Civil Engineering and Architecture, University of Prishtina, and the Institute "INKOS" JSC, January 8, 2019, etc. [T3].

Upon successful completion of this program, students will be able to:

- Identify, formulate, and solve environmental problems by applying engineering, science, and mathematics principles.
- Communicate effectively with a range of audiences.
- Identify, formulate and solve specific problems in the field of urban water management, water protection from pollution, water treatment technology, waste recycling and landfill engineering, soil protection and air pollution control.
- Develop and conduct appropriate analysis, interpret data, and use engineering judgment to draw conclusions.
- Identify appropriate materials and their impact on the environmental engineering.
- Recognize the ways of implementing the environmental impact assessment for environmental impact prevention.
- Contribute to the planning, design, implementation and supervision of various facilities related to environmental engineering.

Standard 4.4. All courses included in the BScEE program are described in syllabuses (which students have access to from the faculty website, i.e. can be found through the link: <https://fn.uni-pr.edu/page.aspx?id=1.67>), through which are clarified: the 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 in particular of the BScEE program are also physically attached to this self-assessment report. At the same time, the course material is offered to students through SEMS, or in physical form. Finally (as a cause of the pandemic), the material is also provided through the virtual platform Google Classroom.

Standard 4.5. Teaching in the BScEE 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. 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 BScEE program is responsible for the academic progress of the students, including the academic services of the students. 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 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. Assessment methods are defined in each syllabus for each subject in the BScEE curriculum. 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 BScEE 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, the final students assessment is defined by scores (from 5 as insufficient; 6 as sufficient; 7 as good; 8 as very good as well as 9 and 10 as excellent) to describe the student's overall success level for the subject. The final scores are submitted 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 they 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]. In case 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 when the learning outcomes for several times the assessment are not

satisfactory) or the student himself/herself (consultation for students with insufficient assessment, or students dissatisfied with the grade), to eliminate learning deficiencies.

Standard 4.11. The BScEE program curriculum also includes internships to which, like all other courses, ECTS credits have been awarded. The course of practical work so far has been an elective course. Now, the internship course, with the recommendation of experts from KAA (see the last evaluation program of the program, issued by international experts (May, 2019), is a mandatory course with the largest number of credits. The internship is organized by the course holder who is a teacher in FCE, while developing in companies, organizations and professional institutions, relevant to the field of environmental engineering. Initially the student is provided with a formal contract for performing practical work signed by the course holder (practical work) and the dean of FCE. The student during the development of the internship is monitored by the supervisor in the company, organization or institution, who also completes the contract with the activities that the student develops during the internship. Upon completion of the internship, the student must interpret, present the internship before the committee of three members, composed of: course holder (professor from FCE), supervisor (from the company, organization or institution), and teacher (professor or assistant by FCE). Often, practical work is of a nature which is closely related to the diploma work.

Standard 4.12. The realization of 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 BScEE 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 educational process:

A. Strengths:

- Interdisciplinarity.
- Combination of group of subjects such as: basic mathematical-natural subjects, basic subjects of civil engineering and environment, subjects that represent synergies between civil engineering and environment, and elective subjects for additional knowledge from the same fields and non-technical fields.
- Flexible and easily adaptable material to local, regional and global market demands.
- Courses with current trends curricula and based on universities ranked high in the world rankings.
- Course content program that enables UP students to compete with students from Regional Universities and International Universities.
- Collaborations with institutions, companies and organizations of the public and private sector that aim at meeting the requirements in accordance with the increase of the professional and research level.

B. Weaknesses:

- No weaknesses are noticed in terms of content of learning process.

C. Opportunities:

- Flexibility to incorporate new ideas and concepts into curricula that emerge from international collaboration.
- Utilization of collaborations between FCE and public institutions, organizations and other faculties within UP for the use of laboratories.
- Cooperation between the BScEE study programs and the MSc program at FCE, with which UP has signed an agreement for the implementation of the MSc program "Integrated Water Resources Management in Kosovo" (which is in the accreditation process) is funded by (SDC) and the Energy Efficiency program at the Faculty of Architecture, for the respective fields.
- Mobility of academic staff and students at regional and international level in the field of environmental engineering.
- Capacity building of laboratories through research projects and other projects to build this component.

D. Threats:

- Restrictions due to COVID-19 and visa liberalization can cause delays in the exchange of academic staff and international projects.
- Budget cuts can damage the renewal of laboratories and the adoption of curriculum sections.
- Budget cuts can also create difficulties in updating the literature.
- Expand the study program to the master level to create environmental engineering staff.

2.5. Students

Standard 5.1. Admission of students to the BScEE program is carried out through a public call, for taking the admission/entrance exam at the Faculty of Civil Engineering (FCE). Admission criteria for bachelor level of studies are specified in the public call, which is announced by the University of Prishtina in coordination with each academic unit (Call for admission of students in the first year of basic - bachelor studies for the academic year 2021-2022) [R5]. The University Senate in accordance with the provisions of the UP Statute [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 BScEE program.

Standard 5.2. The Bachelor of Environmental Engineering (BScEE) study program is dedicated to candidates who have successfully completed high school, who are interested in university studies and who are thinking of "doing something for the environment". It is the Statute of UP, within which the conditions for admission of students in basic studies are defined in detail. The statute states that the applicant in basic bachelor studies must show with a certified diploma the successful completion of high school in Kosovo and the successful completion of primary and secondary school with at least 12 years of schooling, also certified with the relevant diploma. In bachelor studies, Candidates who have successfully completed primary and secondary school with at least 12 years of education certified with the relevant diploma certified in the outside world can also apply, if the equivalence with the Matura diploma has been made. At the level of UP, there is a Center for Career Development [T8], which among other things aims to inform graduates about studies at UP. However, FCE, being aware of the number of students

applying to study programs in general and the BScEE program, has also foreseen in the Strategic Plan [S3] to organize awareness campaigns for future students, to publish information brochures and inform in real time from the labor market about the performance of the study program. For the academic year 2021/2022, these processes have already been applied by FCE, resulting in a positive call for candidates to enroll in FCE programs.

Standard 5.3. The number of current students in FCE programs is presented in the Student Table attached to the appendix to this SER. The number of students enables teaching and learning to be developed effectively and interactively by activating all students and pushing for the increase of desirable outcomes in teaching and learning. According to the regulation which, among other things, regulates the issue of creating groups for students [R12], the group of students differs across academic units. For the Faculty of Civil Engineering, 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 25 students and for laboratory exercises, the minimum of the student group is 6 and the maximum is 12 students. This number of students in the group is valid for compulsory courses. The group number varies for elective subjects. Whereas, for the number of students enrolled in the second and third year being less than the minimum stated above, the number of students enrolled determines the size of the group (see Article 25, point 3 of this regulation).

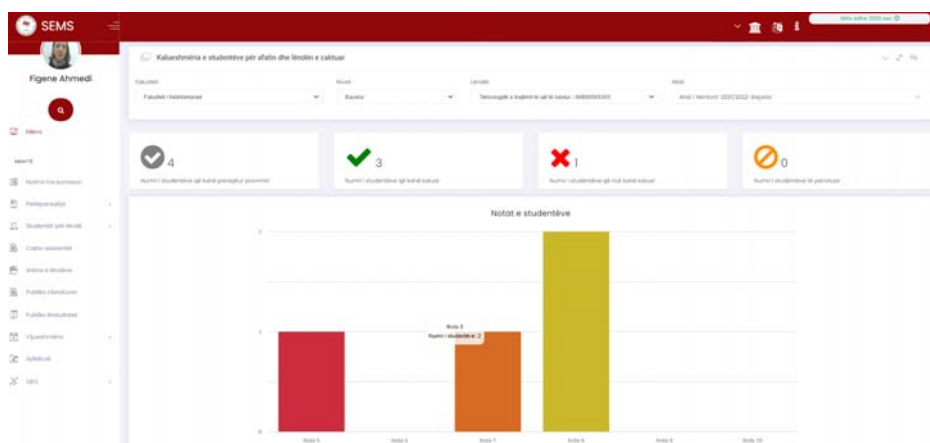
Standard 5.4. Environmental engineering students study according to the plan with subjects included in the BScEE program and are subject to evaluations according to the policies established by FCE and UP in general. The results of the assessments are provided continuously, in a regular and transparent manner to the students for each subject. The final assessment is when a grade 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 stored by the responsible teacher through SEMS, printed as a physical application form, signed by the teacher and archived in the FCE administration. According to the Regulation of basic bachelor studies, "a student can not take the exams of the current year before completing those of the previous year", [R5]. Therefore, the evaluation results are archived for student service, administration and management purposes. It is the SEMS system [R6] which confirms that the student has fulfilled the obligations provided by the study program. This is done by the administrative staff, who keep the records of the passed exams in the semester and academic year and records the student's progress made from year to year until graduation. At the end of studies, the student works on the diploma thesis certifying the learning achievements and the application of the information obtained during the studies related to the fields of interest of environmental engineering. Upon successful completion of the bachelor level studies in the Environmental Engineering study program, the academic title "Bachelor of Civil Engineering" is obtained in the Environmental Engineering study program.

Standard 5.6. In the BScEE program, no student has been identified who has requested an extension of the graduation period. That means that the student manages to complete the

diploma thesis within the study deadline. Nevertheless, the FCE continuously announces three regular public exam 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 exam 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 webpage, in "Schedules". The teacher and the student must adhere to the announced schedule for the exam. Studies at BScEE last three years, within which the student must 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 undergraduate-bachelor studies' decision that defines student progress policies (see decision V1 in Standard 1.4). According to this decision, ie the decision on the conditions of enrollment in the following year of basic-bachelor studies [V1], students can enroll in the second year of studies if they have completed 60% of the courses of the first year of studies. Whereas, they can register the third year of studies if they have completed 50% of the courses of the second year of studies. Adhering to this decision, the administrative staff of FCE acts, which develops the evidence of student progress from year to year. Students during their studies can be evaluated by different mechanisms, such as: test, colloquium, laboratory work, field work, homework and final exam (oral, written). The results of the assessments are made public for the student, stored by the teacher and at the end, the summary of the assessments (if mechanisms different from the final exam are used) is graded in SEMS. Through SEMS [R6], a statistical report is generated, which reflects the passing of students. From this statistical report teachers reflect on the achievement of objectives during teaching and learning. As mentioned in Standard 2.4. The learning outcomes elaborated through the statistical report play an important role in raising the quality of the program. An illustration of students' passing in a particular subject, generated by SEMS with a separate account for each teacher, is presented in the following graph.



Graph 4. Passable rendering of students for subjects by the teacher

Standard 5.8. This year, UP through the ResearchCult project has provided access to the Plagiarismcheck software, a system which is used by staff to help detect plagiarism, especially

for master's degree thesis. However, in order to protect against falsified (fabricated) results, copies and possible suspicions of the student's academic work, there are commissions within the academic unit (ethical and disciplinary) through which any violation of this kind is prosecuted. Also, for procedures and disciplinary responsibilities for UP students there is a special regulation [R11] 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 [R11], while at the faculty level there is a student council [T7]. 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, in the service of students and graduates from UP, but not only, is also the Center for Career Development (CCD) 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 CCD [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.

Standard 5.10. In the BScEE program so far there have been no students who have sought to make the transfer to another program in basic bachelor studies. However, the transfer of students is regulated by 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 the relevant documents (tuition agreement, transcript of grades, diploma supplement) are used.

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 scholarships in any field of interest for study levels: bachelor, master or doctorate. Students of the BScEE program have also benefited from these cooperation programs, either from UP [T2], or FCE [T3], to continue their master studies. 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 Environmental Engineering, such as:

- Middle East Technical University, Turkey - Faculty of Engineering (2017, 2018).
- Silesian University of Technology - SUT, Gliwice, Poland (2018), and others offered.

In fact, some of the students of the BScEE program selected as scholarship recipients have continued their studies in the next cycle, in master studies, in international universities, and that:

- University of Trento, in Italy, in the field of Ambient Engineering through Erasmus + (Mobility for learners and staff, higher Education Student and Staff Mobility)

- At Gent University, Belgium, University for Chemistry and Technology in Prague, Czech Republic and IHE Delft Institute for Water education in Delft, The Netherlands as International Master of Science in Environmental Engineering and Technology. These studies are offered as part of the Erasmus Mundus Joint master's Degree program of the European Union.
- Poznan University of Life Sciences, Poland, Faculty of Environmental and Engineering and Protection.

Finally, as a result of the cooperation between FCE and University of Trento, in Italy, the BScEE program is waiting / preparing the invitation for some other students to continue their master studies from the BScEE program. Academic mobility for students is regulated through the policies of UP [R7], respectively in the framework of inter-institutional agreements between sending and receiving institutions. It is worth mentioning that the BScEE program, being a program with both engineering and environmental content, has offered students the opportunity to pursue master studies in the Hydrotechnics program at FCE, as well as in the Energy Efficiency program at the Faculty of Architecture. Also, the students of the Environmental Engineering program will have the opportunity to continue their master level studies in the program "Integrated Management of Water Resources in Kosovo" for which program, UP has signed a cooperation agreement for implementation by the Faculty of Civil Engineering (see link: <https://uni-pr.edu/page.aspx?id=1,37,1488>).

Standard 5.11. For student services related to teaching and learning in the BScEE program, the academic staff is obliged as well as all 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 GoogleMeet platform. Guidelines for the development of academic activities during the pandemic are set out in a decision issued by the University of Prishtina [V3].

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 LibApps 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. Strengths:

- 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.
- So far there has been no tendency for dropouts.

- Competing students with students of Regional Universities and International Universities in the field of environmental engineering.
- Mobility opportunities for continuing master studies at International Universities.
- Access to scientific journals through the digital library provided by UP.

B. Weaknesses:

- Restrictions on freedom of movement in European Union countries.
- Lack of recreational and independent learning spaces.
- Small space in the faculty physical library.

C. Opportunities:

- Creating new opportunities for students, promoting interdisciplinarity, through practical work, network of employers.
- Further student mobility through research projects.

D. Threats:

- Difficulty in learning and working in laboratories due to the pandemic (COVID-19).
- Stagnation of student mobility due to budget and pandemic.
- Exchange of students with Universities outside Kosovo due to lack of bureaucratic visa procedures.
- Extension of studies due to pandemic.

2.6. Research

Standard 6.1. The University of Prishtina, in the framework of 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 grants-programs and international projects. The Faculty of Civil Engineering (FCE) has achieved that through the scientific project "InWaterSense" (Intelligent Wireless Sensor Networks for Monitoring Surface Water Quality), funded by the European Union (EU) (see Website:<https://inwatersense.uni-pr.edu/>) to realize cooperation between researchers in Kosovo from different fields, such as: Hydrotechnics, Computer Engineering, Kosovo Hydrometeorological Institute and from EU partner Universities, involved in the project, such as: Technical University of Vienna, Tyndall Institute and Linnaeus University. The "InWaterSense" project has provided the opportunity to publish joint scientific papers between the partners involved in the project.

Currently, in parallel with re-accreditation of this program (BScEE), in preparation of the accreditation process (for the first time) is the MSc program "Integrated water resources management in Kosovo", as a program offered to all students interested in studying water, as a special field of environmental engineering. For this study program, UP has already signed a cooperation agreement for implementation with The Swiss Agency for Development and Cooperation (SDC) which is also the financier of the program. The program aims to build

human capacity that will serve as professionals in the field of sustainable management of water resources at the national level. Also, the investment from SDC will be offered for hydrotechnics and environmental engineering laboratories, for equipment and to support scientific research.

Efforts to bring new scientific projects continue and are FCE's strategy for sustainable quality. Thus, the FCE, ie the Department of Geodesy is already an applicant with a project proposal in the program "HORIZON-WIDERA-2021-ACCESS-02" (Acronym: RS4LAWA; Number: 101059976; Duration: 36 months) in which are provided the collaborations between the departments of Geodesy and Environmental Engineering and the involvement of students from both departments. Also, at UP this year end (2021), the budget allocation for academic units is planned. In this context, the FCE in coordination with its departments is demanding a well-planned budget, which will support the scientific research component in the FCE. From this budget, beneficiaries will be all FCE study programs, with a project plan involving all departments.

Standards 6.2. Teachers involved in the Bachelor of Environmental Engineering (BScEE) study 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 CV for teachers in the link: [University of Prishtina \(uni-pr.edu\)](http://uni-pr.edu), or the table "List of scientific works and projects", attached to the appendix of this SER).

Standard 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.

Standard 6.4. Academic staff extends the interest of research to that of study. For example, the teacher whose field of interest is water treatment, conservation of water resources (who also teaches in the BScEE program), has conducted research with a focus on the same areas. Or, the teacher of construction materials and others (see the CV for each teacher in the link: [University of Prishtina \(uni-pr.edu\)](http://uni-pr.edu), or the table "List of scientific works and projects", attached to the appendix of this SER).

Standard 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 is research related to local data (existing or current) which are monitored in the FCE laboratory, or in the laboratories of institutions with which the FCE has cooperation agreements. In this case, those data are validated for security and control of the results if there

were errors during the analysis. This truth is also achieved by the experience of teachers in the developed practical professional work. When research is concerned with comparability or review of literature related to a particular issue, then they are validated through scientific and applied research publications. BScEE staff and students conduct research that is directly related to practical use or that is closely related to market needs and social interest.

Standard 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 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).

Standard 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 program in particular and the faculty in general to bring the same classroom research experience as a source of real-world problems and (contemporary) issues.

Standard 6.10. It is the UP Senate whose responsibilities regarding the development of the UP intellectual property protection policy and its commercial use. 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 regarding the use of intellectual property rights 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].

Standard 6.11. Many of the students of the BScEE program after graduation have continued and are planned to be part of various activities, namely:

- Some BScEE students are expected to be involved in the project with which the FCE, ie the Department of Geodesy has applied in program "HORIZON-WIDERA-2021-ACCESS-02" (Acronym: RS4LAWA; Number: 101059976; Duration: 36 months). The results of the evaluation of project proposals are expected to be communicated in January 2022.
- A group of 5 - 10 students will be involved (in March or April, 2022) in research related to air pollution in Kosovo. This research is conducted by a PhD student from the University of Warwick, England, which is part of an SIDA-funded project implemented by the Swedish Environmental Protection Agency and supported by the Kosovo Environmental Protection Agency.
- In the training Green ART Center (November, 2020) for: "Strategic Plan 2020 - 2025" which aims to be an important regional factor which pushes society towards solving

environmental problems and sustainable economic and social development, stimulating the performance of active society and closer cooperation of all stakeholders/actors who are engaged in solving common problems.

- In the project of GIZ-Kosovo, as a continuation of practical work.
- In a project financed by the World Bank, namely IFC, as environmental & social coordinator for a food company.
- In design companies for environmental impact assessment.
- In regional water companies.

Such activities after graduation, not neglecting the development of practical work during the studies, have provided opportunities for students to establish contacts with employees and experts of institutions, companies and organizations. In this way, such contacts have become an open employment door for BScEE students.

A group of students of the BScEE program have been involved in the project: Research on customer satisfaction with the services of the Regional Water Company "Prishtina" sh.a. (RWC "Prishtina" sh.a.) led by RWC "Prishtina" sh.a. Students within the project are engaged to analyze through questionnaires how satisfied the customers are with water supply and sewerage services provided by RWC "Prishtina" sh.a. (see [link:Report on Consumer Satisfaction Research 2018 for KRUPrishtina SHA.pdf \(rks.gov.net\)](http://rks.gov.net/Report_on_Consumer_Satisfaction_Research_2018_for_KRUPrishtina_SHA.pdf)). The project has been shown to achieve the objectives in the BScEE program.

The bachelor level of the BScEE program concludes with the work of the diploma thesis which is mainly individual research work. Thesis work can also be organized by a group of students for research in a specific field. Part of the research is planned to be conducted in collaboration with the relevant company with the subject of the topic. The contact between the student and the company is achieved with the help of the advisory body within the FCE, but also through collaborations achieved within the practical work. As a result of the contact through practical work, a group of students of the program have developed a project (workshop) related to air improvement in the city of Prishtina. The project was implemented in cooperation with UPSHIFT, UNICEF Kosovo's Innovations Lab, as well as the Municipality of Prishtina. Environmental Engineers through the project (workshop) entitled "Te Pema" have not only pushed the idea of improving the air in cities with high pollution (see Website: <http://kosovoinnovations.org/fighting-air-pollution-with-innovation-arlindas-quest-for-a-cleaner-prishtina/?fbclid=IwAR2Eni4TxGDWgBZVUbw5civMRBzgNxYJ-G7yQcyN-GCVENML6B9SB0Q8YU>), but have also shown fulfilment of the program goals as well as achievements in learning and quality management of the bachelor's study program Environmental Engineering.

SWOT analysis for research:

A. Strengths:

- Progress of published works published in journals indexed in databases of trusted platforms.
- FCE cooperation with local and international institutions.
- Access to scientific journals through the Science Direct digital library provided by UP.
- Possibility of using laboratories for scientific research.

- Good knowledge of foreign languages by academic staff and students is a priority for international cooperation.

B. Weaknesses:

- Lack of definition of distribution of commitment for educational (teaching), research-scientific and administrative activities.
- Insufficient experience of international cooperation.
- Incentive for publications from 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 young students and scientists in research and mobility projects.

D. Threats:

- Possible development of research through self-financing, or through future research projects.
- The activities of the academic staff in research are ongoing.
- Budget cuts may affect the application of research projects.
- Access to data in relevant fields of environmental engineering, from local institutions, for research.

2.7. Infrastructure and resources

Standard 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 Technical Faculty owns the main building and the laboratory building. The three academic units (FCE, FECE and FME) of UP divide the space of the main building proportionally. The total area belonging to the Faculty of Civil Engineering is about 8,600 m², including the spaces in the main building and those in the laboratory building. The surface of the main building, of approximately 5,156 m², is occupied by common communication spaces (corridors, stairs, toilets, library etc.), amphitheatres, classrooms, teachers' offices (cabinets), administration offices, IT office, management offices and other ancillary premises. Meanwhile, the space of the building of construction laboratories that is very close to the main building of the Faculty of Civil Engineering occupies an area of 3,369 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, i.e. the component equipment in the laboratories are also used by the students of the BScEE program, since the program contains courses that offer construction and environmental synergies. Of course, despite the investments made and that are constantly made, parts of the facility dedicated to laboratories have not managed to be repaired and there will be a need in the future to make further repairs related to the premises of the facility. FCE through the EU-funded scientific project InWaterSense (See Website: <https://inwatersense.uni-pr.edu/>), has brought the results of scientific research in collaboration

with international partners involved in the project. Even after the completion of the project, cooperation with international partners in the project has continued. Thus, outside the framework of the InWaterSense scientific project, the model of laboratory equipment for water quality monitoring has been used as a sample for the establishment of the laboratory in FCE (laboratory equipment accepted in July 2021). FCE's efforts to set up new laboratories continue. Now, FCE being in the preparatory procedure for accreditation (as implementation leader) of the MSc program "Integrated Water Resources Management in Kosovo" founded by the Swiss Agency for Development and Cooperation (SDC), and dedicated to students of other programs of interest in this field, especially for students of the BScEE program, is in the phase of preparation of laboratory space for equipment provided by the program for scientific research support.

The spaces in the main building of the Technical Faculty, which belong to the Faculty of Civil Engineering from the proportional division with the other two faculties (FECE and FME) are: Level no. 500 of the building with classrooms, teachers' offices, common communication spaces - corridors, toilets etc. At this level of the building is also the library of the faculties; Level no. 400, with the common spaces of the faculties - large corridors, sanitary joints, depots, etc. Most of the FCE administration, student services, secretary, management offices and amphitheatres (415 and partly 408) are located at this level. At this level is the main entrance to the building; Level no. 300, which counts the classrooms, the offices of the FCE administration where the activity for student services takes place, the IT office, corridors, stairs, toilets, etc.; Level no. 700, includes teachers' offices and common areas. Each full-time teacher at FCE owns his / her office with all the necessary interior (desk, necessary work equipment, computer, printer, telephone). Each office also has water installed. Each classroom is equipped with a projector and concretization tools in the service of teaching.

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.

Standard 7.2. The budget planning for the Faculty of Civil Engineering, within which the BScEE 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.

Standard 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), 1/3 of the total space belongs to each faculty. Spaces that can not be divided proportionally in ownership 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: the database server (resulting from the grant of the project "InWaterSense") and the server of the geodesy department. Some of the software owned by FCE are: GIS software, satellite image processing software (Erdas Imagine) and satellite data processing and analysis software (TTC). All these softwares are the result of project of European Commission (EC) - TEMPUS.

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 to this SER.

Standard 7.4. The Faculty of Civil Engineering with its programs possesses considerable areas of teaching halls, laboratories, which have sufficient capacity for seats for students. Looking at the number of active students within the FCE (total number of students in all study programs at the FCE) about 1231 in relation to the total area of the main building belonging to the FCE is 5,156 m²/1,231, then the area of the building for one student is 4.18 m², which is a good indicator of performance.

Standard 7.5. The faculty library has a sufficient number of places (at least 10%) in addition to the total number of students in the BScEE program. The reading room generally has 180 seats. Although this number of seats meets the needs of the BScEE program in particular, it is generally a deficient number to meet the needs of all FCE programs. Even group work rooms have the capacity to accommodate more than 10% of the total number of students in a single FCE program. This means that it is more than necessary to expand/increase the capacity of the library for the general needs of all study programs in FCE.

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 on areas inclusive in FCE programs).

Standard 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 technical campus (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 facility. In 2018, investments were made in the arrangement of the premises in

the part of the laboratory building (part of the geodesy laboratory), while this year 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. Strengths:

- Sufficient space for the development of the learning process.
- Sufficient space for setting up new laboratories.
- Opportunities in digital bookstores.

B. Weaknesses:

- Insufficient space for physical library.
- Lack of scientific textbooks in the library.
- Lack of space for independent studying by students.
- Lack of relaxing and recreational spaces for students.
- Lack of staff - laboratory technicians in laboratories.

C. Opportunities:

- Establishment of a joint laboratory in the field of land, air and water.
- Expand international cooperation for research and teaching, with the aim of supplying the library with books and laboratories with equipment.
- Increasing the accessibility of digital platforms by students - E library.
- 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 the library.

D. Threats:

- Budget cuts can create difficulties in maintaining the existing infrastructure and creating the new one.
- Delays, based on the hiring procedures of new staff can impair the process of improving working conditions for academic staff and students.

3. EVOLUTION AND DEVELOPMENT OF LATEST TIMES RECORDED SINCE PREVIOUS EVALUATION

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
1.1 Mission, objectives and administration - Fully meet		
<i>The research dimension of the program mission should be reflected in more clear and concrete actions.</i>	The mission of the Faculty of Civil Engineering (FCE) continuously follows the Strategic Plan of the University of Prishtina (UP), which aims to promote research for teachers and students. The University of Prishtina has recently approved a 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. UP according to the Strategic Plan in the framework of the objective to increase research results also provides support for the acquisition of research/scientific grants by national funding agencies and private and public institutions. Under this plan, FCE also aims to increase the results of scientific research by reporting on an annual basis on the results achieved.	Ongoing. UP Management, FCE Management and Head of department.
<i>An English list of titles and brief content of existing guidelines and regulations should be included in the SER.</i>	The SER of the academic year 2021/2022 has already considered and implemented this recommendation.	Ongoing. UP Management, FCE Management and Head of department.
1.2 Quality management - Substantially meet		
<i>Quality evaluations should be made publicly available. A website for quality management can be a solution.</i>	Quality assurance at FCE relies on UP quality assurance instruments. Quality assessment is provided by the Student Assessment Survey for courses, teachers and administration found in the Student Assessment Guide and the use of their results. 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 the administrative and support staff of UP are also evaluated. In these questionnaires the student has the opportunity to give his/her assessment for	Ongoing. UP Management and FCE Management.

	<p>each subject in particular, including the assessment for the subject teacher.</p> <p>Assessment of learning as a quality parameter is developed by SEMS, from which the statistical report is generated, which reflects the exam passing of students. From this statistical report teachers reflect on the achievement of objectives during teaching and learning.</p>	
1.3 Academic staff - Substantially meet		
<i>Detailed tabular representation of the staff including all important and necessary specifics according to Standard 3.1. is to be included in the SER.</i>	The SER of the academic year 2021/2022 has already considered and implemented this recommendation. Now in the SER, Standard 3.1. The Table "Profiles of teachers involved in the BScEE program" is included.	Ongoing. UP Management, FCE Management and Head of department.
<i>In the BSc Environmental Engineering program the staff structure must be corrected according to Standard 3.1. The number of staff engaged should be reduced and greater involvement of regular staff should be envisaged.</i>	In the BScEE program, most of the academic staff consists of full-time professors from UP, who also have the greatest burden of ECTS coverage. Namely, out of a total of 25 teachers in lectures, 17 are full-time teachers. Of course, FCE, through the BScEE program is preparing professionals (human resources) who will serve the program in particular.	Ongoing. UP Management, FCE Management and Head of department.
<i>Academic staff evaluation has to be made publicly available.</i>	Recently, (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 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 BScEE program as well as the entire staff of the FCE are 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 Higher Education Institution, found in the regulation on staff appointment and promotion), including staff evaluation for educational activities (teaching, organizing study visits, inviting visiting lecturers, literature and mechanisms for genuine student assessment), for research activities, scientific and professional activities (publications in international peer-reviewed journals, participation in scientific conferences, participation in research,	Ongoing. UP Management and FCE Management.

	scientific and professional projects, reviews in academic and professional journals) as well as for service activities for UP, FCE and the community (certain tasks from the level of UP, FCE, or on a voluntary basis).	
1.4 Educational process content -Fully meet		
<i>An obligatory summer internship (4-6 weeks) should be considered in the Environmental Engineering BSc program.</i>	This recommendation has already been taken into account in the BScEE SER and the resulting changes are presented in the program curriculum, in Standard 4.3.	Ongoing. UP Management, FCE Management and Head of department.
1.5 Students -Fully meet		
<i>Develop a set of quality indicator referring to records of student completion rates for courses and program.</i>	It is the decision of the undergraduate-bachelor studies that defines student progress policies. Adhering to this decision, the FCE administrative staff develops evidence of the student's progress from year to year until graduation. According to the decision on the conditions of enrollment in the following year of basic-bachelor studies, students can enroll in the second year of studies if they have completed 60% of the courses of the first year of studies. Whereas, they can register the third year of studies if they have completed 50% of the courses of the second year of studies.	Ongoing. UP Management, FCE Management and Head of department.
<i>Create action plan to reduce the number of drop-outs, and increase the number of graduates of the programs.</i>	In the BScEE study program so far there is no student who has dropped out. Otherwise it is the FCE strategy that envisages the initiative for sustainable development of the performance of study programs by increasing the number of students in FCE. However, FCE, being on the lookout for the number of students applying to study programs in general and the BScEE program, has also foreseen in the Strategic Plan to organize awareness campaigns for future students, to publish information brochures, to be informed in real-time by the labor market regarding the performance of the study program. In the academic year 2021/2022, these processes have already been applied by FCE, resulting in a positive call for candidates to enroll in FCE programs. FCE continuously announces three regular public exam deadlines in accordance with Article 111 of the UP Statute, namely: winter (January), spring (June) and autumn (September). Schedules for each exam deadline are announced by the FCE management, physically in the FCE "windows" and electronically on the FCE	Ongoing. UP Management, FCE Management and Head of department.

	<p>page, in the "Schedules". Also, for students of UP, respectively FCE, in order to achieve graduation on time, additional exam deadlines are organized in the service of full-time students and graduate students.</p> <p>Additionally, an important component in the service of students (in order to promote studies at UP) is the Center for Career Development (CCD) 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 CCD. FCE also has an "e-Career" page within this center, through which students can be informed about the latest information about trainings, internships, fairs, tips and other activities.</p>	
<p><i>Create incentives to encourage students to complete their studies on time, and receive their diplomas by the end of the programs' official duration.</i></p>	<p>From the evaluations of previous experts, it is estimated that, "the proposed curriculum allows enough time for a student in the last semester (semester VI) for independent work and for finalizing the study."</p> <p>Questions about prior recommendations regarding the completion of studies also encourage students to complete their studies on time. However, the regulation for bachelor studies has recently been modified and is expected to be approved by the UP Senate. This regulation (modified) entitles and facilitates the student to complete the diploma thesis within the study period.</p>	<p>Ongoing. UP Management, FCE Management and Head of department.</p>
<p>1.6 Research -Substantially meet</p>		
<p><i>Create a more detailed strategy and development plan for the faculty, specifying the involvement of each department, emphasizing collaborations and possible synergies. Each study program should be included in the research development plan, giving specific and realistic direction.</i></p>	<p>The strategic objective of FCE, among others, is the advancement of scientific research at the international level. FCE, ie the Department of Geodesy is already an applicant with a project proposal in the program "HORIZON-WIDERA-2021-ACCESS-02" (Acronym: RS4LAWA; Number: 101059976; Duration: 36 months) in which the collaborations are foreseen between the departments Geodesy and Environmental Engineering and also the involvement of students from both departments. At UP, at the end of the year (2021) it is planned to allocate the budget for research for academic units. In this context, the FCE in coordination with its departments is demanding a well-planned budget, which</p>	<p>Ongoing. UP Management and FCE Management.</p>

	will support the scientific research component in the FCE. From this budget (foreseen for the following years), beneficiaries will be all FCE study programs, with a project plan involving all departments.	
<p><i>Faculty management should effectively support departments and staff to create and carry out (implement) scientific projects, in line with the research development plan.</i></p> <p><i>The faculty should develop publishing strategies within the framework of the research strategy. While KAA standards place emphasis on publishing activity, faculty should consider this as a strategically important issue in future re-accreditation procedures.</i></p>	<p>Based on the strategic initiative of FCE [S3], which is related to increasing the capacity for scientific research through international institutional cooperation, which aims to implement during the period 2021 - 2023, this year (2021), staff academic and FCE departments are beneficiaries of the cooperation agreement signed by UP and the Swiss Agency for Development and Cooperation (SDC) as the funder of the the master's degree program (MSc) "Integrated Management of Water Resources in Kosovo". Within this, the project implementation project has also included the research component with local and international partners (Institutions from UP and outside UP) (see https://uni-pr.edu/page.aspx?id=1,37,1488)</p> <p>While the regulation on the appointment and promotion of academic staff defines the platforms for the publication of papers, research, FCE staff consistently adheres to the provisions set out in this regulation.</p>	Ongoing. UP Management and FCE Management.
1.5 Infrastructure and resources - Partially meet		
<p><i>Establish Environmental Engineering laboratory</i></p>	<p>FCE consistently anticipates enrichment with laboratories. There already is a laboratory of Hydrotechnics and Environmental Engineering in FCE completed this year (2021) with new equipment. In fact, BScEE FCE students are now in the process of preparing for the accreditation (as implementation leader) of the MSc program "Integrated Water Resources Management in Kosovo" funded by the Swiss Agency for Development and Cooperation (SDC), and dedicated to students of other programs of interest in this field, will be equipped with a laboratory with equipment for scientific research support, at the service of students of the Environmental Engineering program. Also some of the cooperative agreements between UP/FCE with companies, enable FCE students to use their laboratories (the ones they have) for research and professional benefits.</p>	Ongoing UP Management and FCE Management.

<p><i>Improve the library conditions</i></p>	<p>FCE in the period 2021-2023, as part of the strategic initiative for implementation has the increase of the number of seats in the faculty library and in general the conditions of the library, including the literature and reading rooms.</p>	<p>Ongoing UP Management and FCE Management.</p>
<p><i>Create strategic action plan to adapt the infrastructure and facilities to students with special needs.</i></p>	<p>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.</p>	<p>Ongoing UP Management and FCE Management.</p>

4. LIST OF REFERENCES



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Ref. nr. _____

Prishtinë _____ 2022

For the needs of drafting internal self-assessment reports of re-accreditation of study programs for BSc Construction, BSc Geodesy, BSc Hydrotechnics, MSc Construction and MSc Hydrotechnics, the following are the references which help for the facts and supports that the Faculty as an academic unit of the University of Prishtina bases its activity.

LIST OF REFERENCES - RVB REPORT

Reference 1	Statute of UP
Reference 2	Monograph UP
Reference 3	Strategic Plan UP
Reference 4	Code of Ethics of academic staff
Reference 5	Agreement between the Faculty of Civil Engineering and the Faculty of Architecture
Reference 6	Job Description of the Dean
Reference 7	Regulation for Bachelor (BSc) studies UP
Reference 8	Regulation for Master studies (MSc) UP
Reference 9	Regulation for amendment of article 25, para. 7 of Regulation no. 2-921, dt. 24.10.2019, for bachelor studies at the University of Prishtina
Reference 10	Regulation for amendment of Regulation no. 2-922, dt. 24.10.2019, for scientific master studies at the University of Prishtina
Reference 11	Decision - Coordinator Florim Grajçevci
Reference 12	Decision - Coordinator Laura Kusari
Reference 13	Decision - Coordinator Figene Ahmedi
Reference 14	Decision - Coordinator Perparim Ahmeti
Reference 15	Decision - Academic Development Coordinator Enes Krasniqi
Reference 16	Decision - Commission for studies in FN
Reference 17	Bachelor Thesis Guide
Reference 18	Master Thesis Guide
Reference 19	Decision for extension of the graduation term BSc MSc and PhD
Reference 20	Regulation on appointment, reappointment and promotion of academic staff UP 2019
Reference 21	Regulation on appointment, reappointment and promotion of academic staff UP 2018
Reference 22	Regulation of evaluation procedures for the engagement of external collaborators UP
Reference 23	Report of the evaluation committee for engagement for external collaborators
Reference 24	Statement on the prevention of nepotism at UP
Reference 25	Rules of procedure of the electronic system for student management SEMS
Reference 26	Decision - Appointment of the supervisor of authorized assistants for lectures
Reference 27	Decision - Appointment of experts for the court case
Reference 28	Decision - Appointment of the FN Equivalence and Equivalence Commission
Reference 29	Approval of the regulation - Amendment of the regulation no.163 15.1.2015 - Advisory body of the academic units UP
Reference 30	CV Template of Academic Staff
Reference 31	Employment contract Template
Reference 32	Template part-time contract
Reference 33	Contract for engagement with overtime Template

Reference 34	Regulation on quality assurance and evaluation UP
Reference 35	National Chronicle of Qualifications
Reference 36	Guide for the evaluation of courses by students and the use of their results in UP
Reference 37	Regulation on the student election procedure
Reference 38	Regulation on Financing of Research - Scientific, Artistic and Sports Activity at the University of Prishtina "Hasan Prishtina " 3-879, 11.12.2020
Reference 39	Extension of the accreditation period for the study programs of UP - FN and FA
Reference 40	Decision of the Contract Manager and decision of the Admission Commission
Reference 41	Contract Notice - Supply of laboratory equipment for FIEK and others
Reference 42	Contract Notice - Supply and installation of laboratory equipment for FNA
Reference 43	Tender Dossier - Albanian Supply with Laboratory equipment for FIEK and FNA
Reference 44	Tender Dossier-English Supply and installation of Laboratory equipment for FNA
Reference 45	Contract and Financial Offer-Lot-2
Reference 46	Demand - Supply of Laboratory equipment for FNA - Ritender
Reference 47	List of Academic Staff Hydrotechnics
Reference 48	List of Academic Staff Construction
Reference 49	Preliminary procurement planning - budget for 2021
Reference 50	Rectorate request regarding the budget of 2021, 22 from FN, FIM, FIEK
Reference 51	Requests and Forms
	Official record
	Request Form
	Form F1B Request for BSc mentor appointment
	Form F2B_Report for approval, formation of the commission and defense of the BSc diploma thesis
	Request for withdrawal of diploma thesis and decision for defense BSc
	Form F1 Request for evaluation of the project proposal of the MSc diploma thesis
	Form F1 Evaluation Report of the MSc Project Proposal
	Form F2_Request for the Formation of the Commission for the evaluation of the MSc Diploma thesis
	Form F3 Study thesis evaluation report MSc
	Form F4 Form for the defense of the MSc diploma thesis
Reference 52	Questionnaires
	Questionnaire for academic staff Albanian
	Questionnaire for academic staff English
	Subject evaluation questionnaire Albanian
	Subject evaluation questionnaire English
	Questionnaire for Bachelor students – English
	Questionnaire for Bachelor students – Albanian
	Questionnaire for the administrative and support staff of the university – Albanian
	Questionnaire for administrative and support staff of the university English
Reference 53	Template, Certificate of training of academic staff
Reference 54	Regulation on academic mobility of students at the University of Prishtina
Reference 55	Planned budget 2021,2022,2023
Reference 56	Planimetry of the faculty building-Floor 3
Reference 57	Planimetry of the faculty building-Floor 4
Reference 58	Planimetry of the faculty building-Floor 5
Reference 59	Planimetry of the faculty building-Floor 7
Reference 60	Suteren-Laboratories and Classrooms
Reference 61	Ground Floor-Laboratories and Classrooms
Reference 62	Laboratories and Classrooms - 1st floor
Reference 63	Learning agreement Student Mobility for Studies

5. APPENDICES

5.2. Students - data

Table 1. Number of current students in FCEA Programs

	Bachelor			Master			Total		
	total	W	M	total	W	M	total	W	M
Construction	582	123	459	125	25	100	707	148	559
Hydrotechnic	142	35	107	55	21	34	197	56	141
Geodesy	180	37	143	51	20	31	231	57	174
Envinromental Engineering	87	60	27				87	60	27
Road Infrastructure				6	6	0	6	6	0
TOTAL	991	255	736	237	72	165	1228	327	901

Table 2. Number of students and graduates in the last three years

	Year	BACHELOR		MASTER	
		Students	Graduated	Students	Graduated
CONSTRUCTIVE	2019	109	72	24	14
	2020	77	59	31	20
	2021	97	66	39	15
HZDROTECHNIC	2019	26	42	14	3
	2020	16	14	7	8
	2021	17	31	20	9
GEODESY	2019	38	63	19	1
	2020	51	34	20	2
	2021	38	20	19	5
ROAD INFRASTRCTURE	2019	0		0	2
	2020	0		0	5
	2021	0		0	1
ENVIRONMENTAL ENGINEERING	2019	7	7		
	2020	25	11		
	2021	16	20		

Table 3. Number of drop-out students for the last three years

The level of studies	2017/18	2018/19	2019/20	2020/21
Bsc level	23	15	19	7
Master level	4	2	0	0
PhD level				

Table 4. FCE Infrastructure, buildings areas

	DESTINIMI I HAPËSIRËS	SASIA	SIPËRFAQJA (m ²)
1	CLASSROOMS	21	1,450.00 m ²
2	LABORATORY	5	1,780.00 m ²
3	AUDITORIUM	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	COMPUTER ROOMS	3	240.00 m ²
7	Corridors + toilets + auxiliary space		2,397.00 m ²
SUBTOTOTAL AREA FOR DEPARTAMENTS (THE BUILDING OF FCE AND LABORATORIES)			8,525.00 m²

Table 5. FCE Infrastructure, concretization equipments, Laboratories

	EQUIPMENTS	Quantity
1	PROJECTORS	24
2	CONCRETISATION ASSETS	54
3	LAB EQUIPMENTS (I-building materials)	150
4	LABORATORY EQUIPMENTS (II-tarmac)	32
5	LABORATORY EQUIPMENT (Hydrotechnics)	20
6	LABORATORY EQUIPMENT (Msc Geodesy)	40
7	LABORATORY EQUIPMENT (Energy efficiency)	20
8	LABORATORY EQUIPMENT (III-geomechanics)	70

Tabela 6. Infrastruktura e FN-se, Librat e evidencave, libra tame.

	BOOKS	SASIA
1	BOOK REGISTERS	>150
2	ELECTRONIC BOOK REGISTERS	100

Note: Since 1961 the Faculty of Civil Engineering organizes studies for different levels and in each generation of students are the notes stored in our books. In our records there are more than 150 archived register books. All register books this year (2021/2022) have started to be scanned and stored as electronic documents.

Table 7. IT FCE Infrastructure

	IT INFRASTRUCTURE	QUANTITY
1	INTERNET (WI FI)	In all areas
2	NUMBER OF PCs ACCADEMIC STAFF	50
3	NUMBER OF PC STUDENTS	95
4	NUMBER OF PC ADMINISTRATION	20
5	PRINTERS	50
6	TELEPHONE	6
7	PHOTOCOPY 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:

Table 8, Financial chart budgeted of FCE thru the past time period

STAFF / SALARY AND WAGES	Approved Employee Number 2019	Budget Planning for 2020		Budget Planning for 2021		Budget Planning for 2022	
Full Professor	3	7	267,201	8	293,921	9	323,314
Associate Professor	6	8	119,924	9	131,917	10	145,108
Assistant Professor	10	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 €

Table 9. Budget chart of FCE

EXPENSES IN OTHER ECONOMIC CATEGORIES	Budget Planning for 2020	Budget Planning for 2021	Budget Planning for 2022
GOODS OF 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 an electronic format

UP-FCE-2022 (Main folder)

1_Documents

01-Annex-First page-Application

02-1-SER-UP-FCE-riaccreditation-Environmental Engineering

02-2-SER-UP-FCE-riaccreditation-Geodesy

03-Annex-FCE-Quality improvement plan

04-Annex-Work and scientific projects

05-Annex-Cooperation Agreements

2_CV

CV-BSc Environmental Engineering (*CV's of the Teaching staff in the Program*)

CV-MSc Geodesy (*CV's of the Teaching staff in the Program*)

3_Syllabuses

Syllabuses- BSc Environmental Engineering (*of all Courses in the Program Curriculum*)

Syllabuses- MSc Geodesy (*of all Courses in the Program Curriculum*)