



**FACULTY OF CIVIL ENGINEERING (CONSTRUCTION) AND
INFRASTRUCTURE**

**QUESTIONNAIRE FOR STUDENTS AND STAFF SYLLABUS REVIEW
PROCESS**

Pristina, 2023

The curricula have been developed based on the Kosovo's needs and the experience of foreign regional and European universities teaching in Civil Engineering and Infrastructure. In addition, they have been developed constantly in order to respond to the needs of the society in its transformation.

In the process of curriculum development, and review, the institution usually analyses several curricula of foreign universities (benchmarking process) and the lessons drawn are also integrated into the revised versions of curricula.

By formal rules and procedures, there are several specific ways how the review of the curricula is carried out:

- **Student feedback** – at the end of every semester departments organize feedback questionnaires in almost every course and seminar. This ensures a constant flow of information and also offers students the possibility of actively shaping the development of the programme as well as specific courses.
- **Alumni feedback** – the institution and departments organize feedback questionnaires among its alumni. Tailor-made questionnaires are developed and carried on regular basis.
- **Curriculum Committee** – is responsible for all the changes and modifications in the study programme. The committee includes both practitioners in the field of study, academics and student representatives.
- **Dean of the faculty** – based on student feedback and advances in scholarship, the programme director periodically reviews individual courses and makes suggestions for improvements. Dean follow trends in European Higher Education Area, participate in international conferences and seminars, follow research and industry trends and benchmark their curricula to best international practices.
- **Industrial Board** – based on industry trends and benchmark the industrial board gives its input constantly during our practical study visits and also through their input on newest requests of industrial evolution based on the best international practices.

The Faculty undertakes a regular periodic evaluation of programmes once every three years. This procedure is implemented as part of the accreditation process and is essential to ensure that the offer is catered to student needs and labour market. The evaluation process serves to review the programme learning outcomes, programme teaching and learning methodology, assessment and its courses. The evaluation process also reviews the programme outcomes, graduates and impact in the industry and community. The process is composed of: programme self-evaluation, programme strategy and proposed revisions document. The composition of the programme self-evaluation is regulated by Standard Operating Procedures and includes: The Dean, Chairs of Departments, two academic staff members, student representative, alumni representative, programme administrator, student services officer and industry representatives. The self-evaluation process may also include external experts.

The application of these quality assurance results to inform program development is a testament to Faculty of Civil Engineering commitment to maintaining the highest educational standards and fostering the continuous improvement of its study programs.

With the initiative and request of the dean, each academic year all lecturers are required to review their syllabuses and to adopt them in compliance with the latest developments in the field and with changes occurring in the labour market. These modifications are discussed in the program Council meetings where all the academic staff participates, with the close support and coordination with the office of QA in institutional level. These arrangements are done in the following aspects:

- Learning outcomes – each lecturer revises their learning outcomes if there is a need for potential modifications
- Teaching methods – lecturers share among themselves their experience of teaching methods and discuss about new techniques which can be applied to increase the quality of teaching of the program.
- Learning methods – same as the point above
- Assessment methods
- Learning materials – each syllabus is reviewed as regard to new developments and publications in the field. Academic staff is encouraged to use latest publications in the field during their lectures.

There is permanent communication with the Office for QA in institutional level and management of the institution regarding the new criteria and requirements imposed by the Kosovo Accreditation Agency, so the Faculty of Civil Engineering and Infrastructure to be informed and prepared in time for these modifications.

All the above-mentioned interventions are executed every year. But more detailed intervention and upgrading of the programme, in every aspect, is done during the reaccreditation process.

A quality assessment of the study program provision and student experience through a variety of qualitative and quantitative data helps us ensure that the intended learning outcomes are achieved. Also, the learning outcomes self-assessment for each course is performed, and finally, also the Annual Program Learning Outcomes Achievement Review is made followed by the Quality Improvement Plan for the achievement of program learning outcomes and development plan for achievement of learning outcomes. The study program also performs graduates and employers' surveys in order to assess the suitability of the study programs to the employers' needs. Based on the program evaluation by students, graduates, employers, and staff, the program adopts the quality improvement plan and development plan, which documents are all available on the Website of UBT College. To assure that the skills and competences of our graduates are matching the labor market demand, this feedback is utilized to develop and upgrade the existing curricula.

- In yearly bases QA office collect data from all the actors which play crucial role in the process of quality assurance: students, academic and administrative staff, administration,

feedback from employers. All these data are analyzed and calculated by the QA office and the results are submitted to the College management. Through the Dean of the program these data are discussed in the program Council. Intervention in the program and courses are done based on these results.

- Based on the direct interviews with the students that have finished the program of civil engineering and infrastructure, they have confirmed that the program knowledge received during the studies helped them directly to connect with the latest requests of the market labour, this thanks to the didactic plan which related lectures and practical part.
- Based in the meetings with industry board, official visits to different companies, study visits together with students results that students who have finished this program at UBT at civil engineering and infrastructure confirm its harmony with the industry needs.
- Mechanism which relates our program at civil engineering and industry (labour sector) is represented by the career service at UBT, which thanks to the students that works in different companies have opened new position and requested throw the career service different employment opportunities which would be confirmed by our and career service database.
- Studies at this program and the value of the diploma have been recognized by regional, European and USA institution, and this is confirmed from our students studding and working in Italy, Germany, USA, etc. (information can be found in the UBT databases such as media group, career service, alumni).

The reporting processes are very effective at UBT. Reports detailing the activities of each course upon delivery as well as all the progress made towards implementation of the planned strategies are submitted to the department administrators. Appropriate procedures and policies take place to address potential deviations. Adjustments (when necessary) are made to ensure that the academic quality and standards are assured.

After the end of each semester Deans' Office prepares a report for every lecturer which is based on many measurable indicators such as:

- Quality and level of implementation of the syllabus – especially achievement of proposed learning outcomes: if all of them were met and if not for what reason.
- Does the lecturer use Moodle as a main tool to deliver reading materials to students? If not, she/he is assisted and encouraged to do so.
- Quality of reading materials proposed. Are they adequate or not. Are they up to date or not. Are they accessible by students or not? Program encourages that all the books and reading materials which are proposed by lecturers for a particular course must be part of the institution physical or online library. If they are not, then the lecturer makes a request to the program, and then the program addresses this request to management so they can purchase it.

- Thus, adjustments in the program, in particular courses and in the overall teaching process are made permanently and in continuity. This is not a particular act that occur one in a year or two, but an everyday permanent process. Quality assurance and quality culture are built and maintained in every day activity.

The assessment of the study program is done every reaccreditation process. At the end of each semester the Dean of the program organize a meeting with academic staff where are discussed all the issues and challenges faced during the previous academic year related with teaching & learning process, facilities of the institution, new developments in the field. At the same time, the Academic Council develops a short term plan for new academic year, which is in compliance with the accredited program and strategic plan of the institution, in how to improve teaching process comparable and competitive with other institution in the EU higher education area.

In every reaccreditation process there could be modifications made in all the aspects of the program such as: modification of courses in accordance with new developments in the field and in labor market, learning outcomes of the program and of each course, academic staff, teaching materials, techniques in teaching and assessment etc.

The study program is reviewed periodically as part of a strategic review process. This includes the review against indicators, departmental review, and review of the industry. The representatives of the construction industry are represented and make necessary recommendations. The reassessment details and recommendations in the form of improvement and development plans are disseminated to stakeholders and are available online for the sake of transparency.

- Students are considered one of the main components of quality assurance process, together with other actors such as administrative and academic staff management etc. The involvement in quality assurance process at UBT is direct and permanent. As mentioned above, towards the end of each semester students are asked to complete anonymously a questionnaire containing questions related to the teaching methods, working conditions and the overall teaching performance.
- In addition to this, every student from the Faculty of Civil Engineering and Infrastructure with the idea of gaining their impressions and opinions about the teaching process, administration and overall management of the studies represent their requests to the representatives of the students which participate to different commissions at the program level.
- The representatives of the students which participate to different commissions at the program level are elected by the students in a process which is also public and includes all the students of every year and every level.
- In overall, to all level of the civil engineering and infrastructure program students are included and participate in the design and implementation of quality assurance processes (as it can be seen in the Standard 1.1).

In accordance with the regulation of Kosovo Accreditation Agency, UBT will continue to involve students in the accreditation process, encouraging students to participate and organizing teams of students to meet with the accreditation panel.

Different type of questionnaires and meeting have been organized in types of questionnaires online, meetings with stakeholders and comparisons with different curriculum that have presented into the SER and some of these questionnaires and emails can be seen here.

➤ **Students Questionnaire**

1. Considering your complete experience with the program, how likely would you be to recommend it to a friend or colleague? _____--
2. What was the program name you enrolled for? _____
3. What year did you attend the program?
 - 2022
 - 2021
 - 2020
 - 2019
 - Before 2019, please specify _____ -
4. Please rate your level of satisfaction for the following points? (Answer options: Very unsatisfied, Unsatisfied, Neutral, Satisfied, Very Satisfied)
 - Program organization/arrangement
 - Instructors knowledge about the topic
 - Facility environment
 - Administrative processes
 - Pricing of the program
5. On a scale of 1 to 7, how would you rate the following staff?
 - Payments department staff
 - Registration staff
 - Instructors
 - Cleanliness staff
6. How did you hear about our program?
 - Printed Brochure

- Email promotion
- Website
- Facebook
- Twitter
- Flyer
- Newspaper
- Outdoor hoarding
- Other (please specify)

7. How satisfactory was the teaching material used during the program?

- Very unsatisfied
- Unsatisfied
- Neutral
- Satisfied
- Very satisfied

8. On a scale of 1 to 5, how challenging was the program?

9. Do you think the duration of the program was good enough as per your expectation?

- Yes
- No
- Rather not say

10. In your opinion, was the program schedule flexible?

- Yes
- No
- Rather not say

11. Was the objective of the program explained clearly before registration?

- Yes
- No
- Rather not say

12. Was your need satisfied after the completion of the program?

- Yes

- No
- Rather not say

13. Please state 3 things that benefitted you the most from the program?

14. Please state 3 things that you felt were unnecessary in the program?

15. Did the program provide you with a good proportion of theoretical and practical learning?

- Yes
- No

1. Rather not say

16. How easy was the trainer's language to understand?

- Very easy
- Moderately easy
- Neither easy nor difficult
- Moderately difficult
- Very difficult

17. How often were you evaluated on the understanding of the program?

- Very often
- Sometimes
- Rarely
- Never

18. On a scale of 1 to 5, how would you rate the evaluation methods?

19. Please state your level of agreement for the following?

- The skill level of other participants was similar to yours
- The instructors were very knowledgeable about the topic they were teaching
- Including interactive session in the program was a good choice
- The course material was easy to understand
- The registration process for the program was very smooth.

20. Would you be interested to enroll in another program with us?

- Yes
- No

21. Do you have any suggestion/comments that will help us make the program better?

- **Staff Questionnaire and Email track for questioning staff as employees for their suggestions related directly with curriculum and syllabus which have also been completed due to a final meeting to confirm the curriculum based also to the responsible staff.**

The email here attached describes one of the way that the staff have been questioned about the curriculum improvement

Dear Staff,

Wishing you well and thanking you for being part of the meeting called by Prof. Muhamet comes up with some points that we should reflect for the good of our faculty and our students.

1. Attached you will find the bachelor's and master's curriculum in which we must reflect on what we can change in the new re-accreditation.

2. To review the scientific papers in scopus and web of science for the program holders

3. Let's review the division of work based on the chapters as you worked in the last Reaccreditation (suggest us in which part you worked and we continue in the same division).

We wish your health and all the best and I ask you that next Thursday, September 14, 2023 at 2:00 p.m., we will hold a meeting together with the proposals for changes in the curriculum and everything related to our faculty and the suggestions you have.



Visar Krelani

To: Stafi Akademik INI

Cc: Muhamet Ahmeti; Arberesha Kastrati; Blertë Retkoceri



Reply

Reply all

Forward



...

Tue 9/12/2023 8:17 AM



2 attachments (527 KB) Save all to OneDrive - ubt-uni.net Download all

I nderuar staf,

Duke uruar te jeni mire dhe duke ju falenderuar qe ishit pjese e takimit te thirrur nga Prof. Muhamet dolem me disa pika qe duhet te reflektojme per te miren e fakultetit tone dhe studenteve tane.

1. Bashkangjitur gjeni kurrikulen bachellor dhe master ne te cilen duhet te reflektojme se cka mund te ndryshojme ne riakreditimin e ri.
2. Te rishikohen punimet shkencore ne scopus dhe web of science per bartesit e programit
3. Te rishikojme ndarjen e puneve ne baze te kapitujve ashtu sic keni punuar ne **Riakreditim** e kaluar (na sygjeroni ne cilen pjese keni punuar dhe vazhdojme ne te njejten ndarje).

Ju urojme shendet dhe cdo te mire dhe ju lutem qe me se largu te enjten e ardhshme me **14 Shtator 2023 ora 14.00** do te mbajme takim se bashku me propozimet per ndryshime ne kurrikule dhe cdo gje qe nderlidhet me fakultetin tone dhe sygjerimet qe keni.

Mirupafshim!

➤ **Alumni Questionnaire for their satisfaction related with their satisfaction with our program and syllabus.**

Questionnaires on the journey of students after the graduation process and impact of the syllabus

The Department of the Faculty of Construction and Infrastructure Engineering is creating a database regarding the journey of students even after the graduation process in order to have information on the employment of students who have completed their studies at this Institution and their impression about syllabus.

As a result of this database will be the creation of more collaborations with different local and wider companies!

All answers given will remain confidential!

Thank you for your cooperation

Questions:

Are you employed in any company/industry?

yes

not

Are you employed as an engineer?

yes

not

Your job title?

Your answer

Country (city) where you are employed?

Your answer

Did the lectures/syllabus/experiences received from the professors of the Faculty of Civil and Infrastructure Engineering help you?

Yeah a lot

FAIRLY

Not too much

Have you been offered employment opportunities (in different companies) by the Faculty of Construction and Infrastructure Engineering, during or after completing your studies?

Yes, several times

They were not offered to me

Would you suggest to a friend the continuation of studies at the Faculty of Construction and Infrastructure Engineering at UBT?

Yes, with pleasure

maybe

I do not know

Has it been easy to access the labor market after completing your studies?

Yes, it was

No, it hasn't been

What would be your opinion on any possible changes?



Pyetsorë mbi rrugëtimin e studenteve pas procesit të diplomimit


Departamenti i Fakultetit të Inxhinierisë Ndërtimore dhe Infrastrukturës është duke krijuar një database në lidhje me rrugëtimin e studenteve edhe pas procesit të diplomimit në mënyrë që të ketë informatë mbi punësimin e studenteve që kanë përfunduar studimet në këtë Institucion.


Si rezultat i kësaj database do jetë krijimi i më shumë bashkpunimeve me kompani të ndryshme vendore dhe më gjërë!

Të gjitha përgjigjet e dhëna do mbesin konfidenciale!

Faleminderit për bashkëpunimin

visar.krelani@ubt-uni.net [Switch account](#)

 Not shared

 Draft saved

A jeni të/e punësuar në ndonjë kompani/industri?

Po

Jo