

Knowledge **FO**r Resilient so**CI**Ety



K - FORCE



573942-EPP-1-2016-1-RS-EPPKA2-CBHE-JP





WP4

IMPLEMENTATION OF MASTER PROGRAMMES

Report on 1st Cohorts' Progress and Satisfaction of
Students and Staff

Deliverable 4.5

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Report 4.5 gives an overview on evaluation of Master Programmes at WBC HEIs, satisfaction of students after the first year (2018/2019 school year) of implementation of MPs. The evaluation was done in accordance to self-evaluation standard practice in every HEI. The evaluation of first cohort at UNS was done after 2017/2018 school year, when innovated MP started, and again next year, when MP was fine tuned.

In order to continuously improve the quality of studies and accelerate data processing, WBC HEIs conduct the students' surveys. The surveys are conducted in accordance with the Law on Higher Education and accreditation standards in each of the countries. Polls are completely anonymous.

PROJECT INFO

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INTRODUCTION

The overall broader objective to which K-FORCE project contributes is to build a sustainable educational foundation in Disaster Risk Management and Fire Safety Engineering (DRM&FSE) field in Western Balkan Countries (WBC) and ensure national professional resources and regional capacity for resilient society. As one of the key elements to achieve this and the subject of WP4: Implementation of Master Programmes, six new Master Programmes are being implemented in WBC HEIs which are partners on the project – P1, P2, P3, P4, P5 and P6. The University of Novi Sad (P1) was the only HEI with an already existing Master Programme in Disaster Risk Management and Fire Safety Engineering, in WP4 this MP will be innovated with updated curricula and courses. The other five partner accredited and enrolled students in completely new study programmes in this field. For the first year of the project, only the modernization of the P1 MP was planned, whereas the development of five new MPs took place in the second project year.

As prescribed by Activity 4.5, a Report on 1st Cohorts' Progress and Satisfaction of Students and Staff is produced as Deliverable 4.5. The aim of this report is to provide inputs from the participants in these innovated and developed MPs for their continuous improvement and the improvement of their curricula. These inputs are used to accelerate data processing and implement future modifications to the MP curricula. The surveys were conducted according to Laws on Higher Education and accreditation standards. All polls were filled out completely anonymously. The report consist five different surveys:

- Survey for the evaluation of the study programme,
- Survey for evaluating the teaching staff,
- Survey for evaluating the individual courses,
- Survey for the evaluation of the work of the HEI and its services and bodies and
- Survey for evaluating the guest lectures.

SERBIA

1. UNIVERSITY OF NOVI SAD PART I (2017/2018)

Faculty of Technical Sciences

Novi Sad

As this report will cover the first cohorts' progress and satisfaction of students and staff after the first project year, it is applicable to only the MP at the University of Novi Sad and therefore the surveys on this matter contain data from P1 only.

The Master Programme in Disaster Risk Management and Fire Safety Engineering has been introduced to the University of Novi Sad in 2011. As part of the K-FORCE project, this study programme has been modernized by introducing two new courses in the curricula: Risk Analysis in the Decision-Making Process and Financial Resilience to Hazards. Additionally, the study material has been revised and guest lecturers invited to give programme lectures.

Student enrolment

The competition for student enrolment in the innovated MP has been announced in August 2017, following the University timeline. The competition ended successfully with 24 students enrolled in the Master Programme as a result. More than half of them already held Master degrees from other technical fields and they were joined by the Disaster Risk Management and Fire Safety graduates from the Faculty, giving a truly interdisciplinary group. This group represents the first cohort of students attending the innovated MP and thus the subject of this report.

University surveys

The University of Novi Sad – Faculty of Technical Sciences regulates the list of surveys given to its students during the academic year by its internal rules and documents. These prescribed surveys fall in line with the surveys required to put together this report and are thus used accordingly. According to the rules, four different types of surveys are given to students at different segments of the academic year:

1. *Survey on the teaching process and staff.* Students evaluate professors and teaching assistants, the availability of course literature, number of lecture and tutorial classes and the relevance of the course for their respective study program. They fill out a printed questionnaire during lectures on each of the courses they had that semester. The survey time slots are defined by the yearly calendar, one slot nearing the end of the winter and one nearing the end of the summer semester.
2. *Survey on individual courses.* After they have passed the course, they evaluate the teaching and course plan. The questionnaire entails questions regarding the course

difficulty, the lecture time plan and the fairness and objectivity of the professor. The survey is filled out online, via the student web service. The student can fill it out immediately after the receiving the course grade, up until enrolling in the next academic year. The report on the course is prepared before the start of the following academic year – September.

3. *Survey on the functioning of the Faculty and its services and bodies.* The students fill it out in September, during the enrolment in the new academic year. They are given the opportunity to name the professor(s) and teaching assistant(s) they were most and least satisfied with and the most difficult subject to pass. They also evaluate the work of Faculty leadership, the presence of teaching tools at the Faculty and the supply and functioning of the Faculty library. The survey is filled out online, via the student web service. The survey is active during August and September.
4. *Survey on the study programme as a whole.* Contains the evaluation of the functioning of the Faculty and its parts, as well as of the whole study program. This survey is available for students of all study levels who have defended their thesis, before they receive their diploma. The survey is filled out online upon the defence of the thesis, via the student web service. The survey is active throughout the academic year.

Survey on the teaching process and staff

Taking into consideration the timeline assigned to each of the University surveys, at present time, only the Survey on the teaching process and staff has been filled out by the students of the innovated MP, others will be filled out during September 2018. This survey contains data regarding all the courses taken by the students in the fifth academic year. This report will display the data regarding the two newly introduced courses which are part of the K-FORCE project: Risk Analysis in the Decision-Making Process (compulsory course) and Financial Resilience to Hazards (elective course).

Data sets on the two courses are displayed below. The grades for the professor, teaching assistant and the course itself are given on a scale from 5 to 10, with 5 being unsatisfactory and 10 being excellent. The evaluation for the schedule, delivery, consultations, literature, course relevance and number of classes is done on scales from 1 to 3 or 5. In these cases, 1 stands for satisfactory i.e. regularly, appropriate literature or number of classes. The scale then goes to less satisfactory answers ending at 3 or 5, depending on the survey question. Average grades are given in the tables with other statistical indicators.

The conclusion of the conducted survey is very satisfactory in terms of the students' perception of new courses. The courses are deemed relevant form the study programme with high overall course grades. The lectures and tutorials are conducted according to the set schedule with consultation taking place in the assigned time. The lowest grades, which are still relatively high, are given for the abundancy of course literature. The teaching staff is

also evaluated with high grades. The problem of student attendance in the time slots for the survey is noted.

Course: Risk Analysis in the Decision-Making Process

Professor: Laban Mirjana (evaluated on 14 questionnaires)

Teaching Assistant: Šupić Slobodan (evaluated on 14 questionnaires)

Number of surveys filled out: 14 Number of students present: 19 Number of students enrolled: 24

general grade average	professor grade	teaching assistant grade	grade average	following the schedule		delivery		
				lectures	tutorials	lectures	tutorials	
	9,46	9,93		1,20	1,20	1,07	1,07	
median	10,00	10,00	median	1,00	1,00	1,00	1,00	
mod	10,00	10,00	mod	1,00	1,00	1,00	1,00	
grade average	consultations		literature		course grade	course relevance	number of classes	
	professor	teaching assistant	existent	too abundant			lectures	tutorials
	1,00	1,00	1,08	1,69	9,08	1,36	1,14	1,14
median	1,00	1,00	1,00	2,00	10,00	1,00	1,00	1,00
mod	1,00	1,00	1,00	2,00	10,00	1,00	1,00	1,00

Course: Financial Resilience to Hazards

Professor: Trivunić Milan (evaluated on 3 questionnaires)

Teaching Assistant: Ćirić Danijela (evaluated on 3 questionnaires)

Number of surveys filled out: 3 Number of students present: 3 Number of students enrolled: 8

general grade average	professor grade	teaching assistant grade	grade average	following the schedule		delivery		
				lectures	tutorials	lectures	tutorials	
	10,00	10,00		1,00	1,00	1,00	1,00	
median	10,00	10,00	median	1,00	1,00	1,00	1,00	
mod	10,00	10,00	mod	1,00	1,00	1,00	1,00	
grade average	consultations		literature		course grade	course relevance	number of classes	
	professor	teaching assistant	existent	too abundant			lectures	tutorials
	1,00	1,00	1,00	2,00	10,00	1,00	1,00	1,00
median	1,00	1,00	1,00	2,00	10,00	1,00	1,00	1,00
mod	1,00	1,00	1,00	2,00	10,00	1,00	1,00	1,00

Survey on the guest lectures

Apart from the regular lectures, the MP students at the University of Novi Sad had the opportunity to attend six organized guest lectures, as part of the K-FORCE project and their curriculum. These guest lectures were organized within the Special Mobility Strand of the project. The evaluation of these guest lectures was conducted by Ss. Cyril and Methodius University and presented at the project meeting in Žilina, Slovakia. The evaluation was done in accordance with the K-FORCE Quality Assurance and Monitoring Manual and included both questionnaires about the lecture participants and lecturers. The list of the guest lectures evaluated is given in the table below.

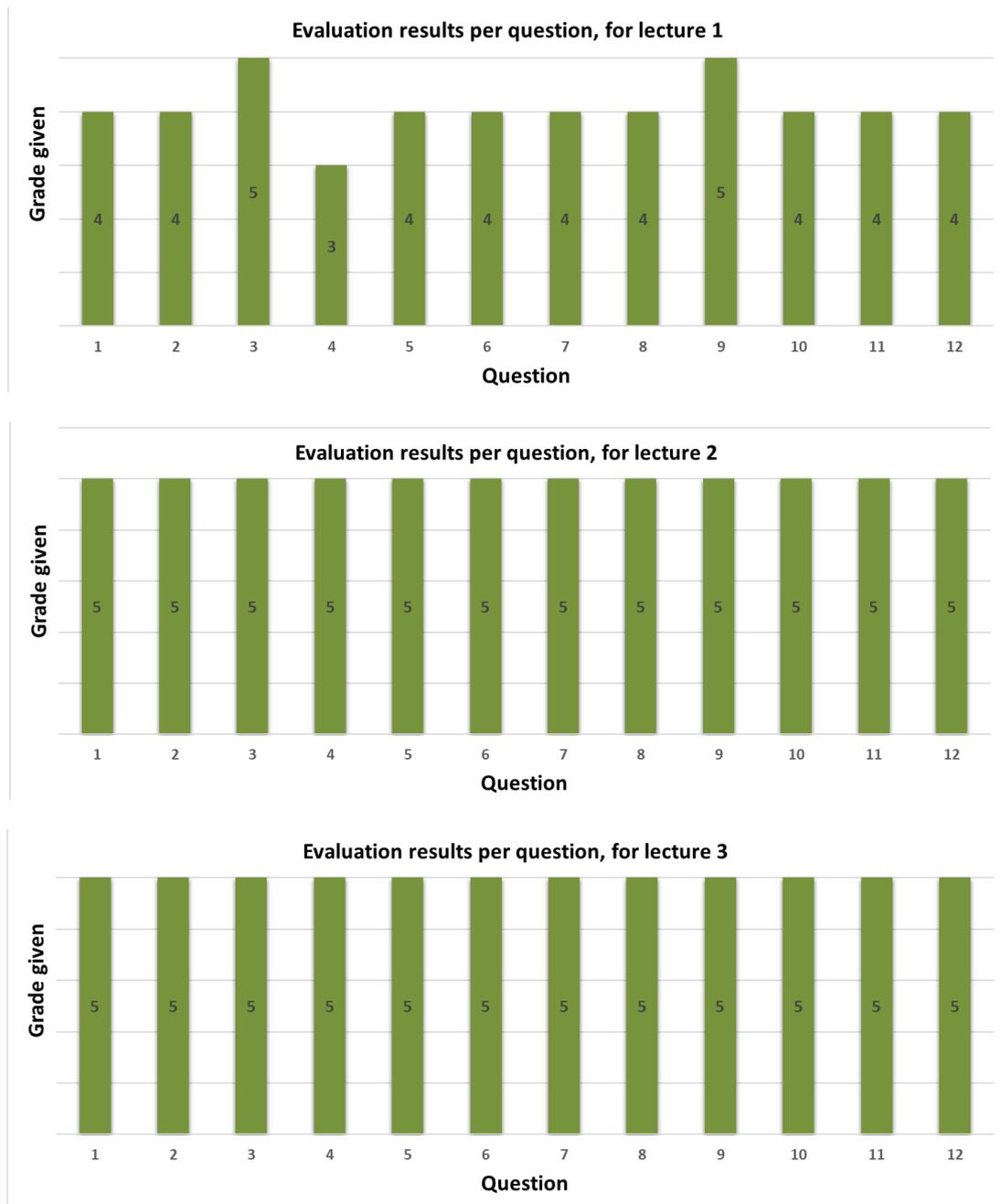
lecture number	date	place	lecture topic	lecturer	number of participants
1	05.12.2017.	Faculty of Technical Sciences, UNS	Risk Assessment and Treatment in Accident Prevention	Ing. Katarina Holla, PhD <i>University of Žilina</i>	22
2	07.12.2017.	Faculty of Technical Sciences, UNS	Enterprise Risk Management for Business Resilience	Assoc. Prof. Katarina Buganova, PhD <i>University of Žilina</i>	26
3	14.12.2017.	Faculty of Technical Sciences, UNS	Financial Resilience to Hazards and Climate Finance: A Comprehensive Approach on Tools and Methods for Disaster Risk Finance	Dr. Elona Pojani <i>University of Tirana</i>	28
4	12.12.2017.	Faculty of Technical Sciences, UNS	Risk Management System: Tools and Techniques of Risk Management	Julinda Keci, PhD <i>Epoka University</i>	26
5	21.12.2017.	Faculty of Technical Sciences, UNS	Risk Communication and Perception	Assist. Dr. Edisa Nukić <i>University of Tuzla</i>	27
6	11.01.2018.	Faculty of Technical Sciences, UNS	Methods Supporting Fire Risk Assessment and Management	Prof. Frank Markert <i>DTU Technical University of Denmark</i>	28

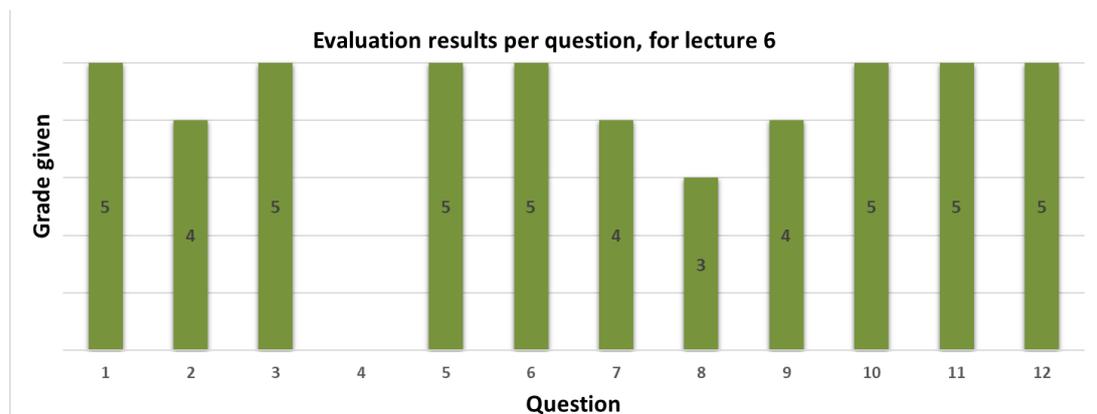
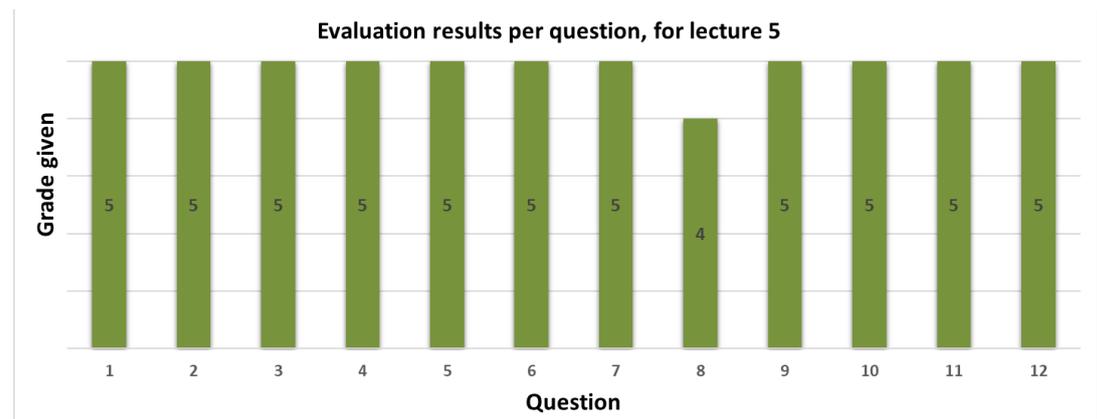
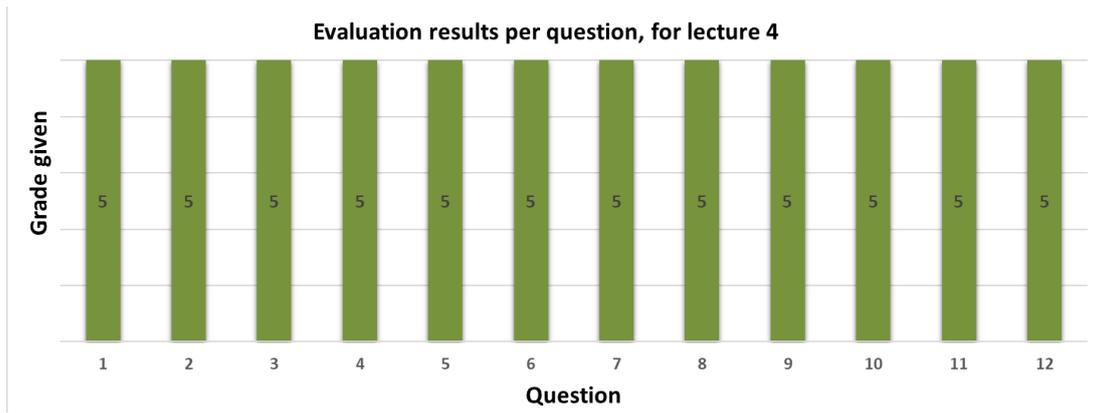
The questionnaire **given to lecturers to evaluate the participants** of the lecture contained 12 statements to which the lecturers responded with the degree of agreement, on a scale from 1 to 5, with 5 meaning that they strongly agree. The statements were:

1. *The content of the lecture is relevant to the field of DRM&FSE.*
2. *The discussions were relevant for the participants.*
3. *I enjoyed the cooperation and interaction with the other participants.*
4. *The participants had relevant knowledge in this field.*
5. *The goal of the event has been achieved.*
6. *The overall organization was professional.*

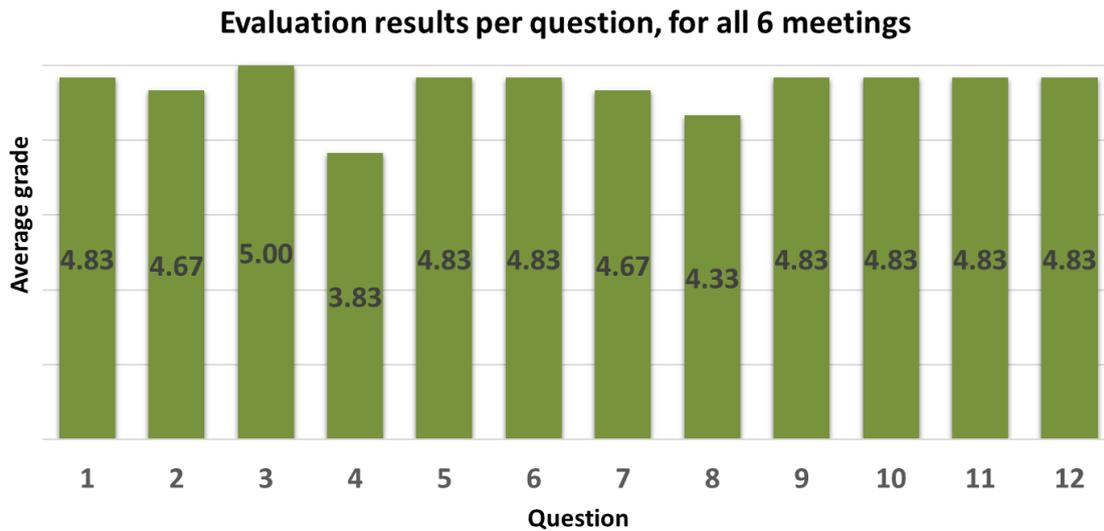
7. *The methods of work were suitable for the topics and for the participants.*
8. *The event time management and length were appropriate.*
9. *The venue and facilities were appropriate.*
10. *My expectations about this event were met or exceeded.*
11. *The goal of the event has been achieved.*
12. *My general mark for this event.*

The responses of all the lecturers are displayed in graphs below. The lectures are numbered according to the previous table and the questions are numbered as above.



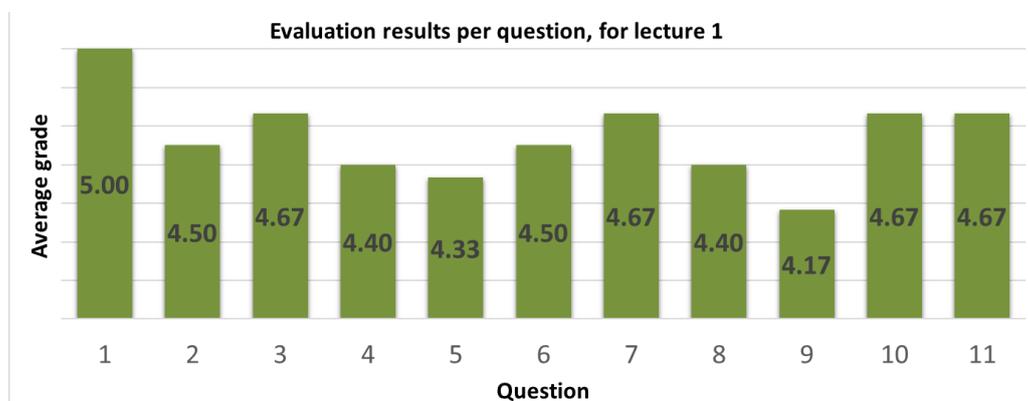


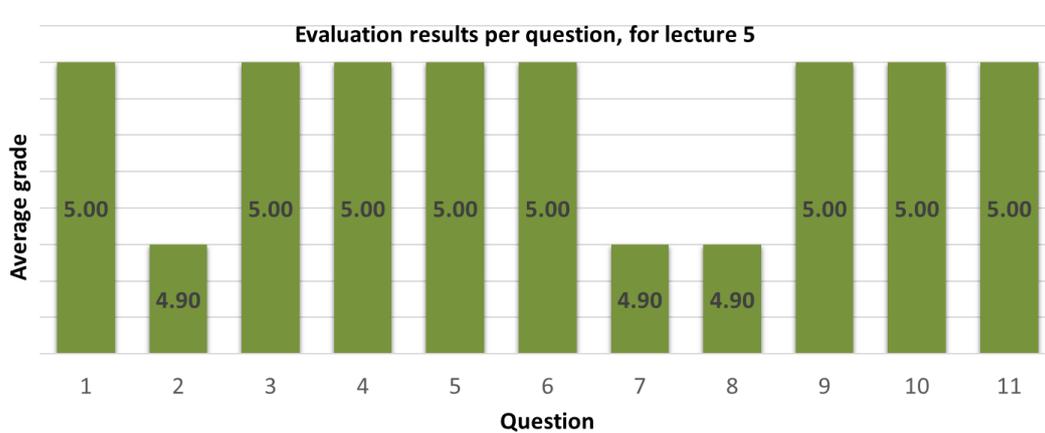
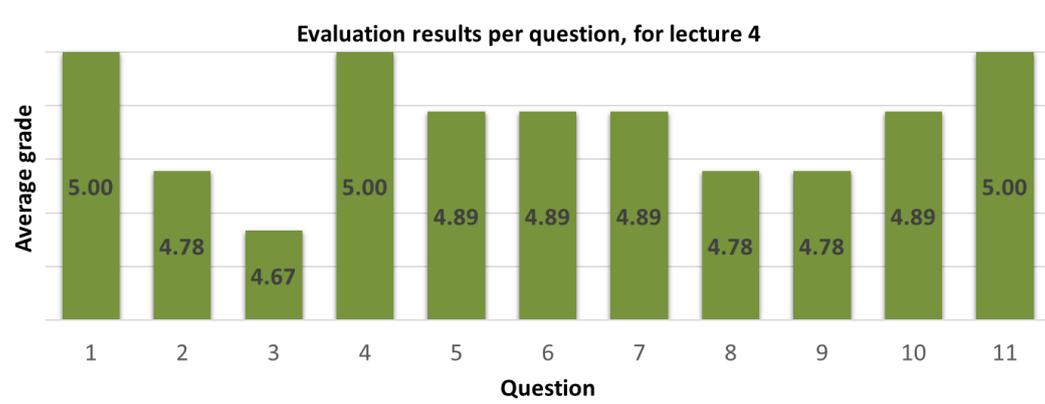
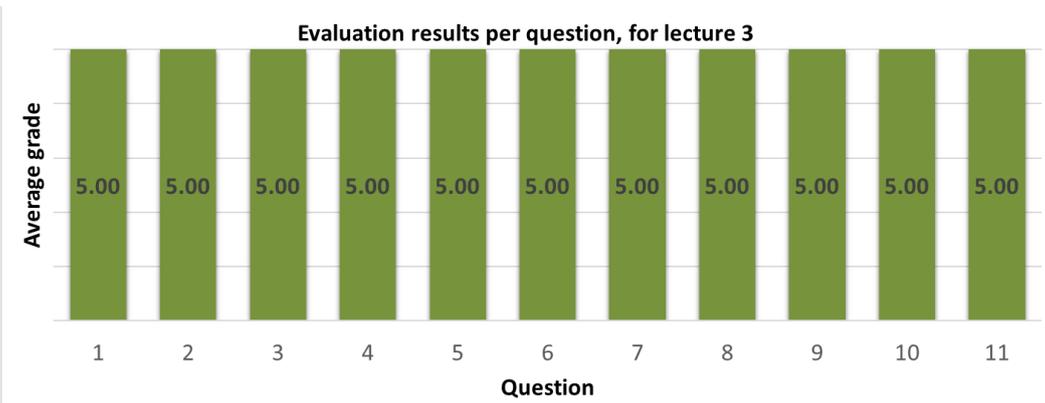
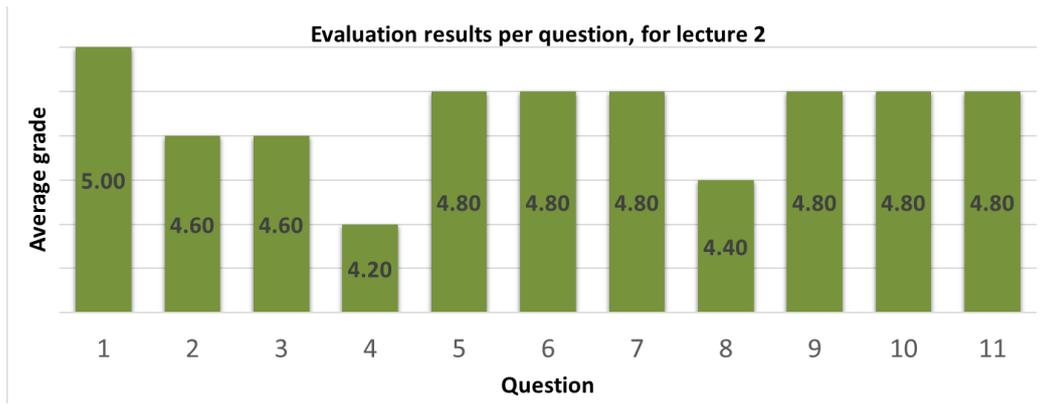
Overall, a high degree of satisfaction from the guest lecturers was achieved, as can be seen in the cumulative graph below. The organization of the events was deemed satisfactory, with the lowest scores received for time management and length. It is also visible that concerning the participants, the lowest scores were registered for their relevant knowledge in the field i.e. for the lecture.

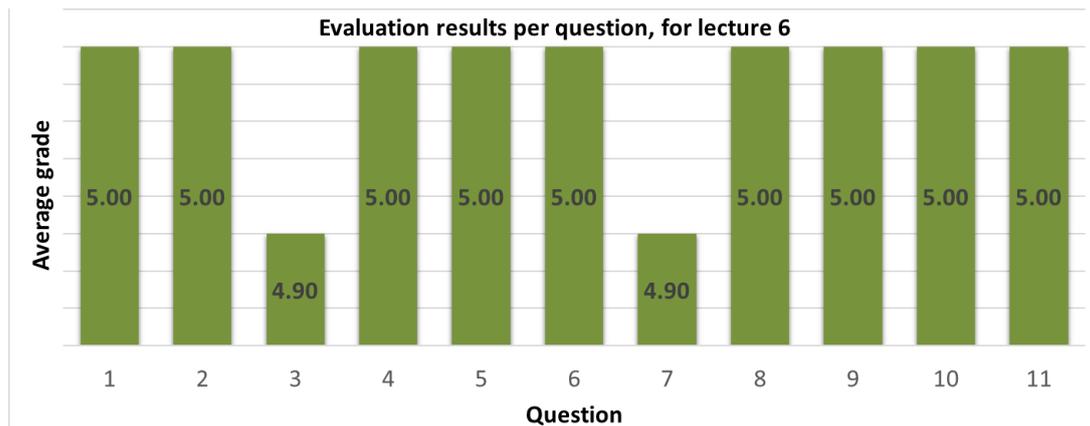


The questionnaire **given to participants to evaluate the lecturer** contained 11 statements to which the participants responded with the degree of agreement, on a scale from 1 to 5, with 5 meaning that they strongly agree. The statements were:

1. *The content of the lecture is relevant to the field of DRM&FSE.*
2. *The structure of the lecture is relevant.*
3. *The lecture was interactive and interesting.*
4. *The activities during the lectures provided enough practical information and answers.*
5. *The level of difficulty and the complexity of teaching was adequate.*
6. *The lecture was well prepared and organized.*
7. *I was satisfied with the dynamics and duration of the lecture.*
8. *The lecture met my expectations.*
9. *I believe that students will be able to use in practice what they have learned.*
10. *My general mark for the lecture.*
11. *My general mark for the lecturer.*





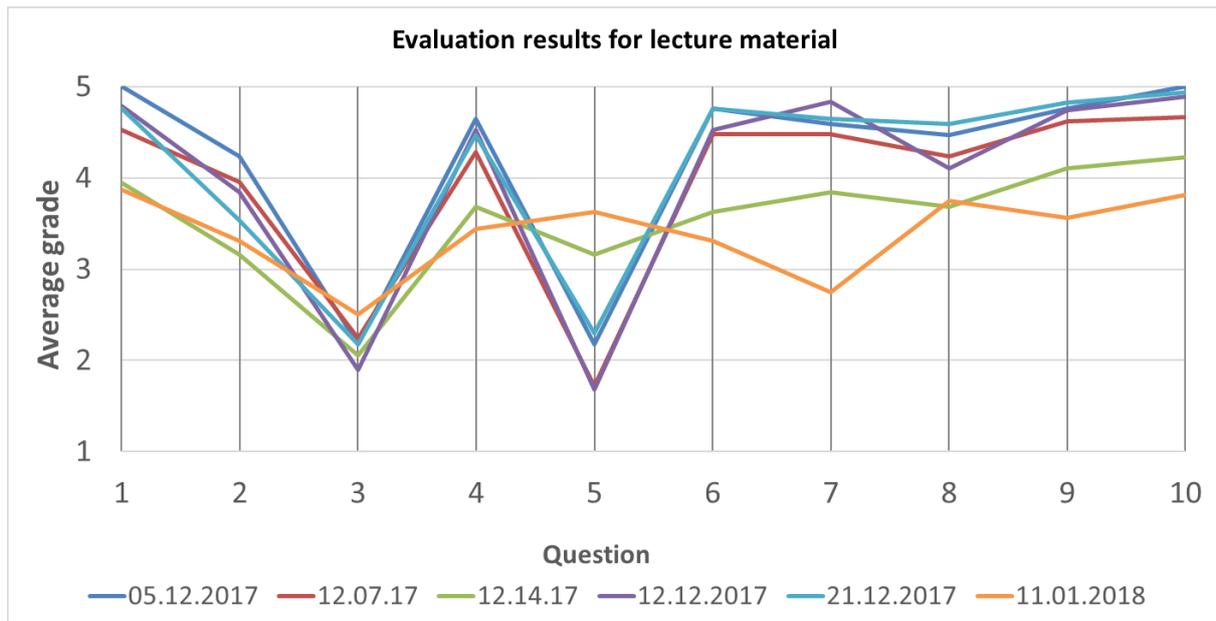


Overall, a relatively high degree of satisfaction from lecture participants was recorded. The highest scores were given for the lecture relevance to DRM&FSE and its dynamic and duration. On the other hand, the lowest grades were recorded for the amount of practical information given in the lectures and the fulfilment of the participants' expectations by the lecture.

The questionnaire **given to participants to evaluate the lecture material** contained 10 statements used for evaluation in the same manner:

1. *The lecture material was interesting.*
2. *The material was intellectually challenging.*
3. *The lecture material was very difficult.*
4. *The material fulfilled my expectations.*
5. *The lecture was overwhelming and hard.*
6. *The presentation was interesting.*
7. *I am satisfied with the dynamics and duration of the lecture.*
8. *I will be able to use in practice what I have learned.*
9. *My general mark for the lecture.*
10. *My general mark for the lecturer.*

The responses of all the participants are displayed in a comprehensive graph below with a grade average. The lectures are marked by the dates on which they were given, according to the lecture table. It should be noted that the questions that were repeated in the questionnaire were used as an honesty and concentration check.



The level of satisfaction recorded was consistent with that of the participants and guest lecturer evaluations. Although questions 3 and 5 seem to have low grades, the phrasing of the questions is negative, therefore lower grades indicate higher levels of satisfaction. Slightly lower grades can be observed for lectures three (green line) and six (orange line).

SURVEY ON THE TEACHING PROCESS AND STAFF PART II: 2018/2019

This survey contains data regarding all the courses taken by the students in the fifth academic year of 2018/19. Data sets on the courses are displayed below.

The grades for the professor, teaching assistant and the course itself are given on a scale from 5 to 10, with 5 being unsatisfactory and 10 being excellent. The evaluation for the schedule, delivery, consultations, literature, course relevance and number of classes is done on scales from 1 to 3 or 5. In these cases, 1 stands for satisfactory i.e. regularly, appropriate literature or number of classes. The scale then goes to less satisfactory answers ending at 3 or 5, depending on the survey question. Average grades are given in the tables with other statistical indicators.

Course: Assessment of Damaged Structures

Professor 1: Kočetov-Mišulić Tatjana (evaluated on 12 questionnaires)

Professor 2: Lukić Ivan (evaluated on 13 questionnaires)

Teaching Assistant 1: Kočetov-Mišulić Tatjana (evaluated on 6 questionnaires)

Teaching Assistant 2: Lukić Ivan (evaluated on 3 questionnaires)

Number of surveys filled out: 25 Number of students present: 13 Number of students enrolled: 24

general grade	professor 1 grade	professor 2 grade	teaching assistant 1 grade	teaching assistant 2 grade	grade average	following the schedule		delivery	
						lectures	tutorials	lectures	tutorials
average	9,67	9,85	9,83	10,00		1,30	1,33	1,08	1,09
median	10,00	10,00	10,00	10,00	median	1,00	1,00	1,00	1,00
mod	10,00	10,00	10,00	10,00	mod	1,00	1,00	1,00	1,00

grade average	consultations		literature		course grade	course relevance	number of classes	
	professor	teaching assistant	existent	too abundant			lectures	tutorials
average	1,08	1,09	1,00	1,48	9,30	1,67	1,25	1,26
median	1,00	1,00	1,00	2,00	10,00	1,00	1,00	1,00
mod	1,00	1,00	1,00	2,00	10,00	1,00	1,00	1,00

Course: Planning and organizing activities during events with catastrophic consequences

Professor: Peško Igor (evaluated on 11 questionnaires)

Teaching Assistant: Bibić Dragana (evaluated on 11 questionnaires)

Number of surveys filled out: 11 Number of students present: 11 Number of students enrolled: 24

general grade average	professor grade	teaching assistant grade	grade average	following the schedule		delivery	
				lectures	tutorials	lectures	tutorials
average	9,91	9,91		1,20	1,40	1,27	1,55
median	10,00	10,00	median	1,00	1,00	1,00	1,00
mod	10,00	10,00	mod	1,00	1,00	1,00	1,00

grade average	consultations		literature		course grade	course relevance	number of classes	
	professor	teaching assistant	existent	too abundant			lectures	tutorials
average	1,00	1,00	1,00	1,67	9,40	1,80	1,30	1,30
median	1,00	1,00	1,00	2,00	10,00	1,50	1,00	1,00
mod	1,00	1,00	1,00	2,00	10,00	1,00	1,00	1,00

Course: Protection and Rescue Plans

Professor: Laban Mirjana (evaluated on 14 questionnaires)

Teaching Assistant: Šupić Slobodan (evaluated on 14 questionnaires)

Number of surveys filled out: 14 Number of students present: 19 Number of students enrolled: 24

general grade average	professor grade	teaching assistant grade	grade average	following the schedule		delivery	
				lectures	tutorials	lectures	tutorials
	9,85	9,90		1,06	1,11	1,05	1,10
median	10,00	10,00	median	1,00	1,00	1,00	1,00
mod	10,00	10,00	mod	1,00	1,00	1,00	1,00

grade average	consultations		literature		course grade	course relevance	number of classes	
	professor	teaching assistant	existent	too abundant			lectures	tutorials
	1,00	1,00	1,00	1,59	9,74	1,26	1,21	1,26
median	1,00	1,00	1,00	2,00	10,00	1,00	1,00	1,00
mod	1,00	1,00	1,00	2,00	10,00	1,00	1,00	1,00

Course: Integrated Natural Disaster Risk Management

Professor 1: Ćosić Đorđe (evaluated on 6 questionnaires)

Professor 2: Popov Srđan (evaluated on 9 questionnaires)

Professor 3: Popović Ljiljana (evaluated on 6 questionnaires)

Teaching Assistant 1: Bajić Senka (evaluated on 11 questionnaires)

Teaching Assistant 2: Bondžić Jovana (evaluated on 10 questionnaires)

Number of surveys filled out: 24 Number of students present: - Number of students enrolled: -

general grade average	prof. 1 grade	prof. 2 grade	prof. 3 grade	teaching assistant 1 grade	teaching assistant 2 grade	grade average	following the schedule		delivery	
							lectures	tutorials	lectures	tutorials
	9,67	9,89	9,83	9,27	10,00		1,00	1,00	1,00	1,00
median	10,00	10,00	10,00	10,00	10,00	median	1,00	1,00	1,00	1,00
mod	10,00	10,00	10,00	10,00	10,00	mod	1,00	1,00	1,00	1,00

grade average	consultations		literature		course grade	course relevance	number of classes	
	professor	teaching assistant	existent	too abundant			lectures	tutorials
	1,00	1,00	1,00	1,68	9,88	1,23	1,0	1,05
median	1,00	1,00	1,00	2,00	10,00	1,00	1,00	1,00
mod	1,00	1,00	1,00	2,00	10,00	1,00	1,00	1,00

Course: **Advanced Course in Mathematics 1**

Professor: Lukić Tibor (evaluated on 7 questionnaires)

Teaching Assistant: Arsić DUnja (evaluated on 7 questionnaires)

Number of surveys filled out: 7 Number of students present: 7 Number of students enrolled: -

<i>general grade average</i>	professor grade	teaching assistant grade	<i>grade average</i>	following the schedule		delivery	
				lectures	tutorials	lectures	tutorials
	9,71	9,86		1,00	1,00	1,14	1,00
<i>median</i>	10,00	10,00	<i>median</i>	1,00	1,00	1,00	1,00
<i>mod</i>	10,00	10,00	<i>mod</i>	1,00	1,00	1,00	1,00

<i>grade average</i>	consultations		literature		course grade	course relevance	number of classes	
	professor	teaching assistant	existent	too abundant			lectures	tutorials
	1,00	1,00	1,00	1,29	8,86	2,83	1,50	1,50
<i>median</i>	1,00	1,00	1,00	2,00	9,00	2,50	1,50	1,50
<i>mod</i>	1,00	1,00	1,00	2,00	9,00	2,00	1,00	1,00

Course: **Crisis Management**

Professor: Pečujlija Mladen (evaluated on 6 questionnaires)

Teaching Assistant: Pečujlija Mladen (evaluated on 4 questionnaires)

Number of surveys filled out: 6 Number of students present: 6 Number of students enrolled: -

<i>general grade average</i>	professor grade	teaching assistant grade	<i>grade average</i>	following the schedule		delivery	
				lectures	tutorials	lectures	tutorials
	9,83	9,75		1,00	1,00	1,00	1,00
<i>median</i>	10,00	10,00	<i>median</i>	1,00	1,00	1,00	1,00
<i>mod</i>	10,00	10,00	<i>mod</i>	1,00	1,00	1,00	1,00

<i>grade average</i>	consultations		literature		course grade	course relevance	number of classes	
	professor	teaching assistant	existent	too abundant			lectures	tutorials
	1,00	1,00	1,00	1,60	9,67	1,33	1,00	1,00
<i>median</i>	1,00	1,00	1,00	2,00	10,00	1,00	1,00	1,00
<i>mod</i>	1,00	1,00	1,00	2,00	10,00	1,00	1,00	1,00

Course: Fire and Explosion Protection due to Electricity

Professor: Pekarić-Nadž Neda (evaluated on 8 questionnaires)

Teaching Assistant: Juhas Anamarija (evaluated on 8 questionnaires)

Number of surveys filled out: 8 Number of students present: 8 Number of students enrolled: -

<i>general grade average</i>	professor grade	teaching assistant grade	<i>grade average</i>	following the schedule		delivery		
				lectures	tutorials	lectures	tutorials	
	10,00	10,00		1,00	1,00	1,00	1,00	
<i>median</i>	10,00	10,00	<i>median</i>	1,00	1,00	1,00	1,00	
<i>mod</i>	10,00	10,00	<i>mod</i>	1,00	1,00	1,00	1,00	
<i>grade average</i>	consultations		literature		course grade	course relevance	number of classes	
	professor	teaching assistant	existent	too abundant			lectures	tutorials
	1,00	1,00	1,00	1,88	10,00	1,38	1,00	1,25
<i>median</i>	1,00	1,00	1,00	2,00	10,00	1,00	1,00	1,00
<i>mod</i>	1,00	1,00	1,00	2,00	10,00	1,00	1,00	1,00

Course: Design and Maintenance of Stationary Fire Extinguishing Systems

Professor: Jocanović Mitar (evaluated on 2 questionnaires)

Teaching Assistant: Karanović Velibor (evaluated on 2 questionnaires)

Number of surveys filled out: 2 Number of students present: 2 Number of students enrolled: 18

<i>general grade average</i>	professor grade	teaching assistant grade	<i>grade average</i>	following the schedule		delivery		
				lectures	tutorials	lectures	tutorials	
	10,00	10,00		1,00	1,00	1,00	1,00	
<i>median</i>	10,00	10,00	<i>median</i>	1,00	1,00	1,00	1,00	
<i>mod</i>	10,00	10,00	<i>mod</i>	1,00	1,00	1,00	1,00	
<i>grade average</i>	consultations		literature		course grade	course relevance	number of classes	
	professor	teaching assistant	existent	too abundant			lectures	tutorials
	1,00	1,00	1,00	1,50	10,00	1,00	1,00	1,00
<i>median</i>	1,00	1,00	1,00	1,50	10,00	1,00	1,00	1,00
<i>mod</i>	1,00	1,00	1,00	-	10,00	1,00	1,00	1,00

Course: Risk Analysis in the Decision-Making Process

Professor: Laban Mirjana (evaluated on 14 questionnaires)

Teaching Assistant: Šupić Slobodan (evaluated on 14 questionnaires)

Number of surveys filled out: 14 Number of students present: 14 Number of students enrolled: 18

general grade average	professor grade	teaching assistant grade	grade average	following the schedule		delivery	
				lectures	tutorials	lectures	tutorials
	9,93	10,00		1,17	1,17	1,15	1,15
median	10,00	10,00	median	1,00	1,00	1,00	1,00
mod	10,00	10,00	mod	1,00	1,00	1,00	1,00

grade average	consultations		literature		course grade	course relevance	number of classes	
	professor	teaching assistant	existent	too abundant			lectures	tutorials
	1,00	1,00	1,14	1,93	9,62	1,79	1,21	1,36
median	1,00	1,00	1,00	2,00	10,00	1,00	1,00	1,00
mod	1,00	1,00	1,00	2,00	10,00	1,00	1,00	1,00

Course: Financial Resilience to Hazards

Professor: Popović Ljiljana (evaluated on 6 questionnaires)

Teaching Assistant: Novaković Tanja (evaluated on 5 questionnaires)

Number of surveys filled out: 6 Number of students present: 6 Number of students enrolled: 12

general grade average	professor grade	teaching assistant grade	grade average	following the schedule		delivery	
				lectures	tutorials	lectures	tutorials
	10,00	10,00		1,00	1,00	1,00	1,00
median	10,00	10,00	median	1,00	1,00	1,00	1,00
mod	10,00	10,00	mod	1,00	1,00	1,00	1,00

grade average	consultations		literature		course grade	course relevance	number of classes	
	professor	teaching assistant	existent	too abundant			lectures	tutorials
	1,00	1,00	1,00	1,83	9,33	1,83	1,00	1,00
median	1,00	1,00	1,00	2,00	10,00	2,00	1,00	1,00
mod	1,00	1,00	1,00	2,00	10,00	2,00	1,00	1,00

Course: Evacuation Calculation and Modelling

Professor: Laban Mirjana (evaluated on 16 questionnaires)

Teaching Assistant 1: Draganić Suzana (evaluated on 13 questionnaires)

Teaching Assistant 2: Šupić Slobodan (evaluated on 11 questionnaires)

Number of surveys filled out: 22 Number of students present: 12 Number of students enrolled: 16

general grade average	professor grade	teaching assistant 1 grade	teaching assistant 2 grade	grade average	following the schedule		delivery	
					lectures	tutorials	lectures	tutorials
	9,94	10,00	10,00		1,07	1,10	1,06	1,05
median	10,00	10,00	10,00	median	1,00	1,00	1,00	1,00
mod	10,00	10,00	10,00	mod	1,00	1,00	1,00	1,00
grade average	consultations		literature		course grade	course relevance	number of classes	
	professor	teaching assistant	existent	too abundant			lectures	tutorials
	1,00	1,00	1,18	1,82	9,88	1,24	1,41	1,43
median	1,00	1,00	1,00	2,00	10,00	1,00	1,00	1,00
mod	1,00	1,00	1,00	2,00	10,00	1,00	1,00	1,00

Course: Qualitative and quantitative methods of risk management

Professor: Pečujlija Mladen (evaluated on 7 questionnaires)

Teaching Assistant: Pečujlija Mladen (evaluated on 7 questionnaires)

Number of surveys filled out: 7 Number of students present: 8 Number of students enrolled: -

general grade average	professor grade	teaching assistant grade	grade average	following the schedule		delivery		
				lectures	tutorials	lectures	tutorials	
	9,29	9,29		1,00	1,00	1,00	1,00	
median	10,00	10,00	median	1,00	1,00	1,00	1,00	
mod	10,00	10,00	mod	1,00	1,00	1,00	1,00	
grade average	consultations		literature		course grade	course relevance	number of classes	
	professor	teaching assistant	existent	too abundant			lectures	tutorials
	1,00	1,00	1,17	1,86	9,67	1,43	1,29	1,29
median	1,00	1,00	1,00	2,00	10,00	1,00	1,00	1,00
mod	1,00	1,00	1,00	2,00	10,00	1,00	1,00	1,00

The conclusion of the conducted survey is very satisfactory in terms of the students' perception of courses for both 2017/18 and 2018/19. The courses are deemed relevant form the study programme with high overall course grades. The teaching staff is evaluated with high grades, as well. The lectures and tutorials are conducted according to the set schedule with consultation taking place in the assigned time.

SERBIA

2. HIGHER EDUCATION TECHNICAL SCHOOL OF PROFESSIONAL STUDIES IN NOVI SAD (VTSNS)

Enrolment of the first MP generation

The professional master programme in Protection Engineering was accredited on 2 February 2018, as the first of five newly-developed master programmes within the K-FORCE project. After two enrolment competitions, in September ([link](#)) and October ([link](#)) 2018, all 32 vacancies were filled ([link](#), [link](#)), and the first generation of students was enrolled in the school year 2018/2019. The lectures began in the middle of November 2018. Since the bachelor studies in the VTSNS last three years, the master programme has two years, unlike other master programmes in partner institutions. The enrolled students are professionals from the DRM&FSE field with completed bachelor studies in one of the protection study programmes in the VTSNS (Fire Safety, Occupational Health and Safety, Environmental Safety, or Civil Protection). They are the first cohort of students attending the professional master programme, and the Report refers to them.

VTSNS surveys

The VTSNS regularly runs anonymous polls on biennial basis regarding the quality of its study programmes, teachers, courses, management and services, with results displayed on the institutional website ([link](#)). Evaluation is organised by the person in charge of quality control in the institution. Surveys are done in class in a traditional way, using paper forms. Although we have specialist programmes, as well, so far, only students of bachelor studies have been surveyed for they are the predominant part of the student population in our institution.

Since the last general VTSNS survey was conducted at the end of 2018, it did not cover our master students. Therefore, the period June-July 2019 was determined for surveying them as there would be no lectures and exams at the time. To obtain student opinion on all required survey categories a series of questionnaires was developed. Some of the existing templates ([link](#)) were modified where possible, and redesigned. Or completely new ones were made to suit project requirements. Along with graded answers, all questionnaires have fields for student comments.

Since e-surveys had never been run before in our institution, measures were taken to create them in Google Forms. An IT teaching assistant was engaged to design the questionnaires according to paper templates, periodically inform master students about them by e-mail,

monitor the surveying process, and report the results. The following four surveys were offered to our master students of the first year of Protection Engineering:

- Survey on the master programme;
- Survey on the first year courses;
- Survey on the quality of work of the teaching staff; and
- Survey on the quality of services and management of the HEI.

Although only the first two were planned to be e-questionnaires, in the end it was decided to make all four surveys web-based because students openly expressed reluctance to fill in paper questionnaires.

The fifth survey foreseen by Activity 4.5 is Survey for evaluating the guest lectures. It is the same for all WB partners, and has been the subject of a separate quality report prepared by Partner 11 (UKIM); therefore, it is not part of this report.

Survey on the master programme

This is a web-based survey. The opening page of the questionnaire is in Figure 1, and to see the entire survey click [here](#).

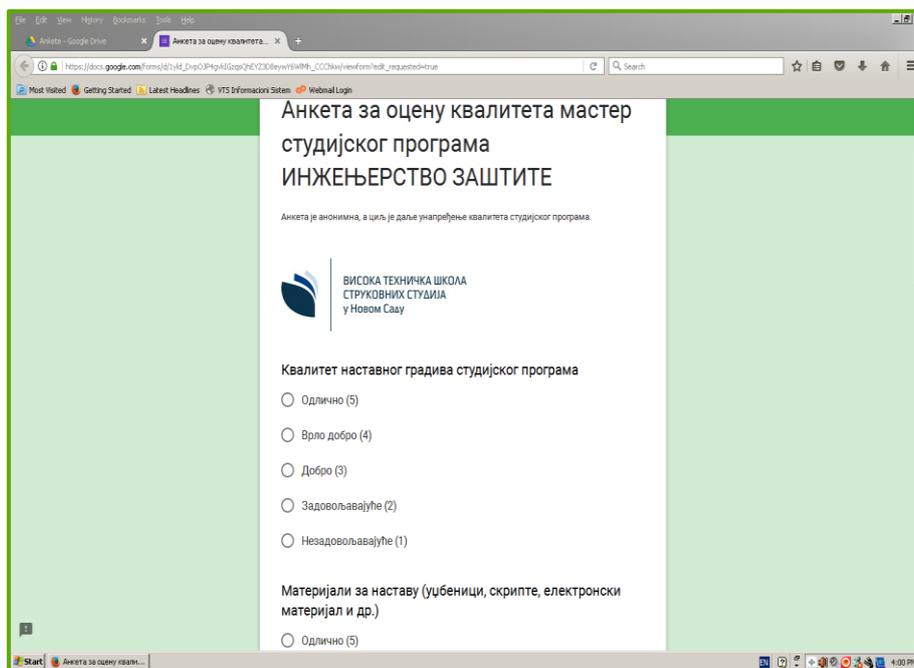


Fig. 1 – Opening page of the Survey on the master programme

The questionnaire deals with the quality of the master programme as a whole and contains five questions. The students are asked to assess the following:

- Quality of the teaching content of the study programme;
- Teaching material;
- Investment in equipment aiming to improve the practical segment of teaching;
- Initiating collaboration with industry; and

- Practical implementation of acquired knowledge.

The grading scale is 1-5, where:

- 5 = excellent;
- 4 = very good;
- 3 = good;
- 2 = satisfactory; and
- 1 = unsatisfactory.

The Survey on the master programme attracted 24 master students, and 23 gave their answers on the quality of the master programme Protection Engineering. The obtained results are presented in the document [Assessment of the master programme Protection Engineering](#). As the number of participants in other surveys is much smaller, it is obvious the students consider the Survey on the master programme the most important of all. Therefore, the following figures present marks in percentages obtained in it.



Fig. 2 – Assessment of the quality of the teaching content of the study programme

Grades 5, 4 and 3 are dominant with 30.5 % each (Figure 2). So, generally, the students are satisfied with the quality of the teaching content, but there is space for its improvement. This is the first cohort of the study programme, and spotted weaknesses and problems are to be dealt with before the new generation of master students enrolls the programme.



Fig. 3 – Assessment of the teaching material

The grades referring to the quality of the teaching material range between 3 and 5, as seen in Figure 3, but there are 13 % of poll participants that gave grade 2 (satisfactory). Although there is available literature of high quality for each course, not all teachers have their own textbooks, which students expect. This will be changed in the near future, as some textbooks are being prepared.



Fig. 4 – Assessment of the investment in equipment aiming to improve the practical segment of teaching

Being a professional HEI, the VTSNS has been developing the practical segment of teaching, such as laboratory and field exercises and investigations, since its beginnings. Our students recognize and value the efforts (Figure 4). However, this part of educational process requires permanent investments to keep pace with theoretical knowledge on one side and industry on the other.



Fig. 5 – Assessment of initiating collaboration with industry

From Figure 5 it is seen that about 75 % of master students are satisfied with the present VTSNS collaboration with companies and initiatives to further develop and strengthen ties with industry for the benefit of the teaching process. Yet, 25 % think these activities do not deserve high marks. Indeed, this segment of collaboration needs due attention and improvement. Above all, the selection of companies must be better, and then, contracts with them regulating the mutual relationship, particularly in the area of student industrial placement, must be precise, not too general.



Fig. 6 – Assessment of practical implementation of acquired knowledge

The distribution of answers presented in Figure 6 shows again that the majority of master students believe they can use the acquired knowledge in practice. Still, 13 % do not share that opinion. By insisting on more practice over theory in the teaching/learning process, and on improved industrial placement of our students, the level of practical implementation of acquired knowledge can be even higher.

In the end of the Survey on the master programme, some students left their comments. They expressed their satisfaction with education on a high level, recommended to proceed in the same, good, direction, but also suggested to engage more teaching assistants from industry, which would contribute to easier inclusion of students into working processes.

Also, the possibility of employment should be improved, and there is an idea to enable the best bachelor students to enrol master studies as budget students in the future.

Survey on the first year courses

There are seven courses on the first year of the master programme Protection Engineering, as presented in the table below.

No.	Code	Course title	Semester	Course status	ECTS	Teacher
1	M01	Risk management in protection	1	Obligatory	10.0	Biljana Gemovic Branko Savic
2	M02	Applied risk modelling methods	1	Obligatory	10.0	Nenad Janjic, Bozo Ilic, Branko Savic
3	M03	Monitoring and control in protection	1	Obligatory	10.0	Vesna Petrovic
4	M04	Personal protective equipment	2	Obligatory	8.0	Dusan Gavanski
5	M05	Risk analysis in decision making for disaster protection	2	Obligatory	8.0	Branko Babic
6	M10	Prevention and control of water pollution	2	Elective	10.0	Anita Petrovic Gegic
7	M13	Professional master practice 1	2	Obligatory	4.0	

Table 1 – First year courses at Protection Engineering

For courses 1-6 the students are asked to assess the following:

- Quality of the teaching content of the course;
- Organisation of the teaching content of the course;
- Possibility of individual problem solving after course content presentation;
- Teaching material for the course; and
- Practical implementation (examples, experiments, etc.) in the course.

The grading scale is 1-5, where:

- 5 = excellent;
- 4 = very good;
- 3 = good;
- 2 = satisfactory; and
- 1 = unsatisfactory.

For the last course from the table, Professional master practice 1, there are three questions, with offered answers Yes, No, and Partially:

- Has the knowledge acquired during studying been useful for activities in Professional master practice 1?
- Have you participated in concrete tasks concerning production processes of the company?
- Are you satisfied with the realisation of Professional master practice 1?

The figure below shows the first page of the web-based Survey on the first year courses, and the whole questionnaire can be seen [here](#).

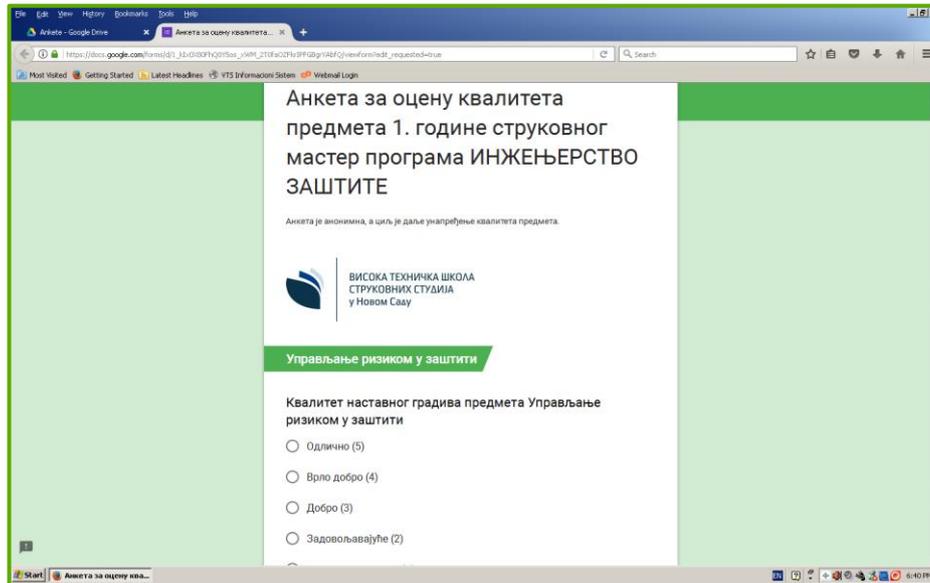


Fig. 7 – Opening page of the Survey on the first year courses

In this poll there were six participants, but five of them assessed all courses. The obtained results are presented in the document [Assessment of the first year master courses](#). Courses got good grades, and since the VTSNS is a professional HEI, answers referring to the course Professional master practice 1 are particularly important. All students said the knowledge acquired through the first year courses of the master programme Protection Engineering was useful for activities they did in enterprises, and 83.3 % took part in concrete tasks concerning production processes.

Survey on the quality of work of the teaching staff

This survey was transformed from a paper form into an e-form because students asked us to make all surveys web-based. The original traditional form referring to teachers of the seven master courses in the first year is given below.

АНКЕТНИ ЛИСТ ЗА ОЦЕНУ КВАЛИТЕТА РАДА НАСТАВНИКА
 Прва година студија струковног мастер програма ИНЖЕЊЕРСТВО ЗАШТИТЕ, школске 2018/2019. године Датум:

Висока техничка школа струковних студија у Новом Саду	Управљање ризицима у заштити Б. Теловић, Б. Савић			Примена метода моделовања ризица Н. Лажић, Б. Илић, Б. Савић			Мониторинг и контрола у заштити Б. Петровић			Лична заштитна опрема Д. Гавански			Анализа ризица у процесу одлучивања у заштити од катастрофалних догађаја Б. Васић			Превенција и контрола загађења вода А. Петровић, Тегић		
	Одлично	Веома добро	Добро	Одлично	Веома добро	Добро	Одлично	Веома добро	Добро	Одлично	Веома добро	Добро	Одлично	Веома добро	Добро	Одлично	Веома добро	Добро
1. Припремљеност наставника																		
2. Разумљивост излагања и јасноћа објашњавања																		
3. Квалитет наставних средстава																		
4. Подстицање студената на активно учешће у настави																		
5. Занимљивост тематике излагања																		
6. Одговарајући темпо излагања материје																		
7. Јасно ли је уочити садржај и циљевима предмета?																		

Коментар о раду са наставницима на предмету Стручна мастер пракса 1

Струковни мастер програм Инжењерство заштите акредитован је у оквиру међународног пројекта K-FORCE из програма ERASMUS+.

Co-funded by the Erasmus+ Programme of the European Union

The European Commission support for the production of this publication does not constitute an endorsement of the contents which reflects the views only of the authors, and the Commission cannot be held responsible for any use which may be made of the information contained therein.

Fig. 8 – Paper form of the Survey on the quality of work of the teaching staff

There are seven issues students can assess regarding the teaching staff:

- Teacher’s preparedness for the class;
- Understanding of lectures and clarity of teacher’s explanation;
- The quality of teaching aids;
- Encouraging students to actively participate in class;
- Attractiveness of topics/presentations;
- Appropriateness of pace of presenting the content; and
- Introducing students with the content and objectives of the course.

Possible answers are Excellent, Very good, and Satisfactory.

For the course Professional master practice 1, students can leave a comment on collaboration with teachers during the course.

Figure 9 displays the first page of the electronic Survey on the quality of work of the teaching staff, and the entire questionnaire opens [here](#).

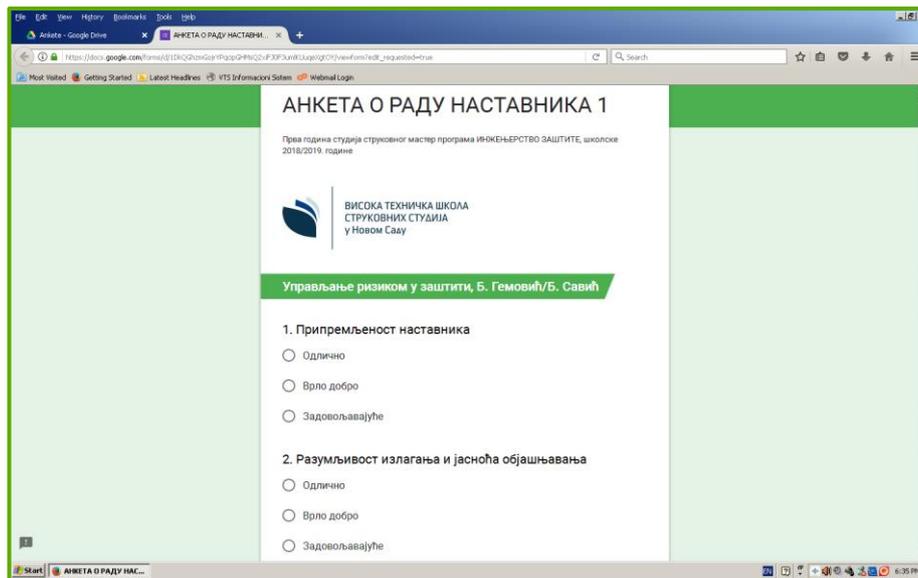


Fig. 9 – Opening page of the Survey on the quality of work of the teaching staff

The Survey on the quality of work of the teaching staff attracted only three participants, and their answers can be seen in the document [Assessment of teachers](#). They assessed teachers with marks 5 and 4.

It seems that master students considered this survey redundant in a way. By giving their answers in the two previous surveys, Survey on the master programme and Survey on the first year courses, they probably thought the performance of teachers was indirectly covered enough in these surveys, so there was no need to assess them again in a separate survey.

Survey on the quality of services and management of the HEI

This survey was also originally planned as a traditional paper survey, but then was designed as a Google form like the rest of surveys. Figure 10 displays the traditional form, whereas Figure 11 shows the first page of the e-form of the same survey; to see the entire e-questionnaire click [here](#).

АНКЕТНИ ЛИСТ ЗА ОЦЕНУ РАДА СЛУЖБИ И РУКОВОДСТВА У УСТАНОВИ

Анкета је изоловано студијски струкованог мастер програма ИСКУПЕРСТВО ЗАШТИТЕ.

КВАЛИТЕТ РАДА СТУДЕНТСКЕ СЛУЖБЕ

ЕЛЕМЕНТ	ОЦЕНА				
	Одлично	Врло добро	Добро	Задовољство	Недовољство
1. Понашање особља	5	4	3	2	1
2. Тачност података издатих на захтев	5	4	3	2	1
3. Радоно време са студентима	5	4	3	2	1
4. Информативна и провиза	5	4	3	2	1

НАПОМЕНА: Ако имате предлоге и сугестије, молимо да их упишете:

КВАЛИТЕТ РАДА БИБЛИОТЕКЕ

ЕЛЕМЕНТ	ОЦЕНА				
	Одлично	Врло добро	Добро	Задовољство	Недовољство
1. Понашање особља	5	4	3	2	1
2. Распољивост литературе, библиотекарски сервиси	5	4	3	2	1
3. Опрема (информатика)	5	4	3	2	1

НАПОМЕНА: Ако имате предлоге и сугестије, молимо да их упишете:

КВАЛИТЕТ РАДА РУКОВОДСТВА ШКОЛЕ

ЕЛЕМЕНТ	ОЦЕНА				
	Одлично	Врло добро	Добро	Задовољство	Недовољство
1. Затапање у школу радној Школи отворених нових студентских програма	5	4	3	2	1
2. Организација делатности Школе (програма, уписа, конференција, и др.)	5	4	3	2	1
3. Процесна делатности Школе регистрација нових делатности (остваривања, лиценца, акредитација, и др.)	5	4	3	2	1
4. Опрема пословног простора и побољшање услова рада студента и запослених Школе	5	4	3	2	1
5. Работна атмосфера (услуга Студентске службе и Библиотеке)	5	4	3	2	1

НАПОМЕНА: Ако имате предлоге и сугестије, молимо да их упишете:

Службени мастер програма ИСКУПЕРСТВО ЗАШТИТЕ издатиман у оквиру иницијативе програма ИСКУПЕРСТВО

Co-funded by the European Union

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Fig. 10 – Paper form of the Survey on the quality of services and management of the HEI

It has three parts dealing with the Student affairs office, Library, and Management, respectively.

In Part one on the Student affairs office there are four issues students are asked about:

- Personnel behaviour;
- Accuracy of data issued on request;
- Working hours with clients; and
- Implementation of IT equipment in the work process.

In Part two on the Library, there are three issues that should be assessed:

- Personnel behaviour;
- Availability of books needed, and
- Implementation of IT equipment in the work process

And finally, Part three requires students to mark the quality of the following management activities:

- Activities on opening new study programmes;
- Organisation of activities (promotion, enrolment, conferences, etc.);
- Introduction of new activities (authorization, licensing, accreditation, etc.);
- Equipping of working space and improvement of working conditions; and
- Functioning of services other than Student affairs office and Library.

For all three segments of the survey, the grading scale is the same:

- 5 = excellent;
- 4 = very good;
- 3 = good;

2 = satisfactory; and
1 = unsatisfactory.

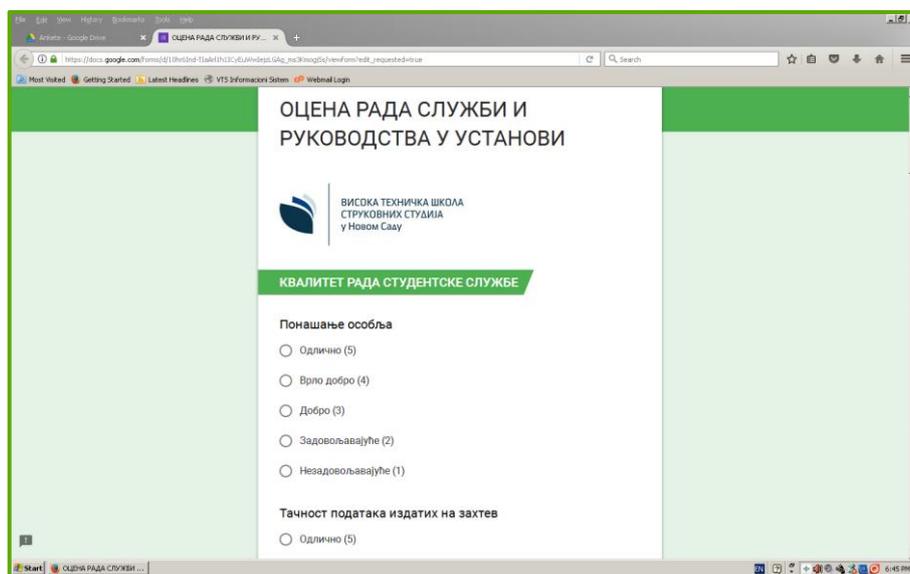


Fig. 11 – Opening page of the Survey on the quality of services and management of the HEI

The results of the Survey on the quality of services and management of the HEI are displayed in the document [Assessment of services and management](#). There were eight participants in the poll and most marks range from 3 to 5.

Only in two cases one unsatisfactory mark (1), which is 12.5% in total, was given as seen in the Figures 12 and 13 below.



Fig. 12 – Assessment of introduction of new activities (authorization, licensing, accreditation, etc.)

Like other professional HEIs, the VTSNS has programmes preparing students for obtaining licences, especially in the field of protection. There are plans to broaden activities to short educational programmes for adults in cooperation with industry, which will contribute to the variety of our offer in the educational market.



Fig. 13 – Assessment of equipping of working space and improvement of working conditions

The VTSNS completely renovated its premises in the period July-November 2019, so the working conditions for both students and employees have been significantly improved.

BOSNIA AND HERZEGOVINA

3. FACULTY OF MINING, GEOLOGY AND CIVIL ENGINEERING

University of Tuzla

The Master Programme of Disaster Risk Management and Fire Safety Engineering has been developed as part of the European Commission's ongoing ERASMUS + program called Knowledge FOr Resilient soCiEty (abbreviated K-FORCE) No. 573942-EPP-1-2016-1-RS-EPPKA2-CBHE- JP.

The Master Programme of Disaster Risk Management and Fire Safety Engineering started in the academic year 2018/2019 at the Department of Security and Assistance. This study carries the elements of multidisciplinary and the possibility of horizontal passability of students with diplomas and cycles of all 5 study programs of the Faculty of Mining, Geology and Civil Engineering, as well as related diplomas from other higher education institutions.

Student enrolment

The competition for student enrolment in this MP has been announced in 2018/2019 academic year at University of Tuzla. The competition ended successfully with 6 students enrolled in the Master Programme. This group represents the first group of students attending this Master Programme.

University surveys

Curriculum evaluation as well as the teaching process is conducted through surveys, queries or other research methods.

The established opinions of students influence the processes and on the basis of which corrective measures are taken (regularity of teaching, adequacy and scope of teaching contents, confidence of teaching - engagement of teachers in the subjects, revision of curricula, etc.).

Students are included in the quality assurance evaluation of teaching staff through an anonymous survey. Once during the academic year, alternating between semesters, students are surveyed about the quality of teaching (lectures and exercises), in accordance

with the Rulebook on student evaluation of the quality of teaching and the conduct of the evaluation. The survey is conducted on all those courses that students take during the semester in which the survey is conducted in electronic or hard copy. Representatives of the quality committee and dean of the organizational unit are responsible for its implementation.

The complete results of the survey conducted at the Faculty are submitted to the Dean and the Dean for the organizational unit submits the report to the Rector. The dean submits a report to the teacher / associate who taught the course in the interviewed subject. Student evaluation results provide teachers with guidance for future work, and special efforts are made to improve teaching in those cases where student evaluation results are poor.

Assessment of the quality of study organization and study program should also be done through the analysis of statistical reports periodically prepared by the Faculty Student Service and submitted to the competent Ministry of Education and the Federal Bureau of Statistics.

Once a year (after the end of the academic year), all teachers and associates submit a report on their work, which includes data on teaching activities, scientific and research work and professional development, and extracurricular activities.

Survey on the teaching process

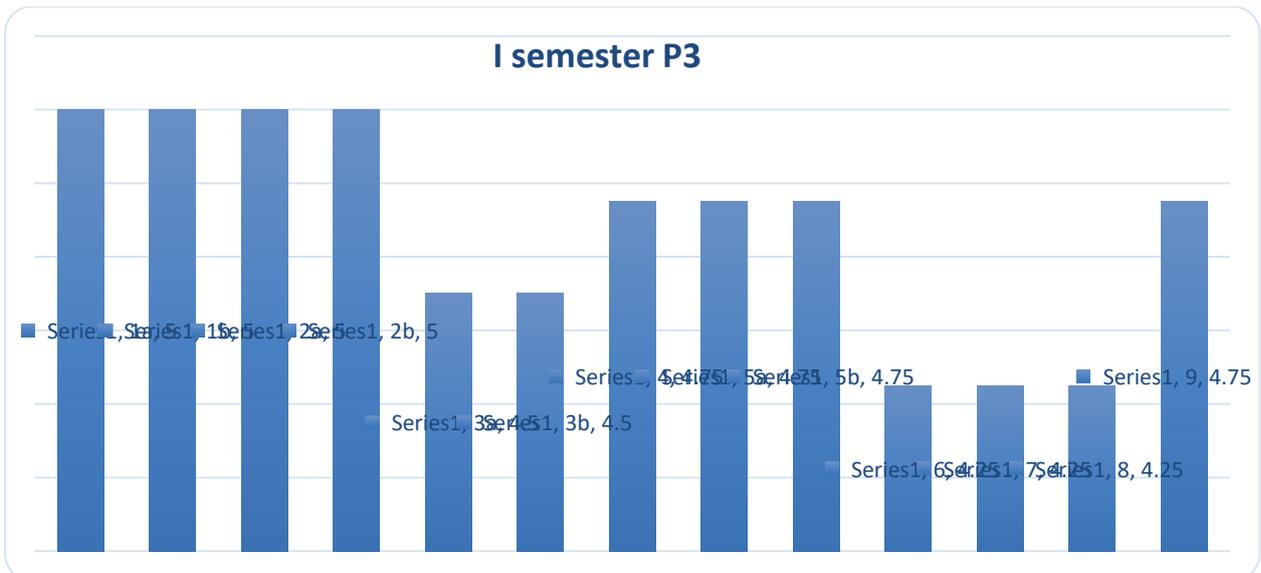
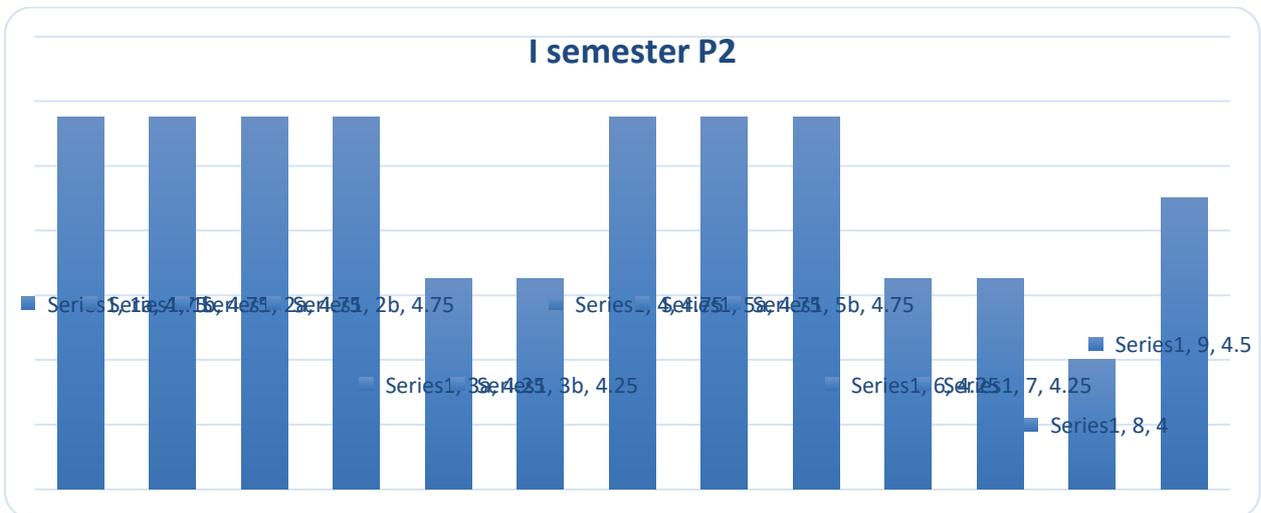
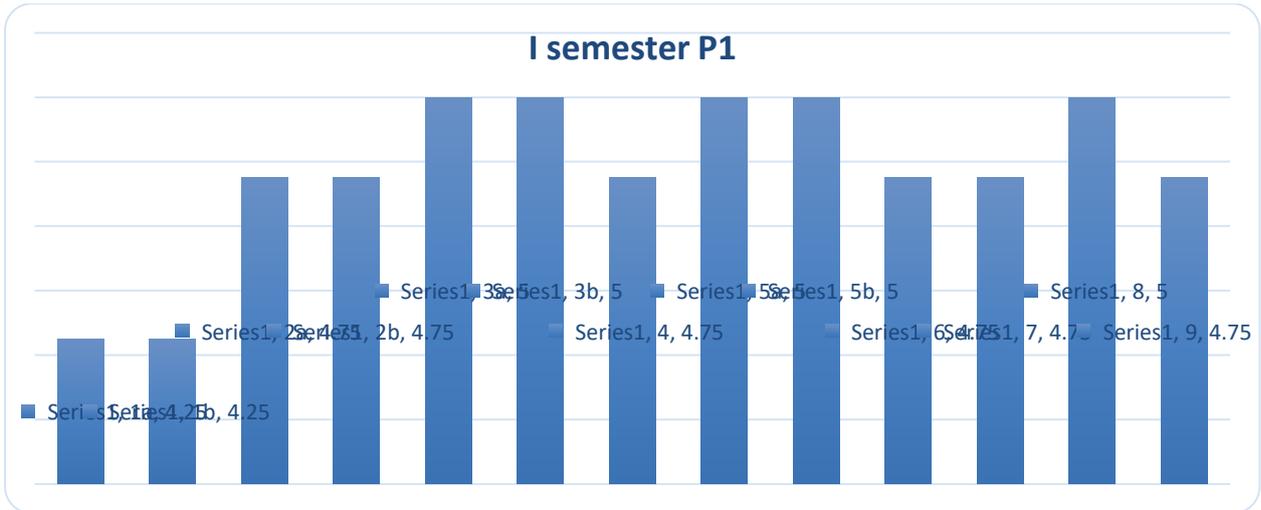
Interviews of students on the quality of teaching (lectures and exercises) are conducted by semesters during the academic year, alternately in accordance with the Rulebook on student evaluation of the quality of teaching and the procedure of evaluation. The survey is conducted on all those courses that students take during the semester in which the survey is conducted and is conducted by representatives of the RGGF Quality Management Committee appointed by the University Senate.

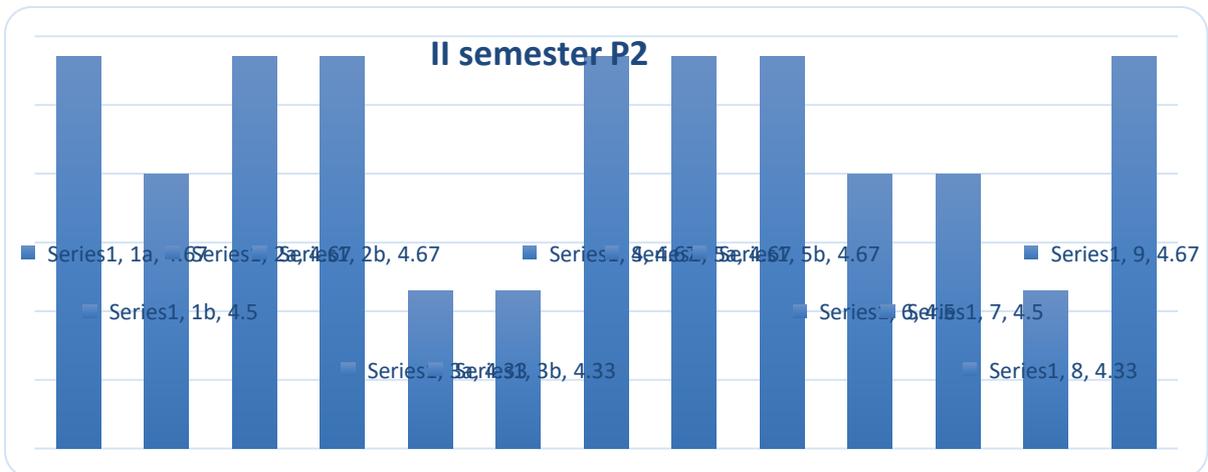
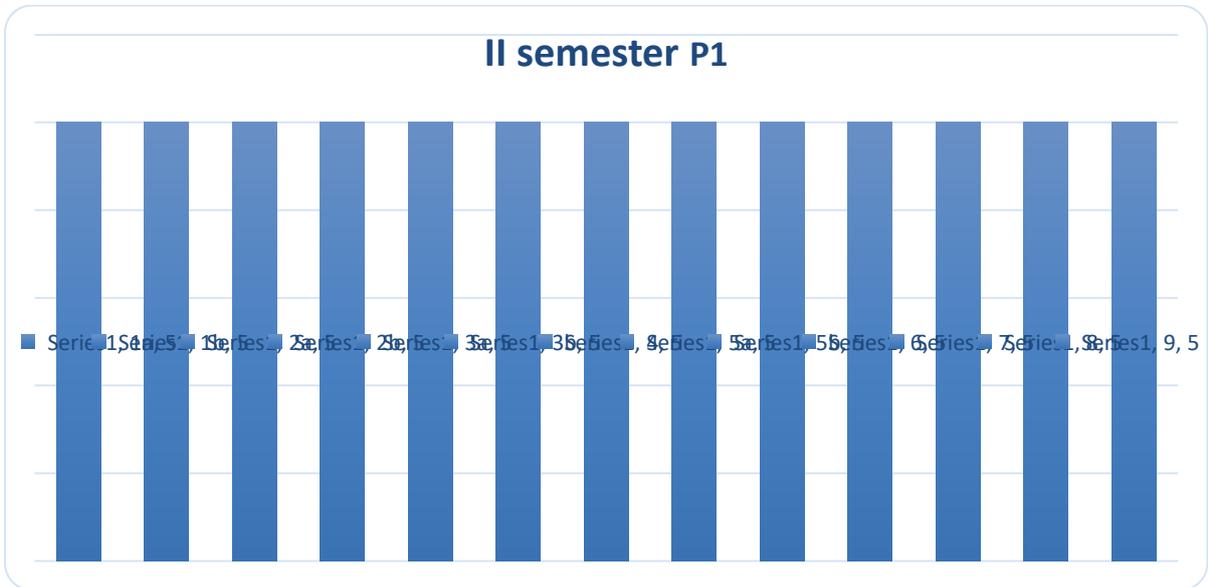
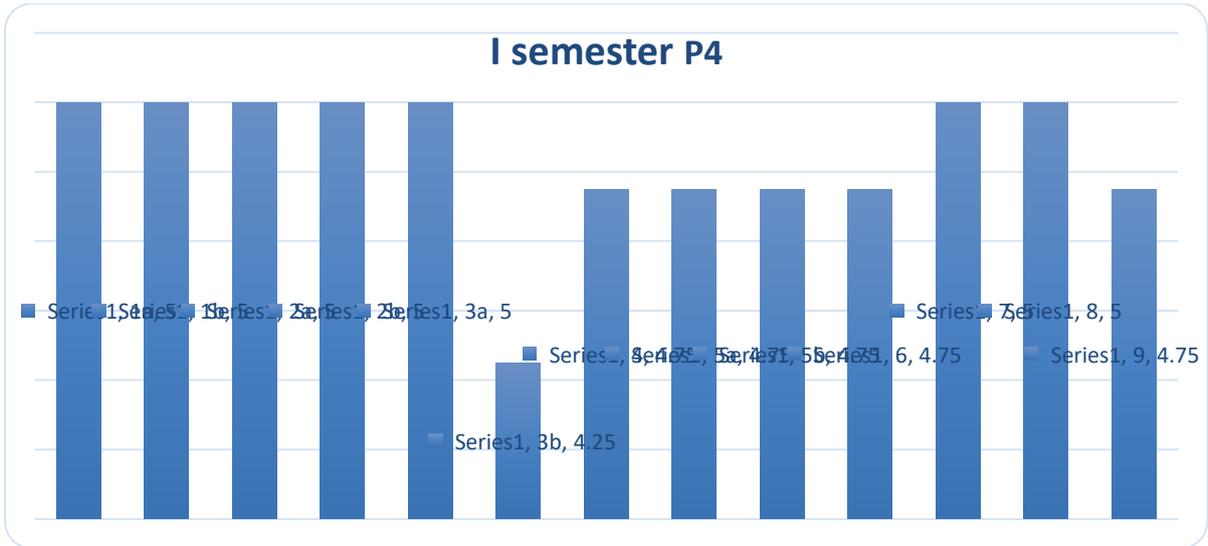
Appendix 1: Survey Report 2018/2019 on the Master Program "Disaster Risk Management and Fire Safety Engineering" Section Safety and Assistance

Table 1 provides a list of courses taught in the Master Program "Disaster Risk Management and Fire Safety Engineering" and the number of hours required for their realization, and the corresponding number of ECTS credits.

	I SEMESTER				II SEMESTER			
Subject	P	A	L	ECTS	P	A	L	ECTS
Condition Assessment of Damaged Objects (P1)	3	0	1	8				
Risk Management in Mining and Thermal Power Engineering (P2)	3	0	1	7				
Geotechnical Hazards (P3)	2	0	1	8				
Fire Engineering (P4)	2	0	1	7				
Analyzing Decision Making Process (P1)					2	0	1	5
Community Resistance to Hazards (P2)					2	0	1	5
Master thesis								20
TOTAL MANDATORY	10	0	4	30	4	0	2	30
TOTAL				30				30

The following diagram shows graphically the results of the survey conducted for winter (I semester) and summer (II semester).





Survey on the guest lectures

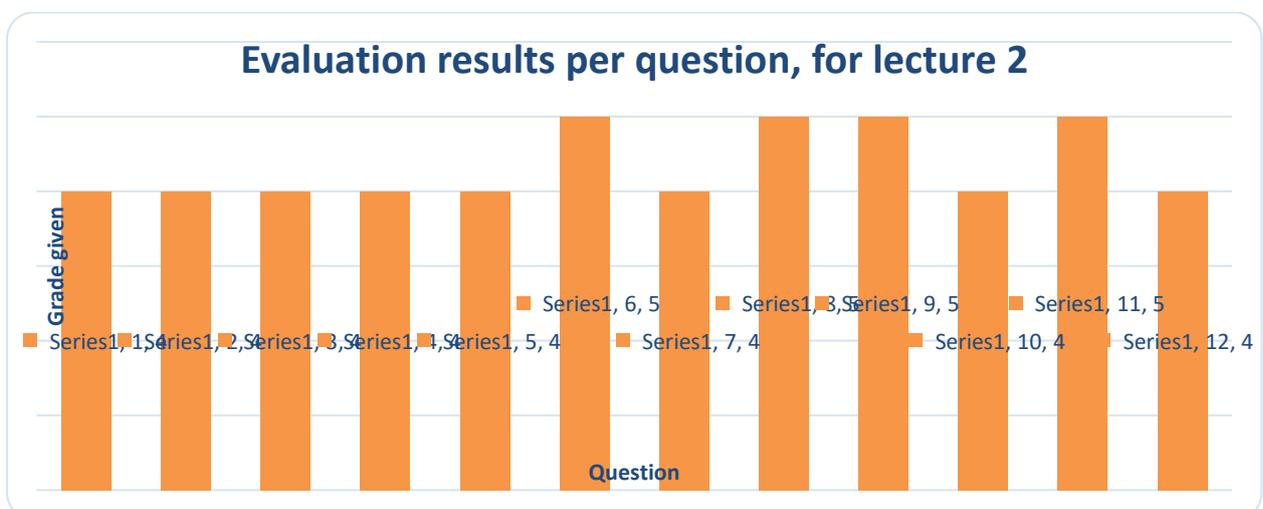
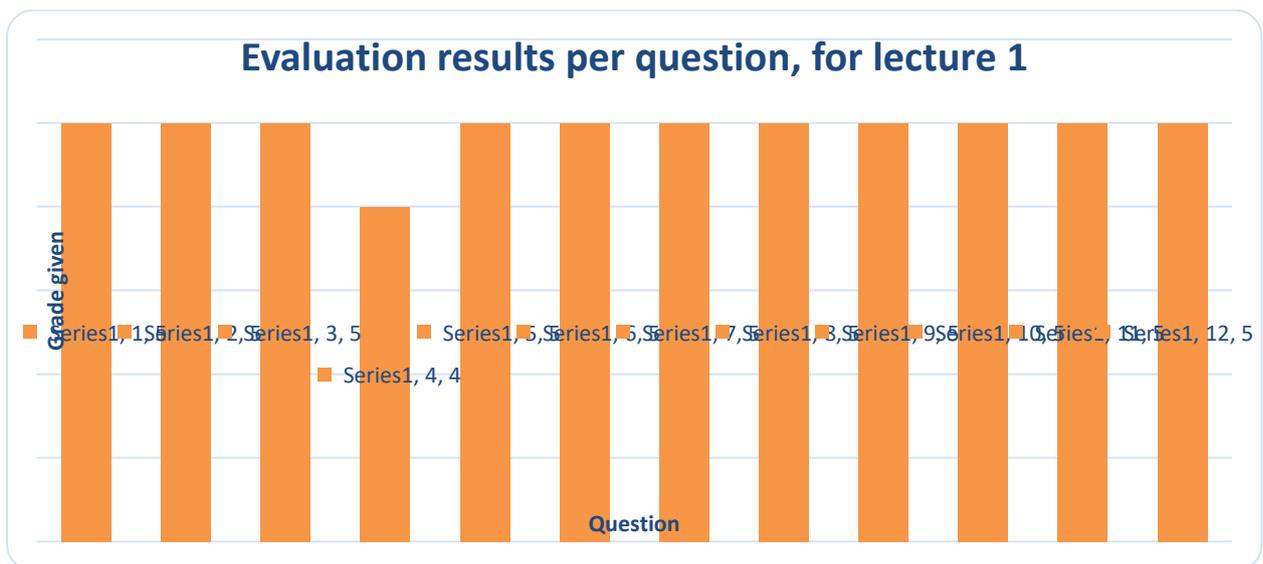
Apart from the regular lectures, the MP students at the University of Tuzla had the opportunity to attend seven organized guest lectures, as part of the K-FORCE project and their curriculum.

The evaluation was done in accordance with the K-FORCE Quality Assurance and Monitoring Manual and included both questionnaires about the lecture participants and lecturers. The list of the guest lectures evaluated is given in the table below.

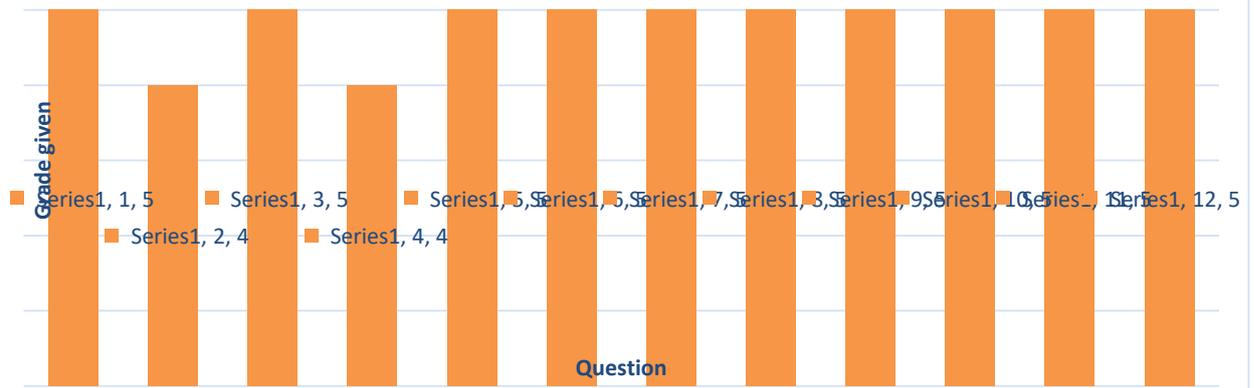
lecture number	date	place	lecture topic	lecturer	number of participants (students)
1	11.12.2018	Faculty of Mining, Geology and Civil Engineering, Tuzla, UNTZ	Natural Hazards Risk Management	Dr. Michael Havbro Faber, Full professor University of	15
2	14.01.2019	Faculty of Mining, Geology and Civil Engineering, Tuzla, UNTZ	Industrial Accidents prevention	Doc. Ing. Katarina Holla, PhD	9
3	15.01.2019	Faculty of Mining, Geology and Civil Engineering, Tuzla, UNTZ	Fire damages of reinforced concrete structures an repair possibilities	Dr. Vlastimir Radonjanin, Full professor	4
4	26.03.2019	Faculty of Mining, Geology and Civil Engineering, Tuzla, UNTZ	Stakeholders in disaster risk management and decision making	Dorina Koci, PhD	8
5	02.04.2019	Faculty of Mining, Geology and Civil Engineering, Tuzla, UNTZ	Structural Assessment of historical constructions and selected retrofiting techniques	Enea Mustafaraj, PhD	7
6	18.04.2019	Faculty of Mining, Geology and Civil Engineering, Tuzla, UNTZ	Risk management of investment projects	Dr. Marijana Lazarevska	5
7	14.05.2019	Faculty of Mining, Geology and Civil Engineering, Tuzla, UNTZ	Methods supporting fire risk assessment and management	Dr. Frank Markert, DTU	6

The questionnaire **given to lecturers to evaluate the participants** of the lecture contained 12 statements to which the lecturers responded with the degree of agreement, on a scale from 1 to 5, with 5 meaning that they strongly agree. The statements were:

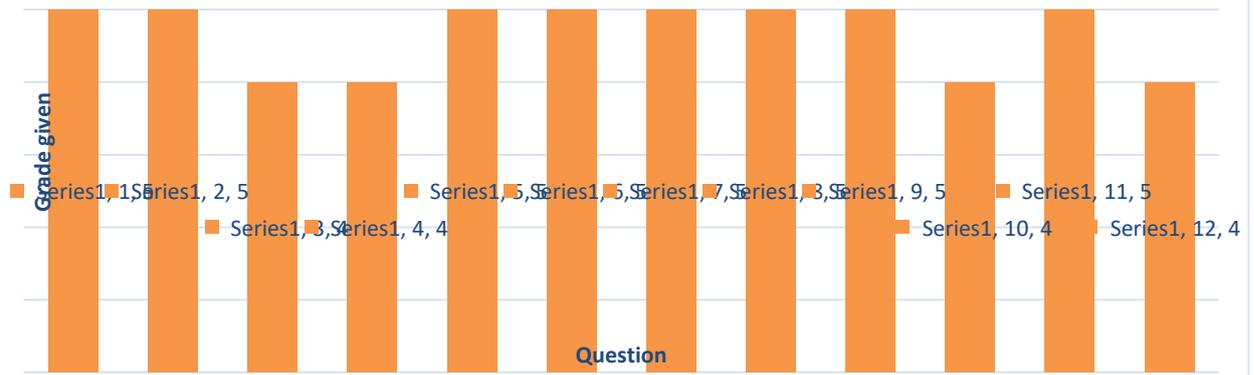
13. *The content of the lecture is relevant to the field of DRM&FSE.*
14. *The discussions were relevant for the participants.*
15. *I enjoyed the cooperation and interaction with the other participants.*
16. *The participants had relevant knowledge in this field.*
17. *The goal of the event has been achieved.*
18. *The overall organization was professional.*
19. *The methods of work were suitable for the topics and for the participants.*
20. *The event time management and length were appropriate.*
21. *The venue and facilities were appropriate.*
22. *My expectations about this event were met or exceeded.*
23. *The goal of the event has been achieved.*
24. *My general mark for this event.*

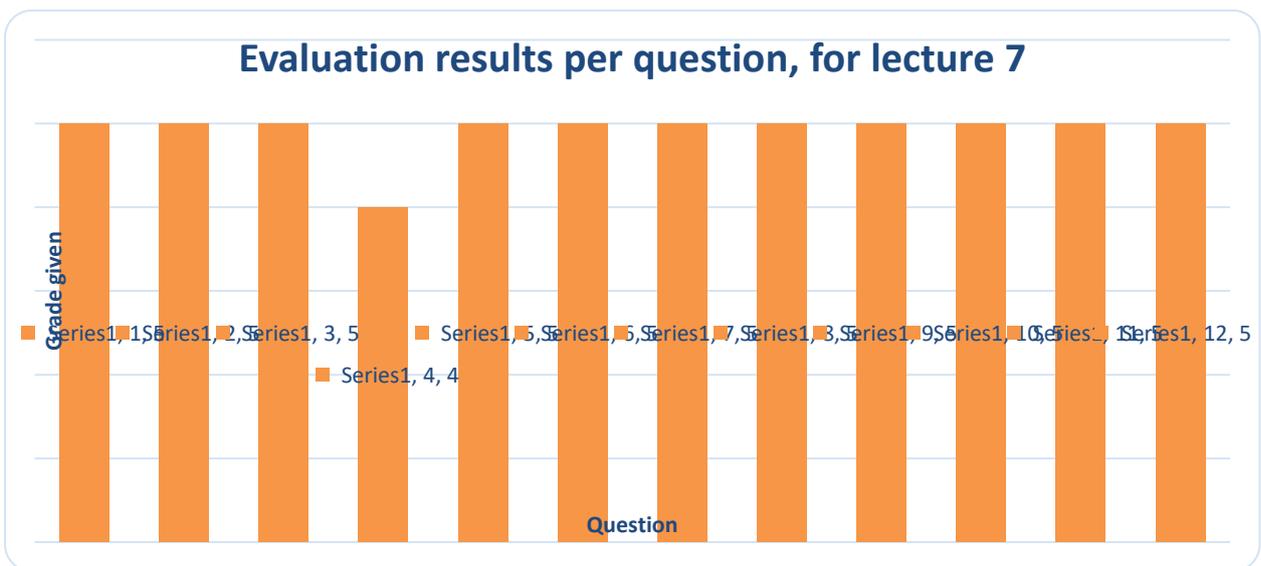
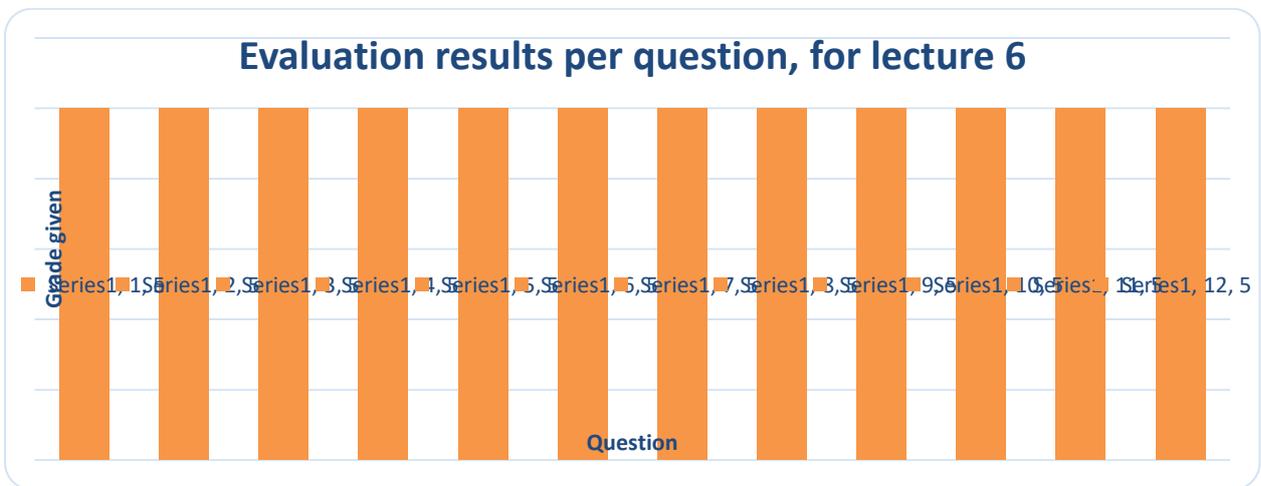
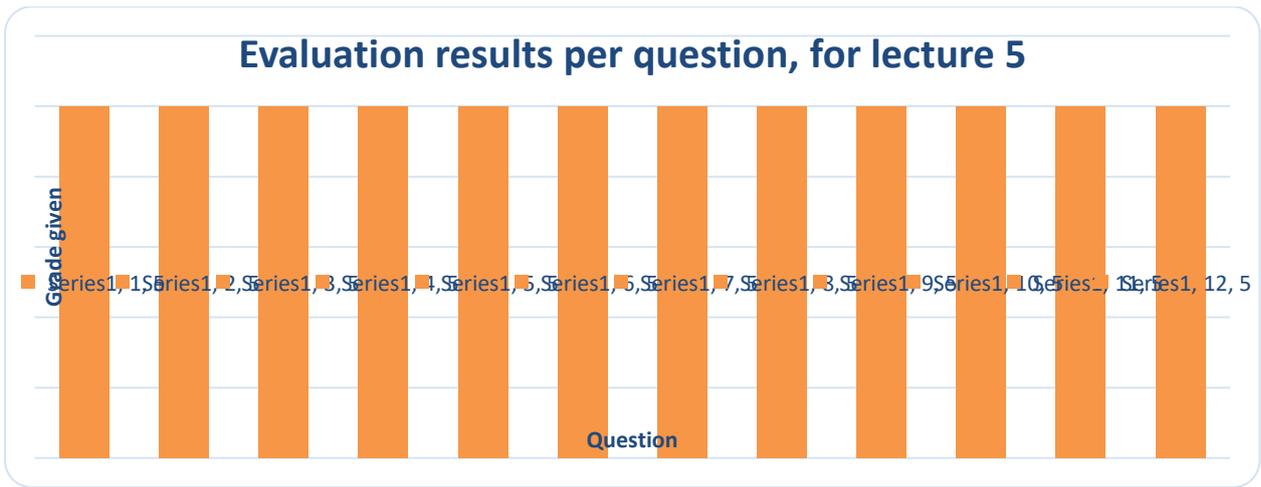


Evaluation results per question, for lecture 3



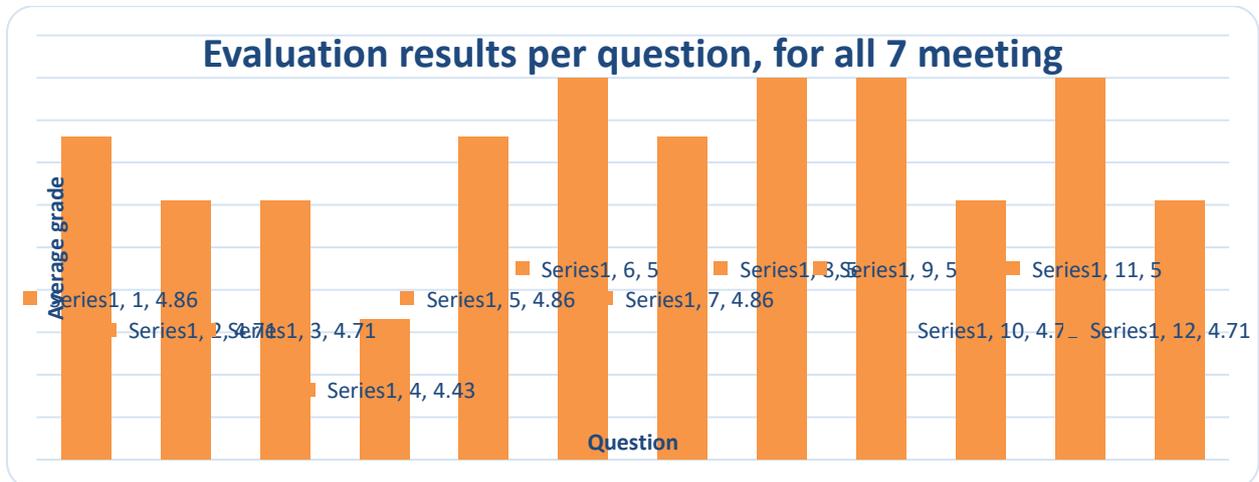
Evaluation results per question, for lecture 4





Overall, a high degree of satisfaction from the guest lecturers was achieved, as can be seen in the cumulative graph below. The organization of the events was deemed satisfactory,

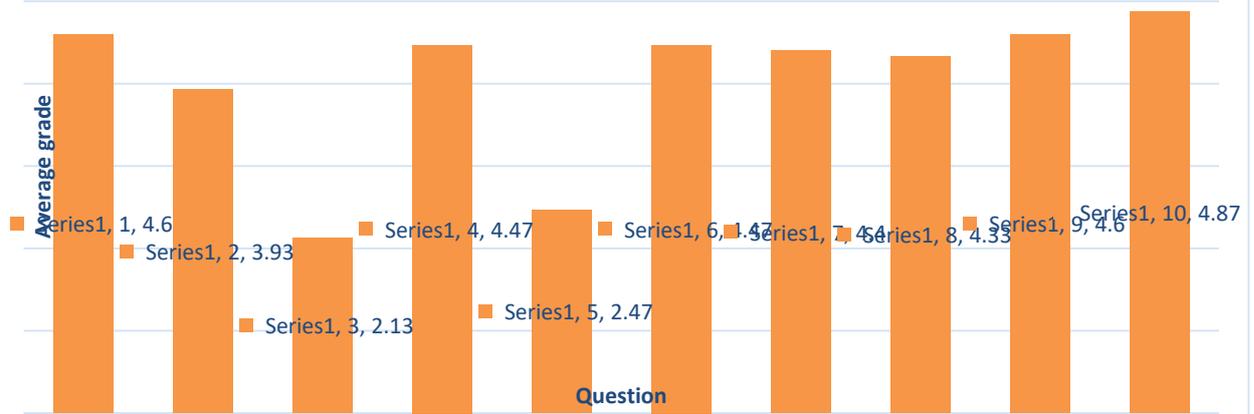
with the lowest scores received for time management and length. It is also visible that concerning the participants, the lowest scores were registered for their relevant knowledge in the field i.e. for the lecture.



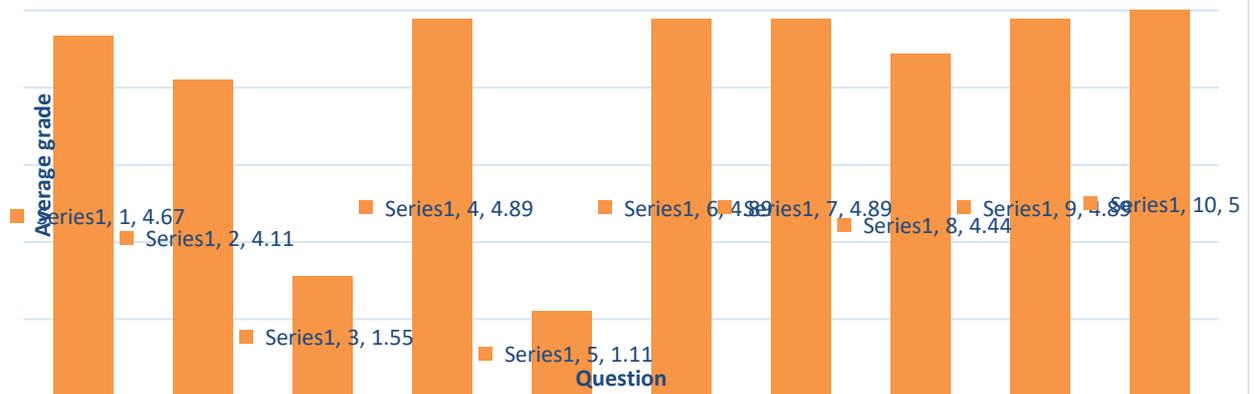
The questionnaire **given to participants to evaluate the lecturer** contained 11 statements to which the participants responded with the degree of agreement, on a scale from 1 to 5, with 5 meaning that they strongly agree. The statements were:

1. *The lecture material was interesting to me*
2. *The material was intellectually challenging for me*
3. *The course material was very difficult for me*
4. *The content of the lecture met my expectations*
5. *The lecture was overwhelming and tiring*
6. *The presentation at the lecture was interesting*
7. *I am satisfied with the dynamics and length of the lecture*
8. *I will be able to put into practice what I have learned*
9. *Overall, I would rate this lecture*
10. *Taking everything into account with this lecturer, I would rate it*

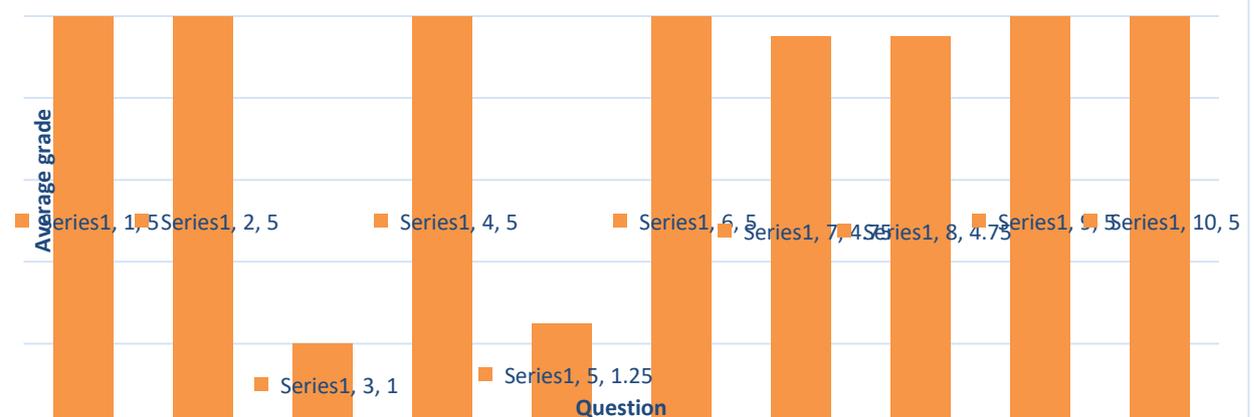
Evaluation results per question, for lecture 1



Evaluation results per question, for lecture 2



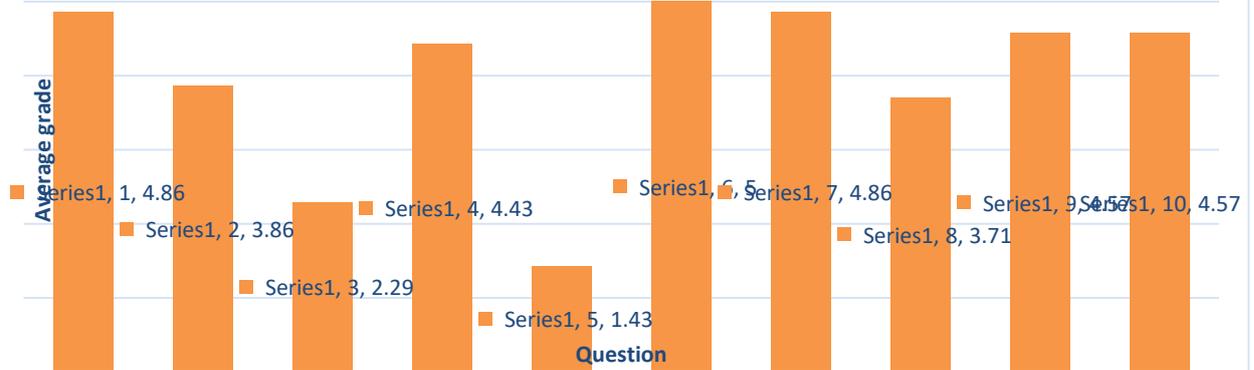
Evaluation results per question, for lecture 3



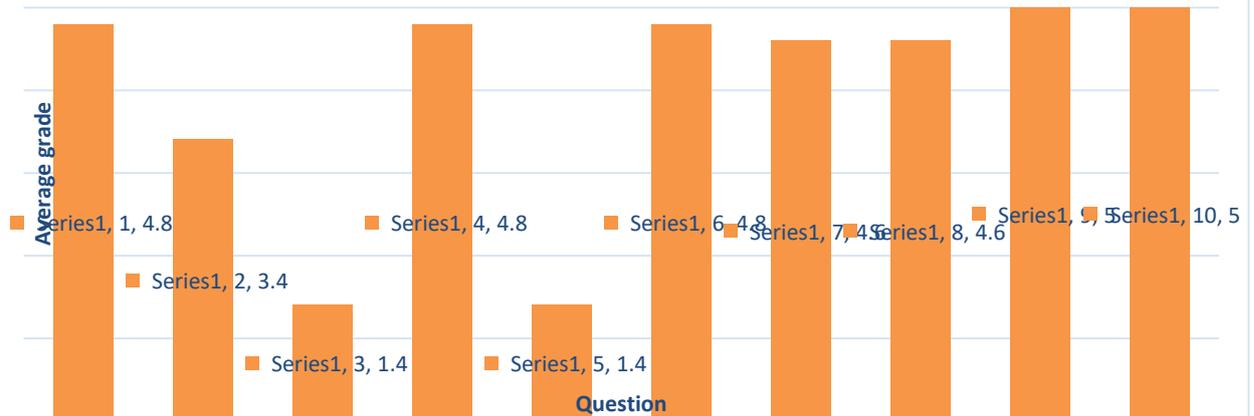
Evaluation results per question, for lecture 4



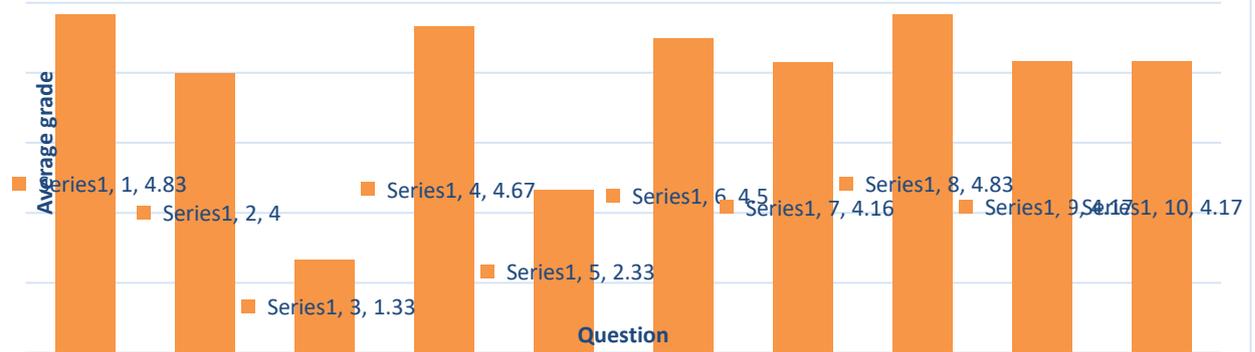
Evaluation results per question, for lecture 5



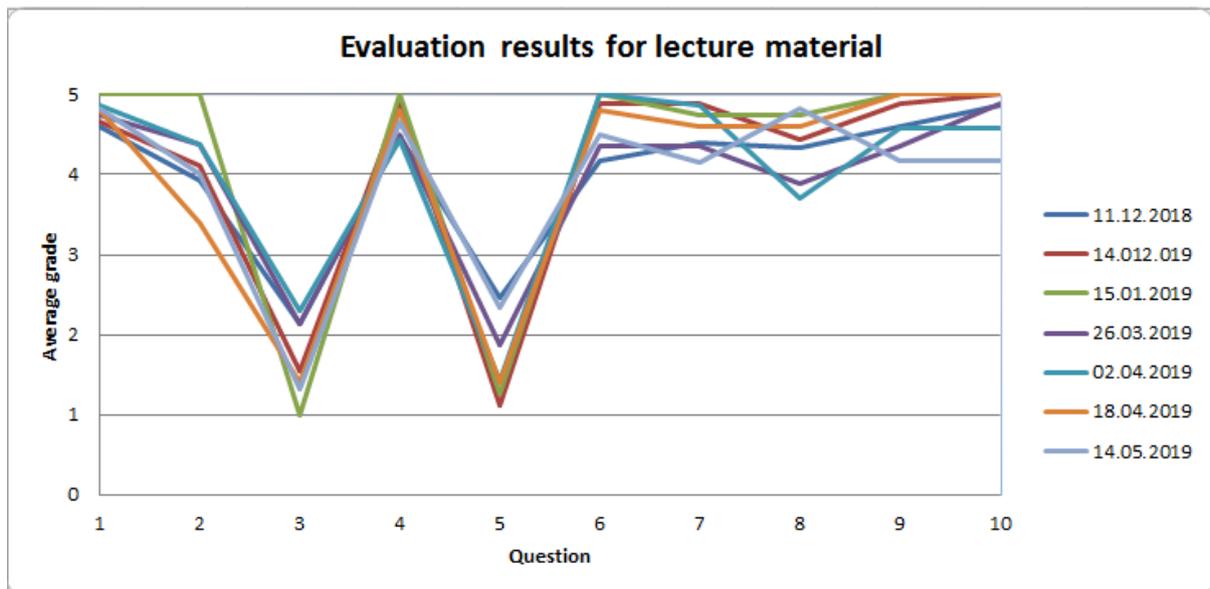
Evaluation results per question, for lecture 6



Evaluation results per question, for lecture 7



The response of all the participants are also displayed in a comprehensive graph below with a grade average. The lectures are marked by the dates on which they were given, according to the lecture table.



BOSNIA AND HERZEGOVINA

4. UNIVERSITY OF BANJA LUKA, FACULTY OF ARCHITECTURE, CIVIL ENGINEERING AND GEODESY IN BANJA LUKA

Enrolment of the first MP generation

The academic master programme in Disaster Risk Management was licensed on 25th July 2018, as one of five newly-developed master programmes within the K-FORCE project. Number of a student to enroll was 20 financed from the budget and 5 foreign students. After three enrolment competitions, two in September and one in October 2018, 16 vacancies were filled, and the first generation of students was enrolled in the school year 2018/2019. The lectures began in the middle of October 2018. The master programme lasts one year. The enrolled students are with completed bachelor studies in Civil Engineering with at least 240 ECTS or students who have finished five-year studies of Civil Engineering by the Law of University from the year 1993. Students also had to pass an enrolment examination.

UBL surveys

The Faculty of Architecture, Civil Engineering and Geodesy regularly runs anonymous surveys on the semestral basis for every subject individually regarding the quality of its teachers and courses with results displayed in the on-line application for employees and students of the University of Banja Luka. Evaluation is organized by the person in charge of quality control in the institution. Surveys for master students of master programme Disaster Risk Management this year were done in Google Forms. Although we have special programs, as well, so far, only students of bachelor studies have been surveyed for they are the predominant part of the student population in our institution. Future surveys of master programs will hopefully be run through IT system.

The Survey on the quality of work of the teaching staff was offered to our master students of the first year of Disaster Risk Management. Along with graded answers, all questionnaires have fields for student comments.

All surveys in the Faculty of Architecture, Civil Engineering and Geodesy are anonymous. Students are obligated to fill the survey at the end of the semester for the courses they attended in that semester.

The Survey for evaluating the guest lectures foreseen by Activity 4.5 is the same for all WB partners, and has been the subject of a separate quality report prepared by Partner 11 (UKIM); therefore, it is not part of this report.

Survey on the master programme

The screenshot shows a Google Forms interface for a survey titled "МОДЕЛИРАЊЕ КОНСТРУКЦИЈА" (Modeling Construction). The survey is in Serbian. The main text reads: "Поштовани студенти, Пред Вама је анонимни „УПИТНИК ЗА ОЦЈЕНУ НАСТАВНОГ ПРОЦЕСА У ЗИМСКОМ СЕМЕСТРУ АКАДЕМСКЕ 2018/19. ГОДИНЕ". Вашим искреним и добронамјерним одговорима на понуђена питања можете утицати на континуирана побољшања кључних елемената наставног процеса, те сугерисати менаџменту Ваше високошколске институције на евентуалне недостатке или потешкоће у његовом провођењу." Below this, there is a section titled "ОПШТИ ПОДАЦИ" (General Information) with a sub-section "Опис (опционално)" (Description (optional)). The first question is "Моје претходно интересовање за овај предмет оцијенио бих као:" (I would rate my previous interest in this subject as:). The browser address bar shows the Google Forms URL.

Figure 1. An example of a survey questionnaire

There are three parts of the questionnaire:

First part - General information

Second part - Assessment of the teaching process

Third part - Comments and suggestions

First part - General information

First part consist of two sections:

I - My previous interest in this subject I would rate as:

- Totally disinterested
- Without much interest
- Interested
- Totally interested

II - I attended the lectures:

- I did not attend (up to 30%)
- Occasionally (30-60%)
- Often (60-80%)
- Regular (80-95%)
- No absences (95-100%)

Second part - Assessment of the teaching process

Eleven issues students can assess regarding the teaching staff:

The volume of the material is adjusted to the number of hours of lectures-exercises.

The teacher held classes regularly and accurately on the schedule.

Teachers' readiness for lectures is appropriate.

The teacher teaches in a clear, understandable and interesting way.

The teacher combines theoretical and practical knowledge.

Lectures and exercises are completely harmonized.

The teacher encourages students to take an active part in lectures.

The teacher correctly treats the students.

Lectures are covered by available literature.

The teacher is available and friendly to consult with students.

The teacher has good communication skills and creates a comfortable working environment.

The grading scale is 1-5, where:

- 5 = I totally agree
- 4 = I agree
- 3 = I am undecided
- 2 = I disagree
- 1 = I disagree at all

Third part - Comments and suggestions

Third part consist of two sections:

I - Mastering the material of the subject is:

- Too hard
- Hard
- Appropriate
- Easy
- Too easy

II - What do you think would make it easier to master the curriculum (more answers possible):

- More hours of lectures and exercises.
- Application of new teaching methods and forms.
- Better material and technical conditions (space, material, laboratory equipment, etc.).
- Smaller group of students.
- More frequent knowledge tests.
- Something else _____

UBL Survey results

Totally 14 subjects are held in master studies, 9 in the first semester and 5 in the second semester, all 18 students filled a questionnaire for subjects that they attended. The questionnaires are done for every subject separately, but the results shown below are for the entire master programme, taking into account all results for individual subjects.

The results of a survey show that most students had a previous interest in the subject and that they have attended the lectures regularly.

Below are the survey results shown in the diagrams.

My previous interest in this subject I would rate as

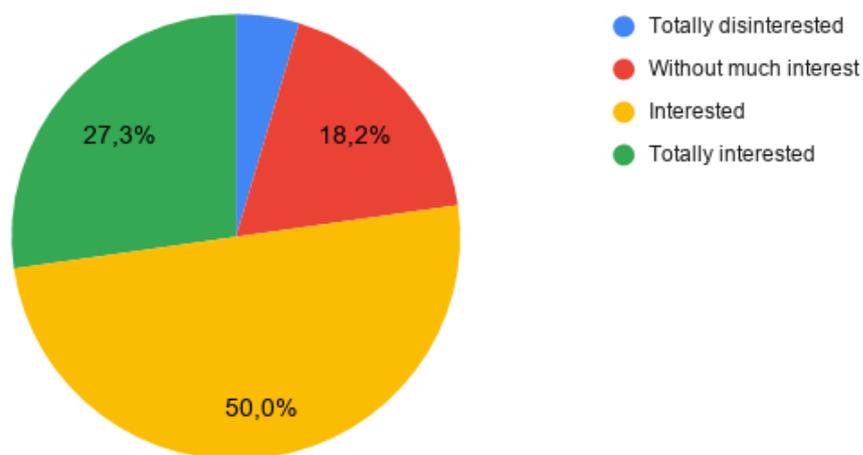


Figure 2. Results on a previous interest in the subjects

I attended the lectures

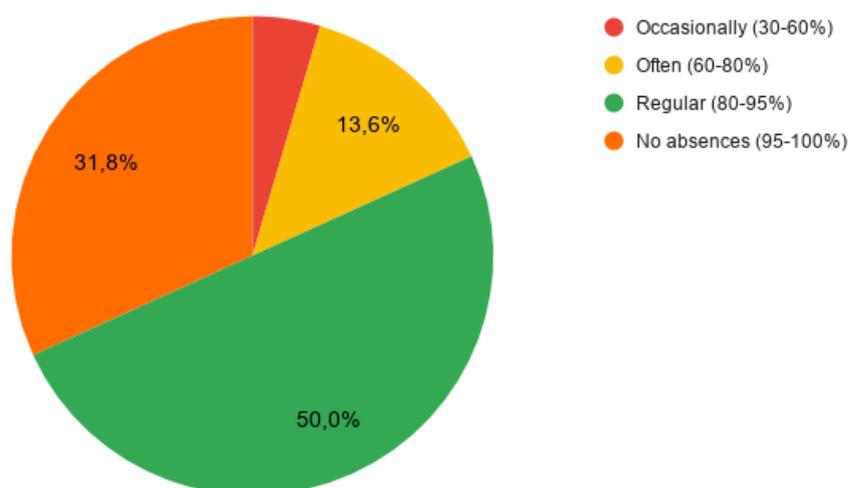


Figure 3. Results on an attending the lectures

The volume of the material is adjusted to the number of hours of lectures-exercises.

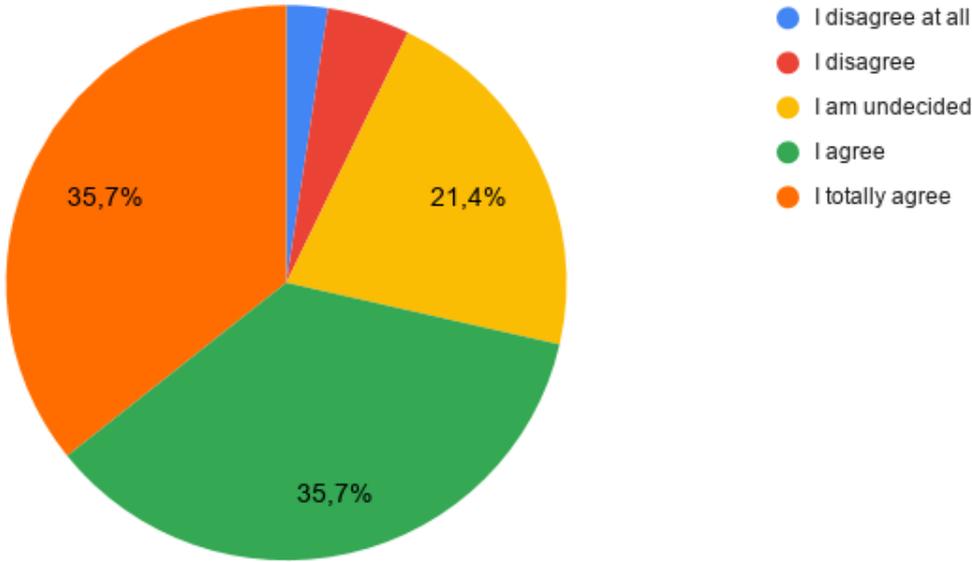


Figure 4. Results on a question "The volume of the material is adjusted to the number of hours of lectures-exercises"

The teacher held classes regularly and accurately on schedule.

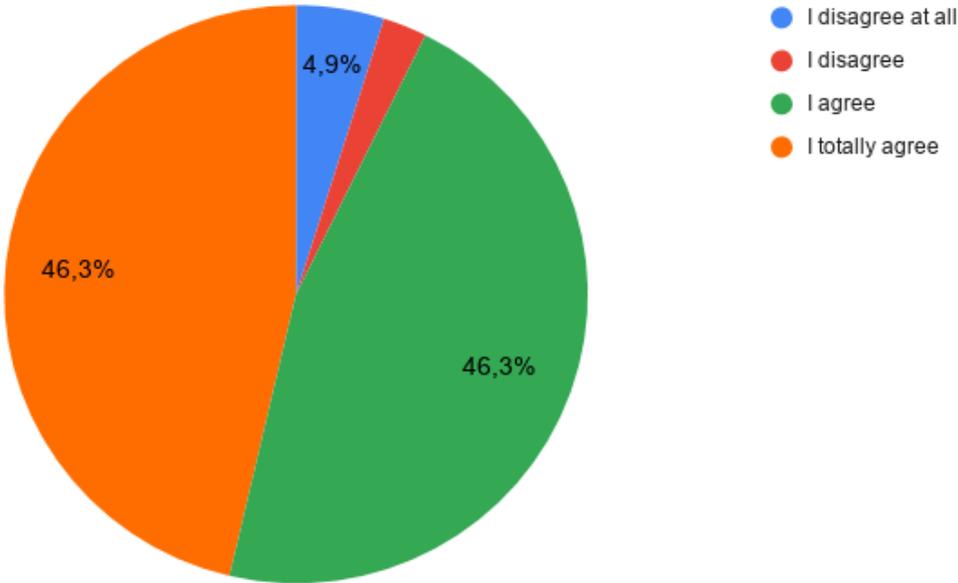


Figure 5. Results on a question "The teacher held classes regularly and accurately on the schedule"

Teachers' readiness for lectures is appropriate.

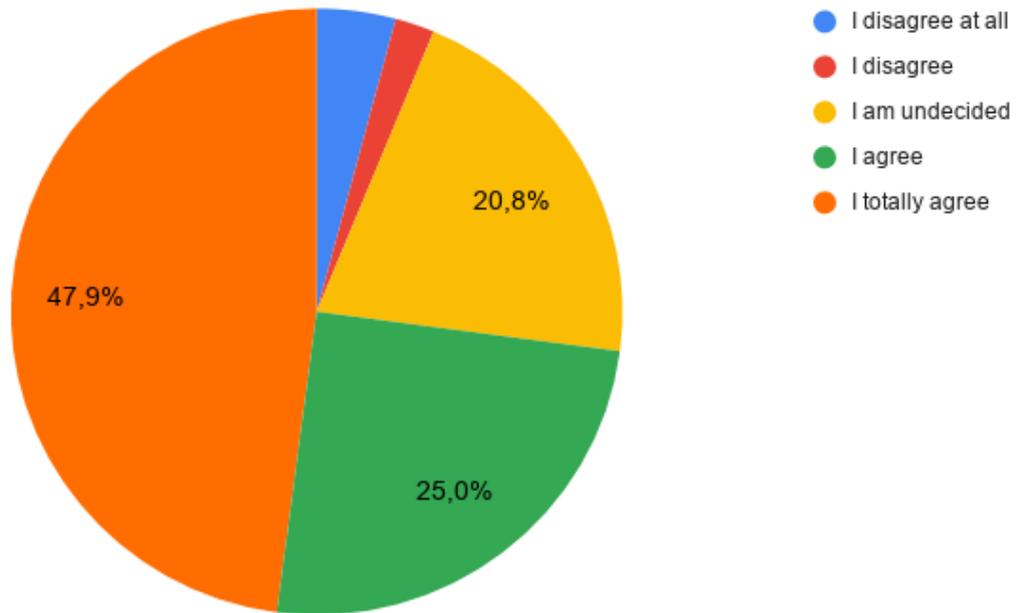


Figure 6. Results on a question "Teachers' readiness for lectures is appropriate"

The teacher teaches in a clear, understandable and interesting way.

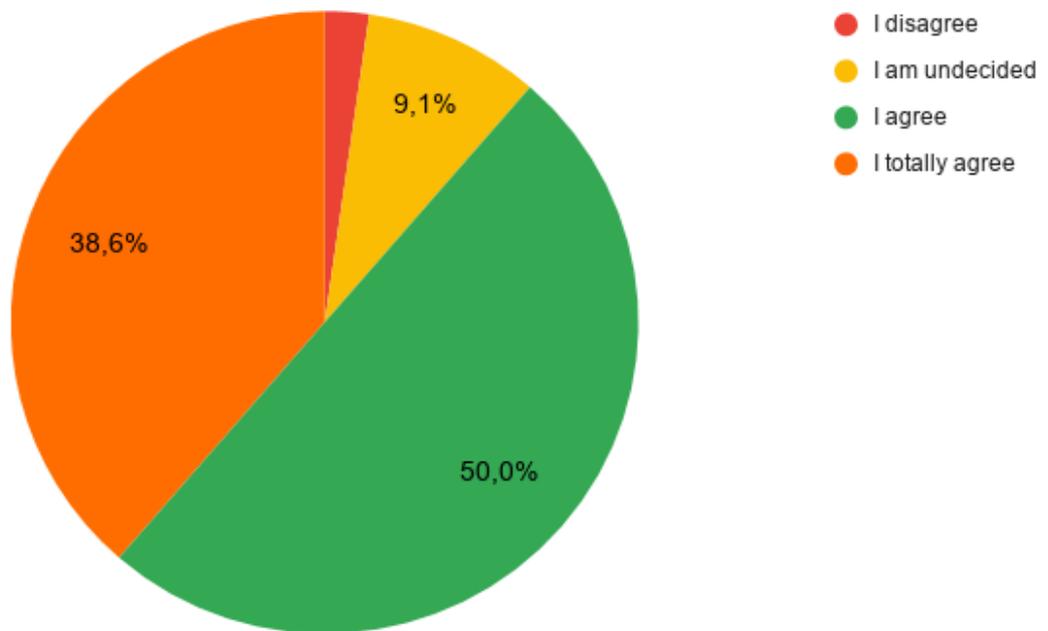


Figure 7. Results on a question "The teacher teaches in a clear, understandable and interesting way"

The teacher combines theoretical and practical knowledge.

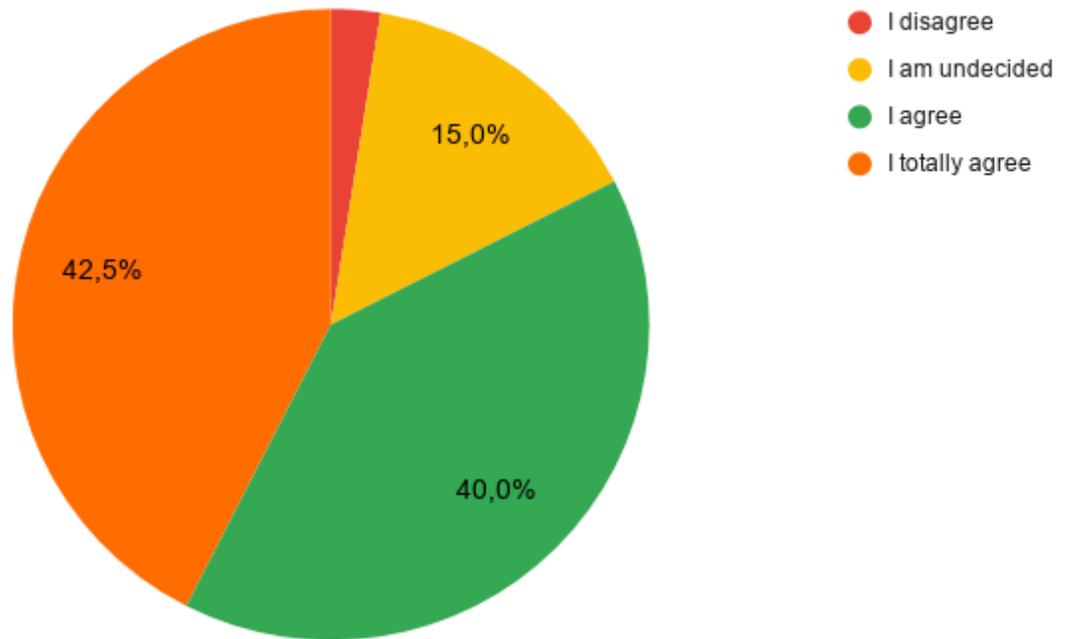


Figure 8. Results on a question "The teacher combines theoretical and practical knowledge"

Lectures and exercises are completely harmonized.

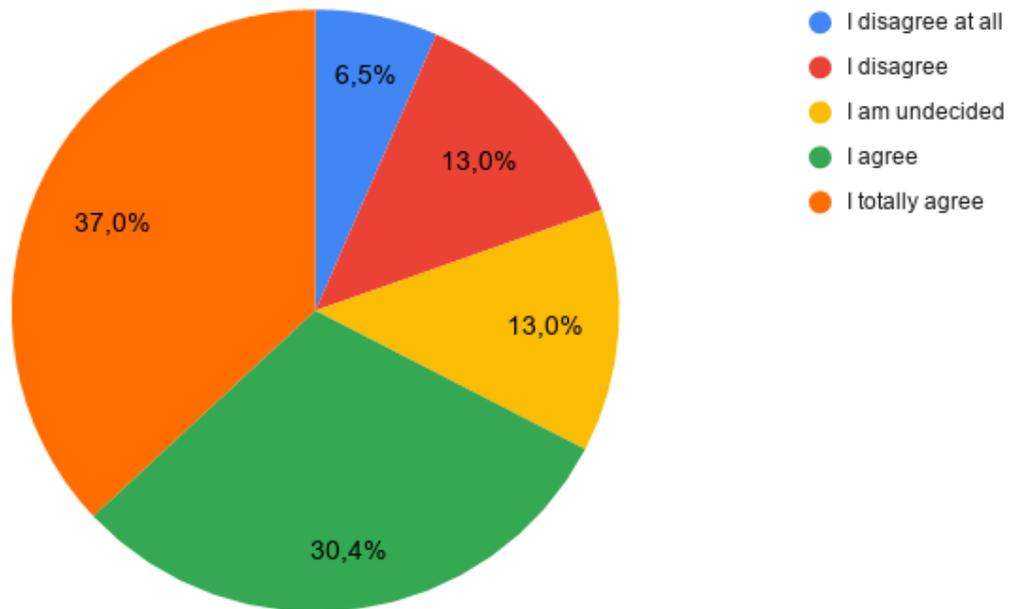


Figure 9. Results on a question "Lectures and exercises are completely harmonized"

The teacher encourages students to take an active part in lectures.

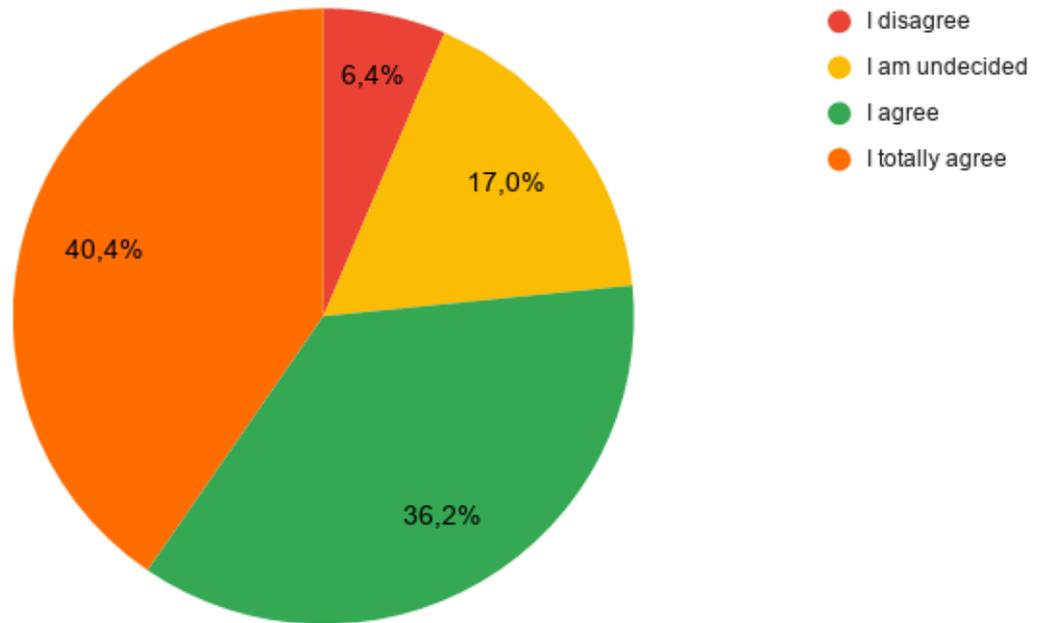


Figure 10. Results on a question "The teacher encourages students to take an active part in lectures"

The teacher correctly treats the students.

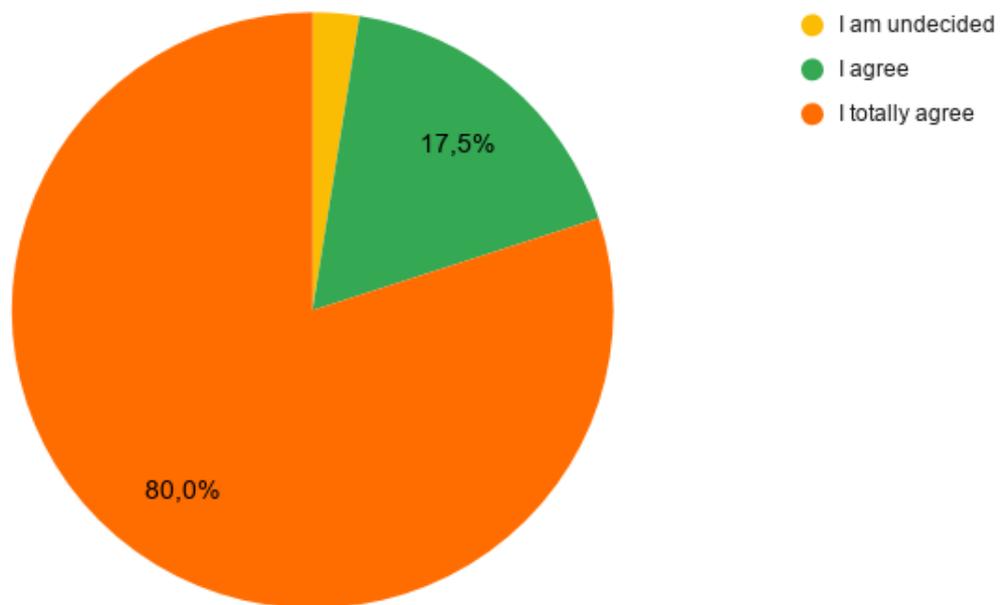


Figure 11. Results on a question "The teacher correctly treats the students"

Lectures are covered by available literature.

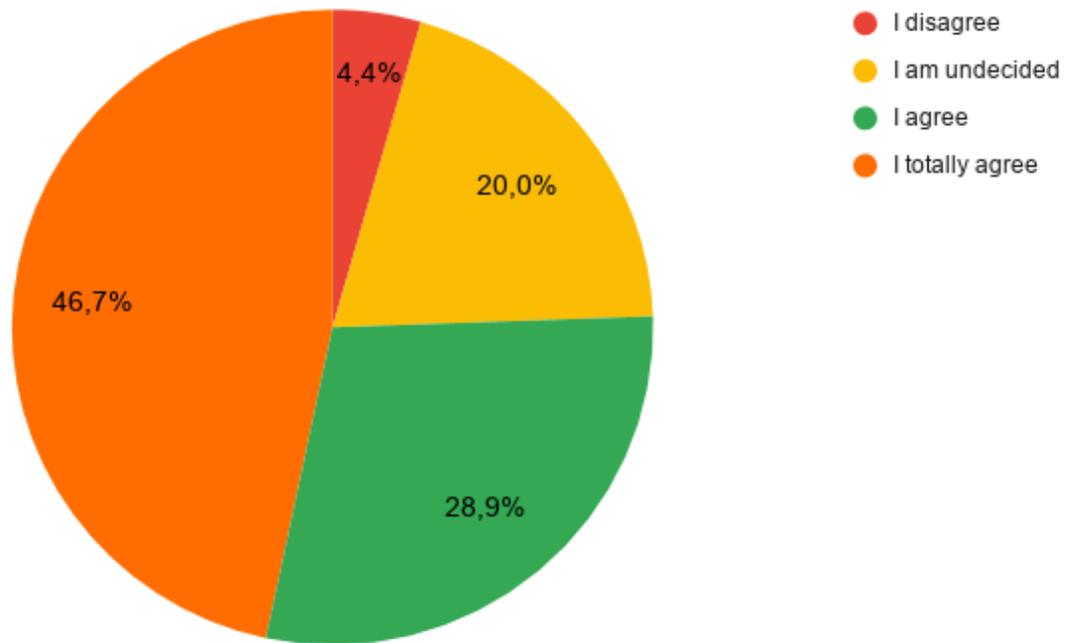


Figure 12. Results on a question "Lectures are covered by available literature"

The teacher is available and friendly to consult with students.

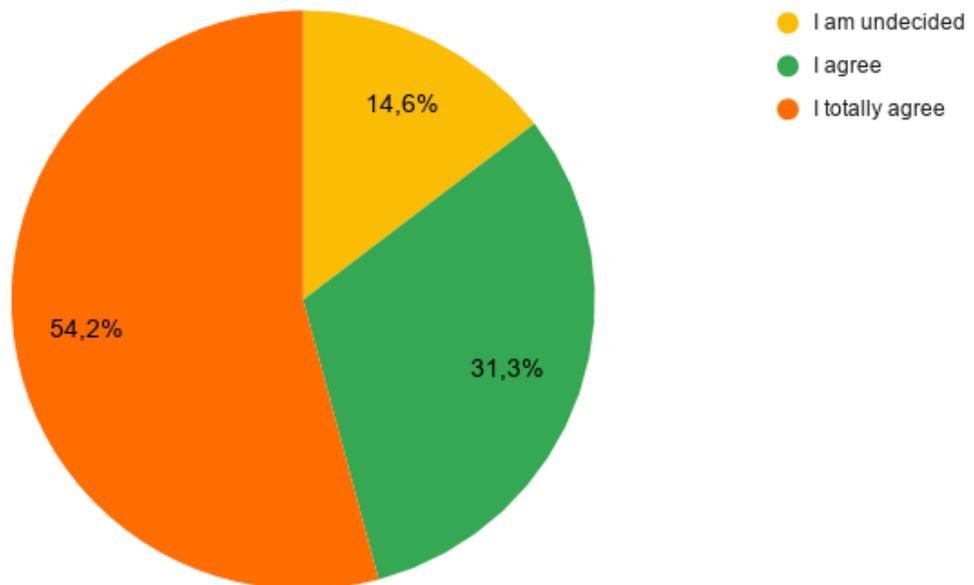


Figure 13. Results on a question "The teacher is available and friendly to consult with students"

The teacher has good communication skills and creates a comfortable working environment.

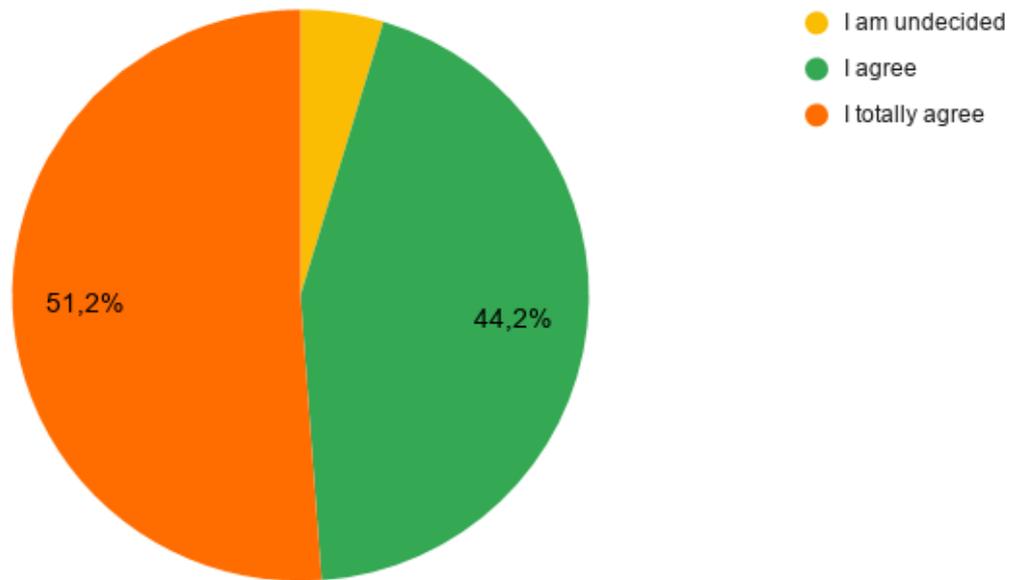


Figure 14. Results on a question "The teacher has good communication skills and creates a comfortable working environment"

Mastering the material of the subject is:

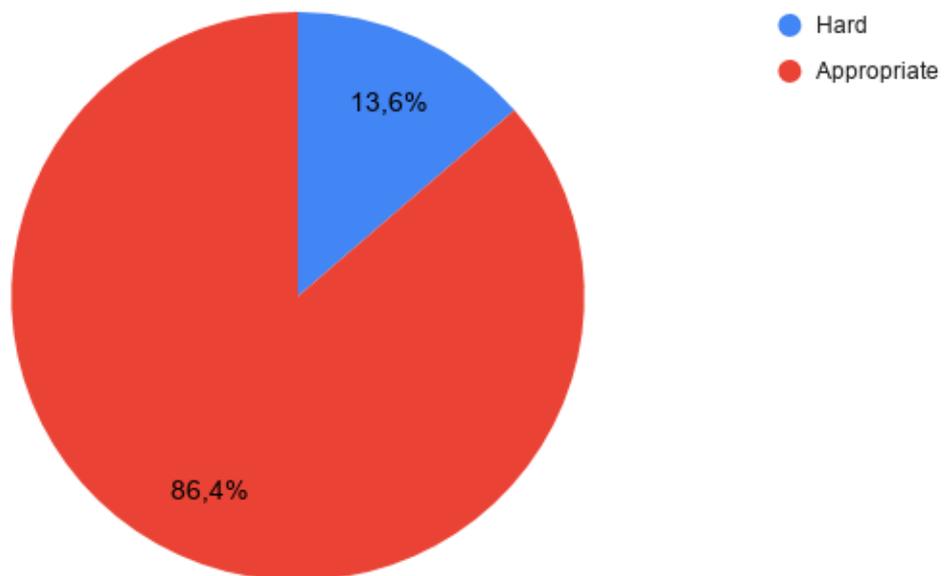


Figure 15. Results on a question "Mastering the material of the subject is:"

What do you think would make it easier to master the curriculum
(more answers possible)

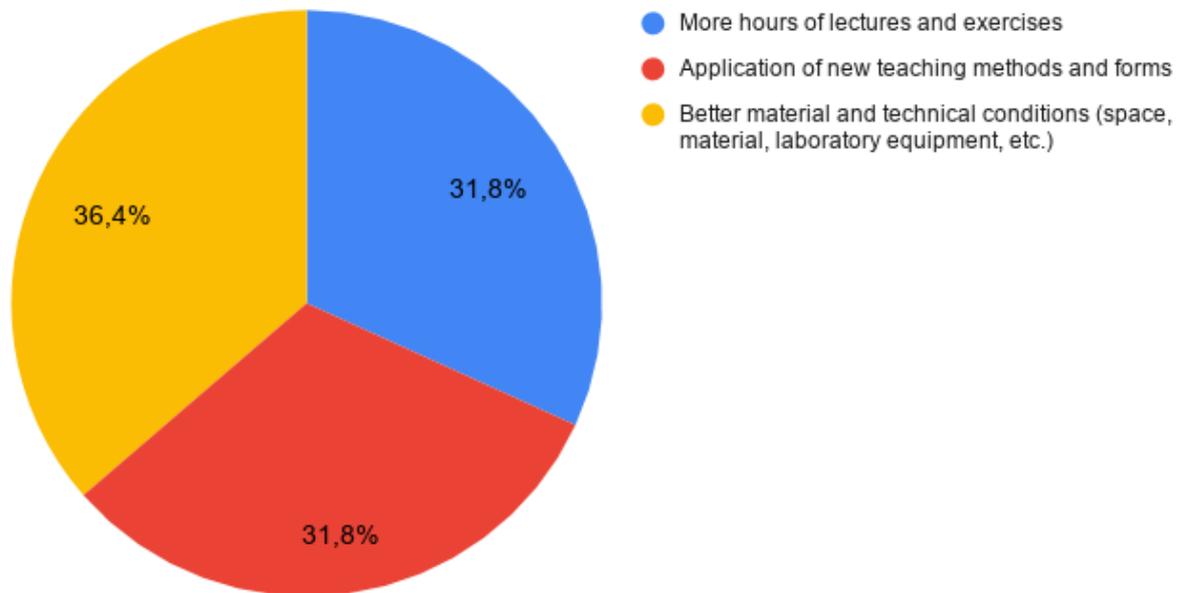


Figure 16. Results on a question "What do you think would make it easier to master the curriculum"

In the comment section there was one comment for the subject "Bridges":

Problems such as bridges deserve several subjects that pay attention to the problem of bridges and not just one during one semester (Faculty in Zagreb, Belgrade, Osijek ... have more than 3-4 subjects about bridges).

ALBANIA

5. UNIVERSITY OF TIRANA FACULTY OF ECONOMY, UNIVERSITY OF TIRANA (FEUT)

Enrollment of the first MP generation

The study programme “Master of Science in Risk Management” is a completely new master programme implemented under the framework of the K-Force project. The Department of Finance, in the Faculty of Economy at the University of Tirana, is responsible for this study programme. Unlike the professional master programmes implemented by the WBC HEIs which are partners of the K-Force project, the study programme implemented by FEUT is a Master of Science and it is focused on the management of enterprise risk, management of financial risk and management of disaster risk. It is a two-year study programme. After enrollment competition, 28 students have joined this study programme, which started in October 29th, 2018. During the second semester of the first study year, five students have performed their study mobilities in the University of Novi Sad under the Special Mobility Strand of the K-Force project.

FEUT surveys

FEUT regularly runs anonymous surveys regarding the quality of its study programmes, teachers, courses, management and services, according to the Law on Higher Education and accreditation standards in Albania. The aim of the surveys is to get the student’s perception about the instructor/individual course/study program and services and infrastructure provided by FEUT. Due to the special situation that experienced the public universities in Albania during December of 2018 and January of 2019 (massive student protest and teaching interruption), it was not possible to conduct the surveys at the end of the first semester. As a result, all the surveys have been performed at the beginning of July 2019 (at the end of the second semester). As the number of students is small, surveys have been done in class in a traditional way, using paper forms.

The following four questionnaires were offered to FEUT students of the first year of Master of Science in Risk Management:

- Questionnaire on the master programme;
- Questionnaire on the individual courses of the first year;
- Questionnaire on the quality of work of the teaching staff; and
- Questionnaire on the quality of services and management of the HEI.

Each questionnaire was filled by sixteen students of the master programme. The students have been instructed that the information would be confidential and would remain discrete. This information will be a good resource for FEUT management to make relevant changes and adjustments to course delivery, in order to improve the structure, content and the organization of the study. The questionnaires have all the same structure. The students have evaluated in grades from 1 to 5. The grading scale is as follows:

- 1 – I totally disagree
- 2 - I disagree
- 3 - Neutral
- 4 - I agree
- 5 - I totally agree

The fifth survey foreseen by Activity 4.5 is Survey for evaluating the guest lectures. It is the same for all WB partners, and has been the subject of a separate quality report prepared by Partner 11 (UKIM); therefore, it is not part of this report.

Survey on the master programme

The aim of this questionnaire is to get the information of the students on:

1. How did they get to know about Master program?
2. Are they satisfied with the organization of the program (communication and information provided)?
3. Are the modules in accordance with the aim of the study program?
4. Do they have good opportunities to find a job at the end of the study program?

At the end, the students have been strongly encouraged to write comments/suggestions on:

- What has been the best of study program by now?
- What has been the worst of study program by now?
- What do they suggest in order to improve the study program?

The Survey on the master programme has been filled by 16 master students, and 15 gave their answers on the quality of the master programme “Master of Science in Risk Management”. The obtained detailed results are presented in the document “[Questionnaire – Study programme evaluation](#)”.

Regarding the question on how they got to know about the study programme, the major part of them has been informed from friends and colleges and the info days performed in Feut (Fig. 1).

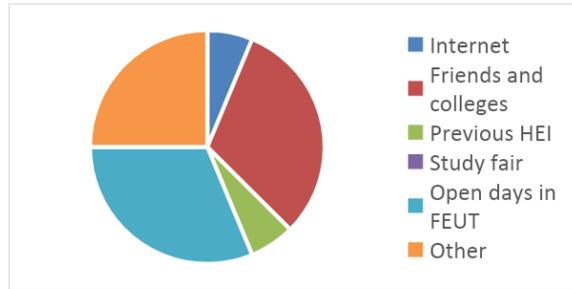


Fig. 1– Assessment of the information on the study programme

Perception on the organization of the study programme is of great importance to us, as it is the first year of the programme. “Four” is the dominant grade regarding the organization of the programme. In general, the students are satisfied with the communication and the information provided by the first year of the master programme. The average grade regarding this issue is 4,13 (Fig. 2).

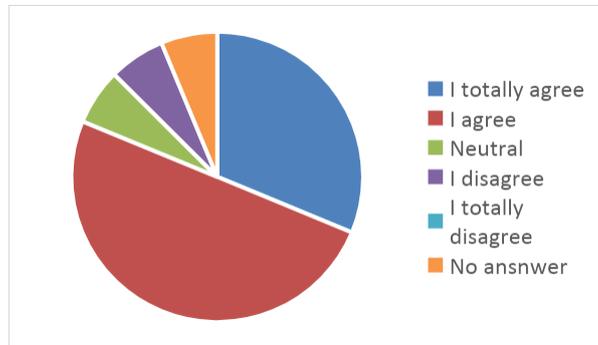


Fig. 2 – Assessment of the programme organization

Regarding the suitability of the courses with the aim of the study programme, the students were not very satisfied. This issue received the lowest average grade among the others in this questionnaire – 3,87. Since the students enrolled in this study programme have an economic background, they have expected to have more courses regarding financial risks (Fig. 3). 31 percent of the students gave grade 5 and 31 percent gave grade 4. The lowest given grade is “two” given by two students.

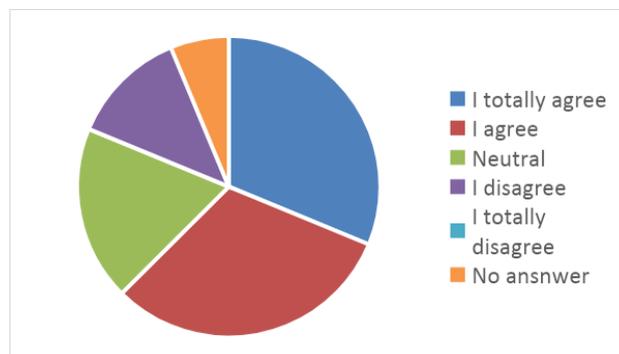


Fig. 3– Assessment of suitability of courses with study programme

The last point in this questionnaire is related to the opportunities the students have to get a job after the studies. Almost half of them (7 out of 15) were optimistic about finding a job after studying in this master programme (Fig. 4). Only one of them gave the lowest grade “one”.

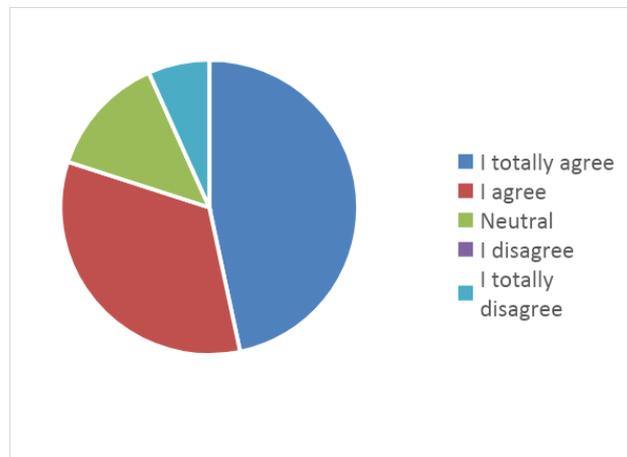


Fig. 4– Assessment of the opportunity to find a job

At the end of the Questionnaire of the study programme, the students were encouraged to write down some comments and suggestions in order to further improve the study programme. More than half of the students pointed out that the best of this master programme was the innovation. Since there are not many master programmes in the field of risk management, they believe that they have more possibility to get a job after having completed their studies. They suggested that, focusing more in practice than in theory and organizing the lessons in the workshop form, would improve the quality of the teaching activity. The final evaluation grade of the study programme is 4,04.

Survey on the first year’s courses

There are ten courses to be followed in the first year of the master programme “Master of Science in Risk Management”, as presented in the table below.

No.	Course title	Semester	Total class hours	Course type	ECTS	Teacher
1.	Foundations of Risk Assessment and Decision Making	I	60	Compulsory	6	Dr.Dorina Koci, Dr.PersedGrabova
2.	Enterprise Risk Management	I	60	Compulsory	6	Prof. Dr. Halit Xhafa, Msc. Kejda Dervishllari
3.	Econometry	I	60	Compulsory	6	Prof. Dr. Valentina Sinaj
4.	Financial Forecasting and Evaluation	I	60	Compulsory	6	Prof. Asoc. Dr. Brikena Leka
5.	Research Methods	I	60	Compulsory	6	Dr. Elona Pojani
6.	Disaster Risk Management	II	60	Compulsory	6	Dr. Perseta Grabova Dr. Elona Pojani Dr. Dorina Koci Prof.Asoc.Dr. Gentiana

						Sharku Guest lectures
7.	Probability in Risk Management	II	60	Compulsory	6	Dr.Kejda Hoxha, Dr. Aranit Muja
8.	Risk Management and Insurance	II	60	Compulsory	6	Prof. Asoc. Dr. Gentiana Sharku
9.	Development Economics	II	60	Compulsory	5	Dr. LedjonShahini
10.	Risk Management in Banking	II	60	Compulsory	6	Prof. Asoc. Dr. AdriatikKotorri

Table 1 – First year courses at Master of Science in Risk Management

The aim is to get the perception of the students on:

- How the syllabus is handed to the students?
- How does the syllabus explain the course’s expectations to students?
- How much helpful have been the course materials to the students?
- How did the course help the students to improve their knowledge on the subject?
- Has the amount of the required course worked comparable to that of other courses?
- How much the course is suitable/adequate for this study programme?

At the end, the students are strongly encouraged to write comments/suggestions about the *things they liked the most about this course and the things that could be improved.*

The average grade of the whole courses in this study programme is **4,42** and the Fig. 5 summarizes the average grade for each individual course.

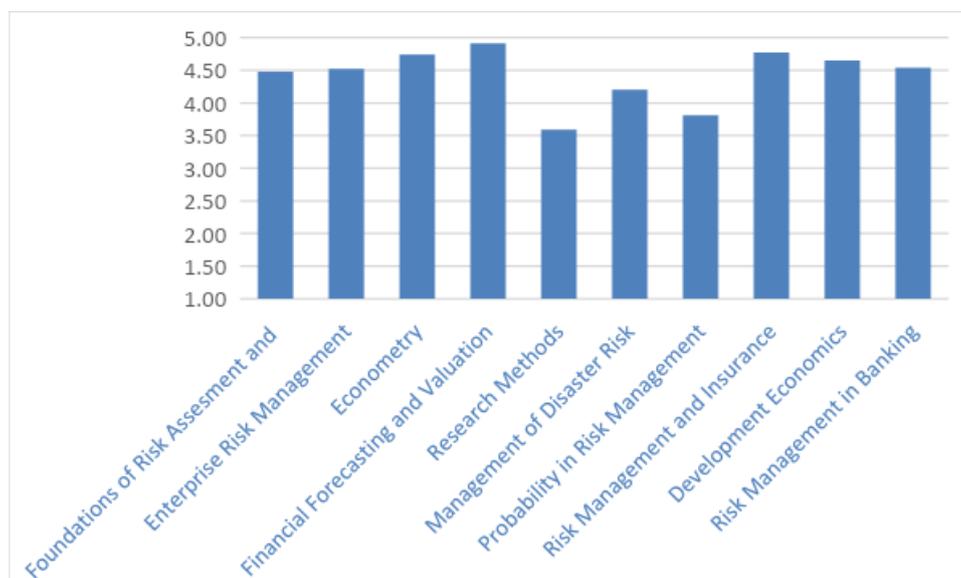


Fig. 5– Average grade for each individual course

The form of the questionnaire in English and Albanian and a detailed information on the evaluation of the individual courses is displayed in the document [“Questionnaire – Courses evaluation”](#).

The students have been satisfied with the current topics developed during the classes and the practice examples discussed with professors, even they would like to focus more in practice than in theory.

Survey on the quality of work of the teaching staff

Twelve instructors have been engaged during the first year of the study programme –Two with the title “Professor”, three with the title “Associated Professor”, six with the grade “Doctor” and one assistant.

The aim of this questionnaire is to get the perception of the students on:

- Does the instructor give clear information about the goals, literature and the content of the subject?
- Does the instructor respect the class timetable?
- Does the instructor is competent regarding the subject?
- Does the instructor encourage the student’s participation in the class?
- Does the instructor explain the theory with examples from practice?
- Does the instructor clearly answer to the students’ questions?
- Has the instructor been objective and fair in the student’s evaluation?
- Would the student like to take another course with this instructor?

At the end, the students are strongly encouraged to write comments/suggestions about the *things they liked the most about this instructor* and *the things that could be improved*.

Since the information on evaluation of teaching staff should remain confidential and it should not be made public, the name of the instructor is not displayed in the report. A number is assigned to each instructor.

The average grade of the whole teaching staff in this study programme is **4,45** and the Fig. 6 summarizes the average grade for each instructor.

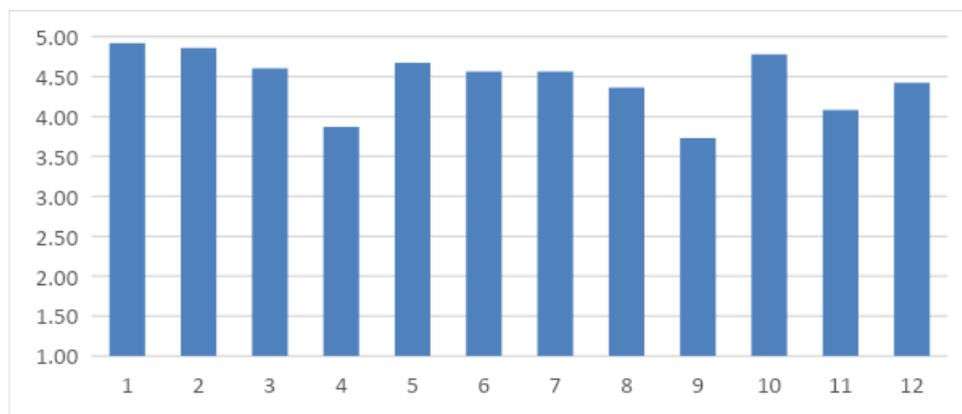


Fig. 6– Average grade for each instructor

The form of the questionnaire in English and Albanian and a detailed information on the evaluation of the individual courses is displayed in the document "[Questionnaire – teaching staff evaluation](#)".

Regarding the comments and suggestions, the major part of the students have pointed out the good preparation of the instructors, the correctness, the communication with students and the sense of humor for some of them. The only suggestion was that some of the lecturers should speak slowly.

Survey on the quality of services and management of the HEI

The aim of this questionnaire is to get the perception of the students on:

- The quality of the settings, facilities and teaching tools provided by the Faculty;
- The suitability of the lesson timetables;
- The communication with the secretary;
- The communication with the information office;
- The quality of the textbooks and materials provided by the library;
- The library accommodation and facilities;
- How often do the students visit the library?

At the end, the students are strongly encouraged to write comments/suggestions about the things that could be improved.

All the students have assigned grades to each of the issues of this survey. Only one student out of 16 students has assessed the services and the infrastructure provided by FEUT with the maximum grade (5). All the others have assigned grades from one to four.

The lower grades are assigned to the textbook and materials provided by the library (Fig. 7), and the highest grades on average are assigned to lesson timetables.

The average grade for the infrastructure and services provided by FEUT is **2,99** and the average grades for each issue of this questionnaire are as displayed in the following figure:

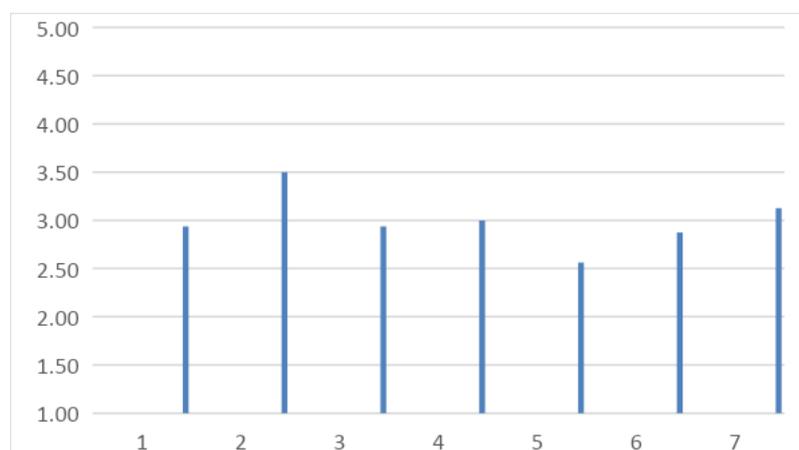


Fig. 7– Average grade for each questionnaire’s issue

The form of the questionnaire in English and Albanian and a detailed information on the evaluation of the quality of services and management of FEUTis displayed in the document [“Questionnaire – quality of services and infrastructure evaluation”](#).

ALBANIA

6. UNIVERSITY OF EPOKA

Student Enrolment

The competition for student enrolment in the new MP has been announced in October 01, 2018

<http://fae.epoka.edu.al/news-professional-master-in-civilengineering-study-program-under-the-k-force-project-20scholarships-offered-by-epoka-university-4254.html>),

following the University timeline. The competition ended with 20 students enrolled. More than 12 of them already held Master degrees from other technical fields. They came from Civil engineering, mechanical, electrical and Environment engineering bachelor program.

Teaching and Courses Evaluation Mechanism

Approved student survey

The University evaluates each course at the end of each semester, using the survey for the evaluation of courses and teaching. The University uses this form, which is consistent with the University's commitment to continuous quality improvement in teaching and learning. Teaching Evaluation Form, is accessible in this link:

https://drive.google.com/file/d/0Bwl_QkbaNe5IZHAtd0VoSWkxSUK/view?usp=sharing

Survey for Evaluating the Teaching Staff/ Courses

Surveys are also filled and monitored via these addresses. Results of the Course Instructor Evaluation Survey are completed by students at the end of each semester. The said evaluation will be carried out by the respective Head of Department and Dean. Survey for the evaluation of the work of the HE and its services and bodies (university- based).

Survey Description

The survey is structured as follows:

- Questionnaire course based.
- There are 14 questions
- Overall question for the course- 2(1;13)

- Questions about the instructor-10 (2-11)
- Question about methods and materials 2 (12;14)
- Comments of the Students

As figure 2 and figure 3 illustrate, the surveying results are very high (out of 4.0 GPA) for both fall and spring semesters. Specifically, average GPA results is 3.89 (fall), 3.87 (spring). The results show the high satisfaction of the students for the course and the lecturer. Figure 4 illustrates the details questions used in the survey.

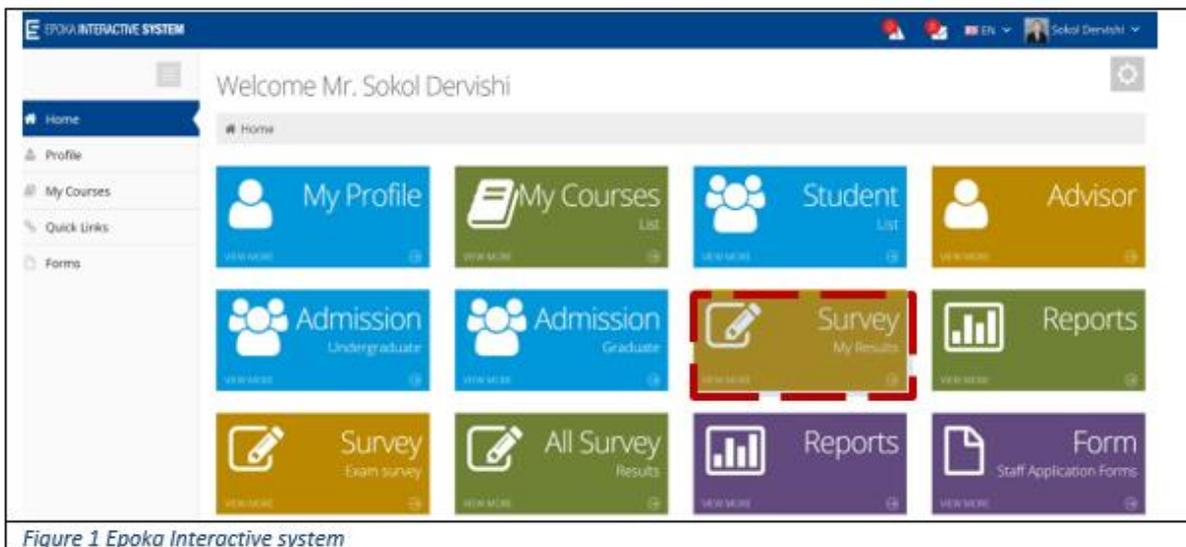


Figure 1 Epoka Interactive system

The screenshot displays the 'PM DRM & FSE - Survey Results' page. It shows a table of survey results for 'All Undergraduate Programs' for the academic year 2018-2019, Fall term. The table includes columns for No., #Rank, Code, Name, Lecturer(s), Enrolled, Completed, %, and Result. The results show high satisfaction scores across all listed programs.

No.	#Rank	Code	Name	Lecturer(s)	Enrolled	Completed	%	Result
1	1	CE 409	DURABILITY OF CONCRETE	Brian Luga	22	22	100.00 %	3.95
2	2	CE 431	PROJECT PLANNING MANAGEMENT AND COORDINATION	Juditha Kapj	20	20	100.00 %	3.85
3	3	CE 447	STRUCTURAL FIRE SAFETY	Enkelt Moshaj	20	20	100.00 %	3.85
4	4	CE 473	FLOOD RISK ASSESSMENT	Mirgjet Ismaj	21	21	100.00 %	3.82
5	5	CE 435	REINFORCED CONCRETE STRUCTURES	Enesa Mustafaj	11	10	90.91 %	3.83
6	6	CE 548	INTERMEDIATE STRUCTURAL DYNAMICS	Hilmyen Bilgin	7	6	85.71 %	3.79

Figure 2 PM DRM & FSE Survey Results (fall)

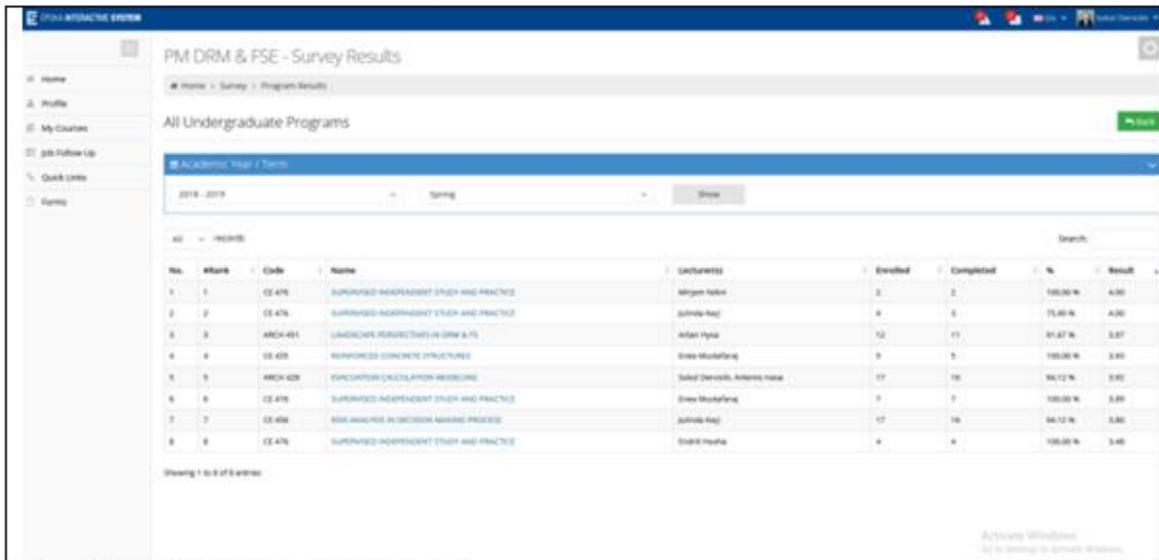


Figure 3 PM DRM & FSE Survey Results (spring)

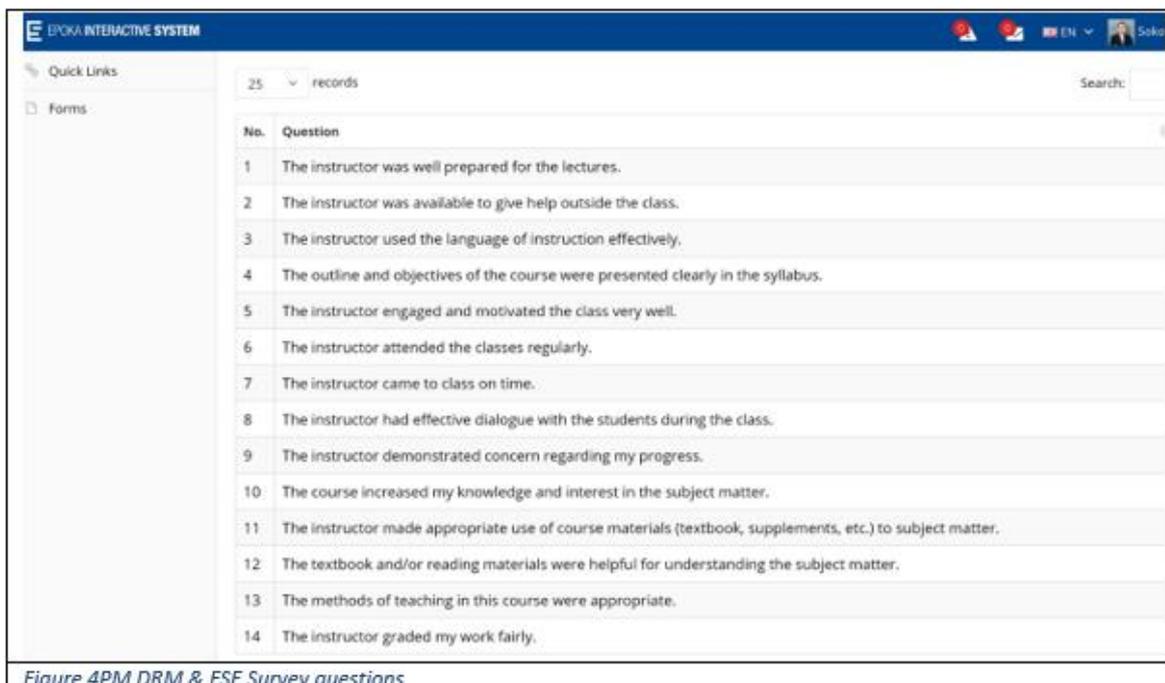
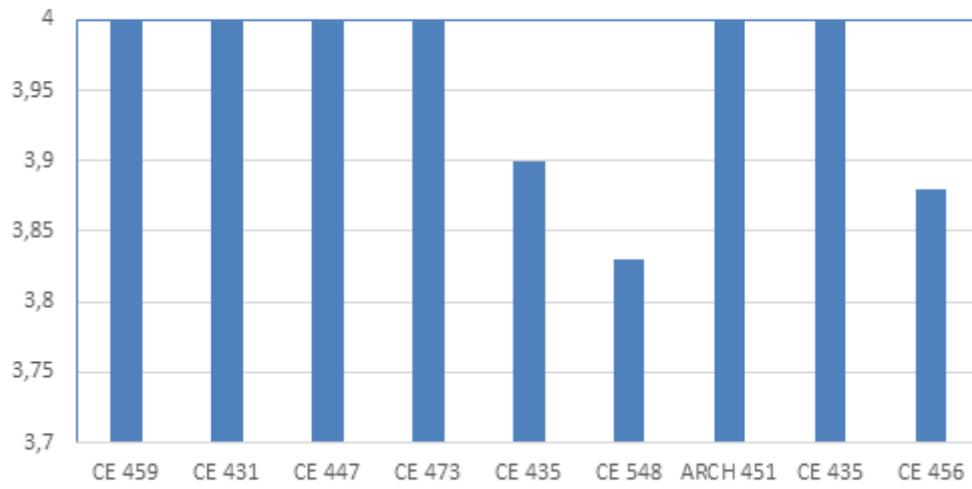
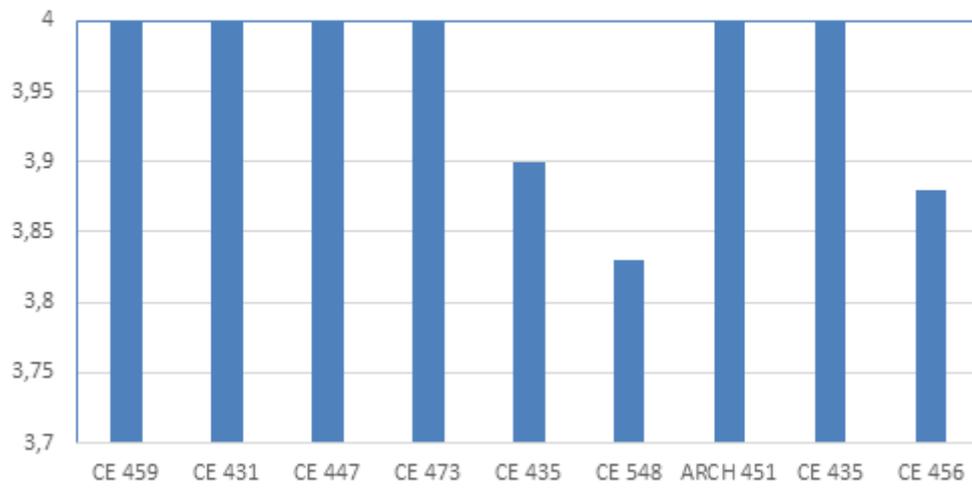


Figure 4 PM DRM & FSE Survey questions

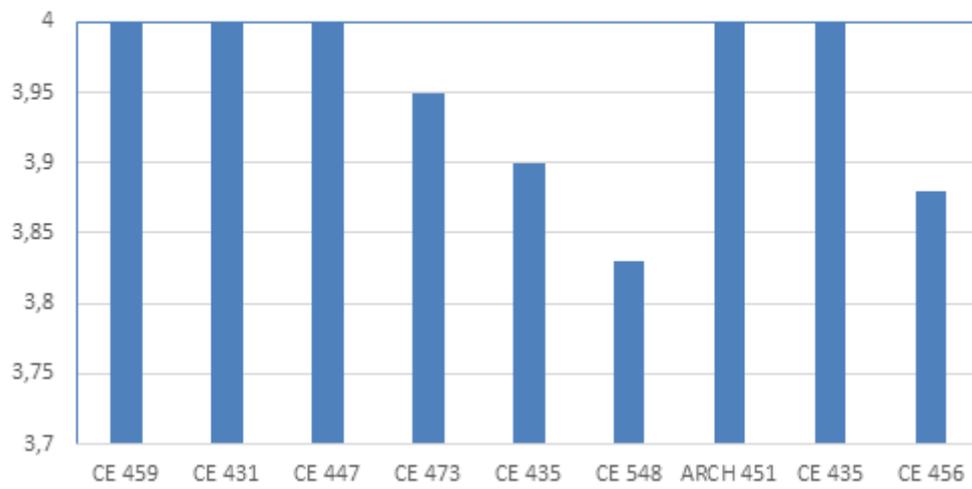
Question 1



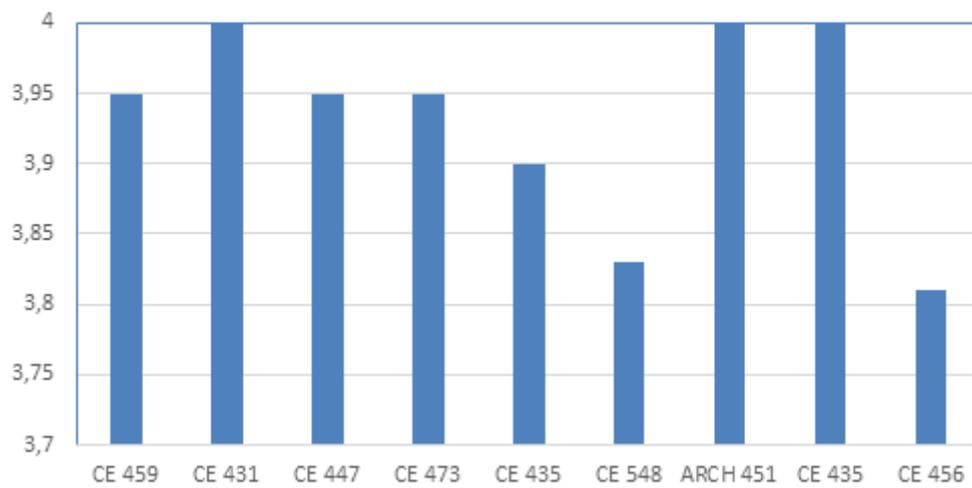
Question 2



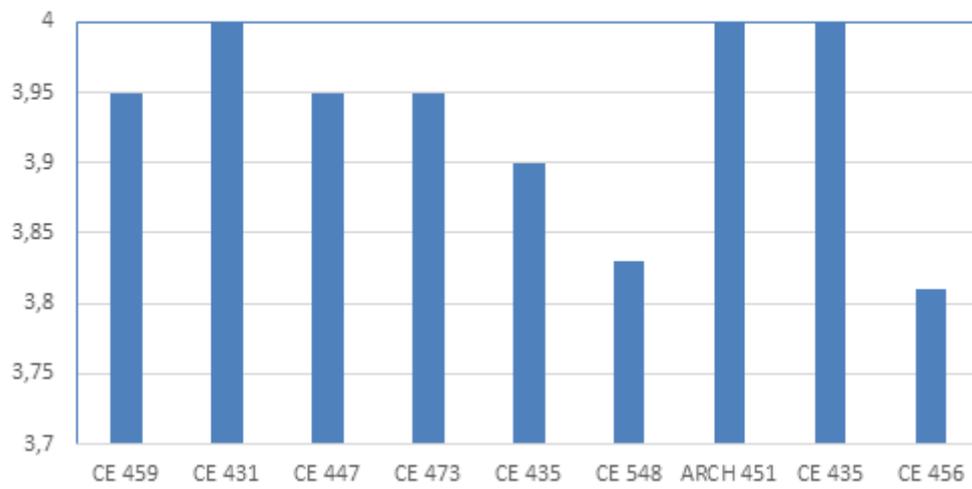
Question 3



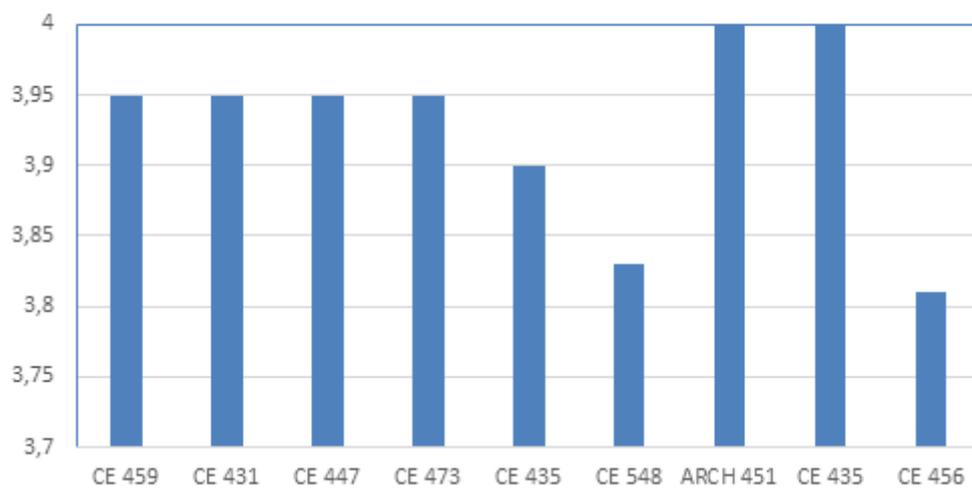
Question 4



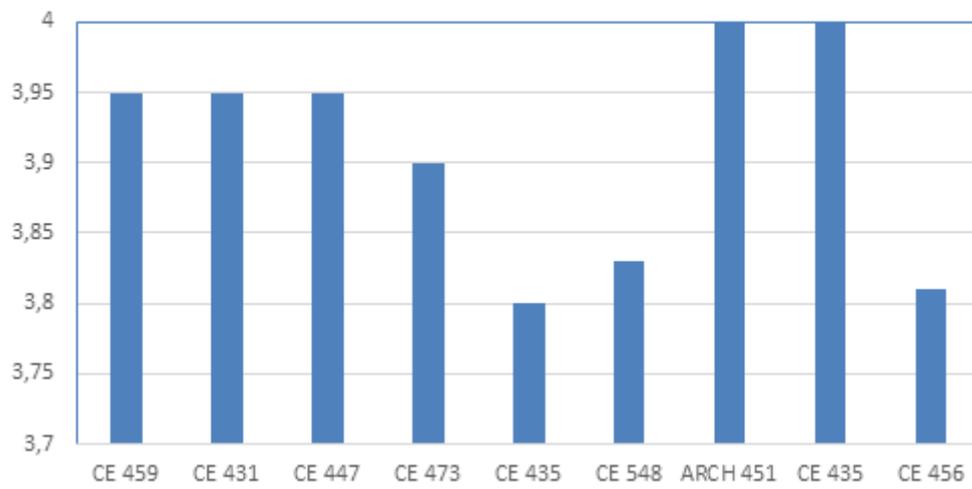
Question 5



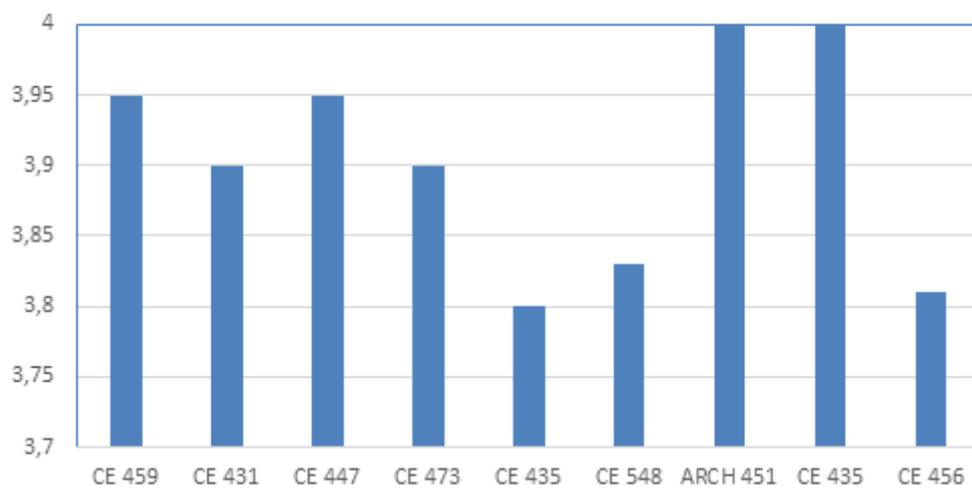
Question 6



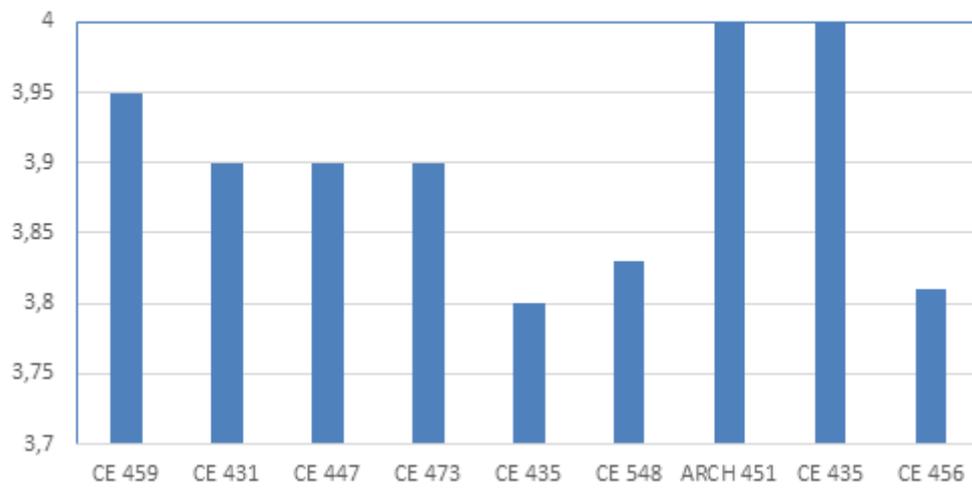
Question 7



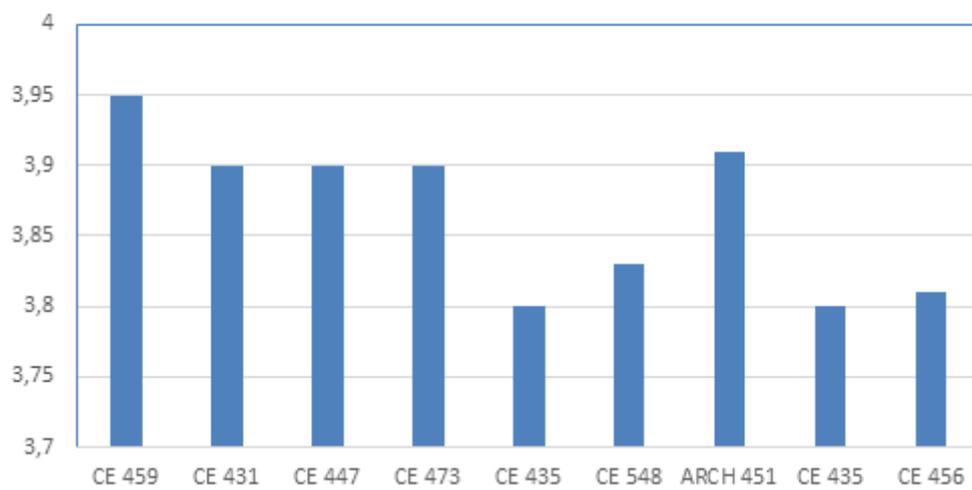
Question 8



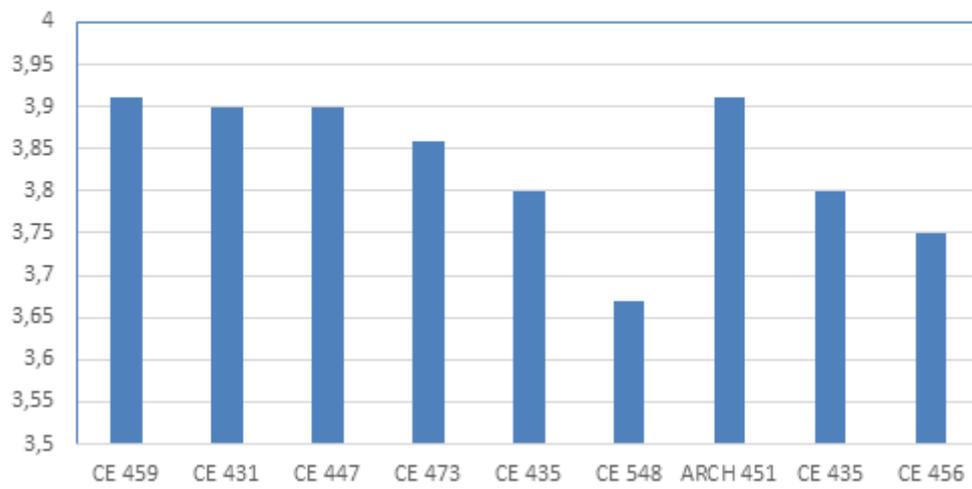
Question 9



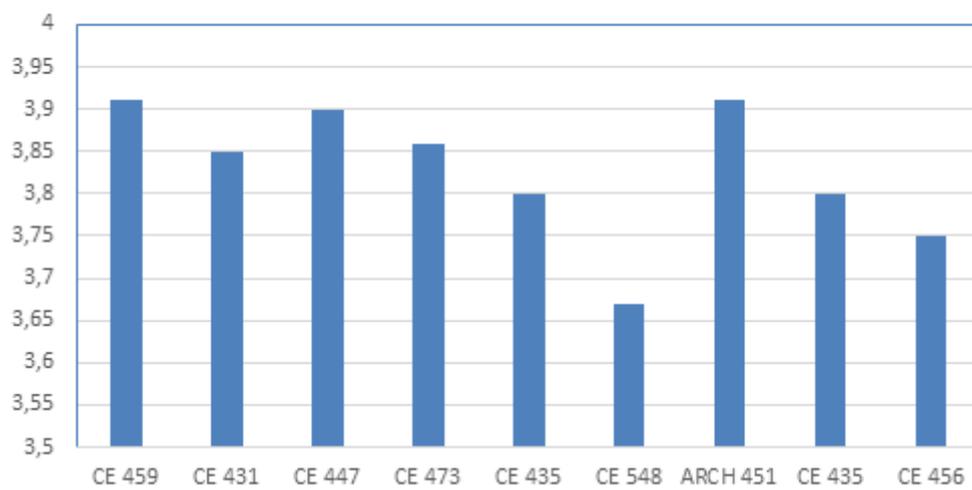
Question 10



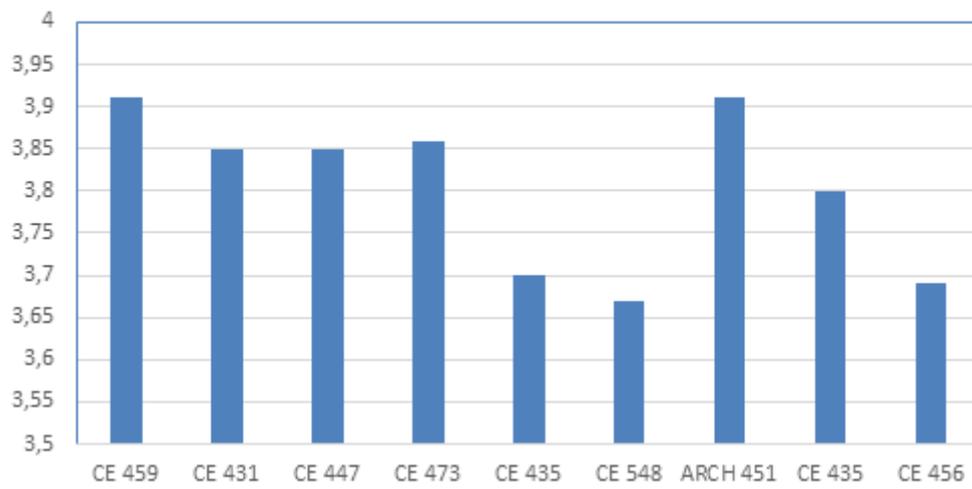
Question 11



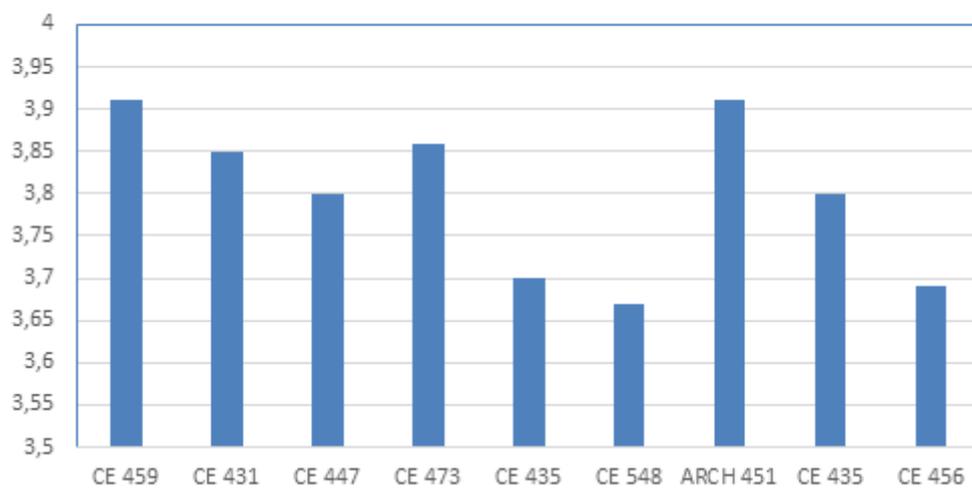
Question 12



Question 13



Question 14



CONCLUSION

The overall broader objective to which K-FORCE project contributes is to build a sustainable educational foundation in Disaster Risk Management and Fire Safety Engineering (DRM&FSE) field in Western Balkan Countries (WBC) and ensure national professional resources and regional capacity for resilient society. That objective is met. Foundation was laid for this field, very relevant for each WB country included in the program. Proper connection was established with professionals as a two way street where they got education in the form of LLL courses and through knowledge share with them, important both for our staff and students.

The following surveys of MPs were conducted:

- § Survey for the evaluation of the study programme,
- § Survey for evaluating the teaching staff,
- § Survey for evaluating the individual courses,
- § Survey for the evaluation of the work of the HEI and its services and bodies and
- § Survey for evaluating the guest lectures.

Even though in concerns early beginnings of this master program it is clear that students included are satisfied, as it can be seen through their evaluation of professors and teaching assistants, the availability of course literature, number of lecture and tutorial classes and the relevance of the course for their respective study program, presented in the MP report. The conclusion of the conducted survey is very satisfactory in terms of the students' perception of new courses. The courses are deemed relevant for the study program with high overall course grades achieved at each WB HEI institution. Their view is that lectures and tutorials were conducted according to the set schedule with consultation taking place in the assigned time.

Furthermore, they also evaluated the work of Faculty/University leadership, the presence of teaching tools at the Faculty and the supply and functioning of the Faculty library. It is deemed satisfactory as well, but certain improvements are needed, especially giving the problems related to non-conformity of national law regulations with the EU regulations related to Erasmus programs that postponed certain activities, such as equipment procurement. That has to be improved.

The following issues are of crucial importance for sustainability of the master study:

1. Increased visibility of the master study Disaster risk management and fire safety engineering; including advertising at TV and radio programmes, web portals, University and faculty web sites, regular visits to universities to attract new students to this master program.
2. Establish a close cooperation with the Industry, professionals, Ministries of Security of WB countries involved and other institutions dealing with security issues;
3. Organize training drills related to, inter alia, simulation of fire and earthquake and rescuing of personnel and students. One such a joint rescue drill was successfully conducted in October 2019 at the Faculty of Mining, Geology and Civil Engineering of Tuzla University, involving City fire brigade, City civil protection department, Red cross unit, Emergency medical unit, professors, personnel and students of the Faculty, as an example for the future activities that can be performed in the light of numerous risks the world is facing with lately.
4. Usage of procured software and equipment to maximum extent in training process within the course;
5. Secure the guest lectures, to be held by prominent professors from the related fields;
6. Professors and assistants must continue with permanent education in the related field through attendance at professional training seminars, conferences and related workshops.
7. Conduct of periodical training of professionals from related fields.