



WP3

Development

Lead Organisations of WP2: UBL – Republic of Srpska, BIH

Participating Organisation: UB; UNI; UBL; UNSA; INSZASUM;
BOKU; UNSCM; UNIRC; FRI-BAS

Deliverable 3.4 Report of master and bachelor curricula quality

Participating Organisation: UBG; UNS; UNI; UBL; UNSA



PROJECT INFO

Project title	Soil Erosion and Torrential Flood Prevention: Curriculum Development at the Universities of Western Balkan Countries
Project acronym	SETOF
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Coordinator	University of Belgrade
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DOCUMENT CONTROLSHEET

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Institutions:	University of Belgrade
Author/s of the deliverable	Marijana Kapović Solomun, Vanja Daničić, Dražen Miljić
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CONTENT OF THE REPORT

- 1. Introduction**
- 2. Results of evaluation by students on new Master study programe (Tables and graphs)**
- 3. Results of evaluation by teachers on new Master study programe (Tables and graphs)**
- 4. Conclusions**



1. Introduction

Soil erosion and floods are identified as one of the main land degradation drivers in the BIH and Serbia. Considering the importance of prevention and control of soil erosion as a human induced phenomena, which as a consequence has torrential floods and floods in general, higher education system of both countries is very important as well as existing Bachelor and Master studies that are focused on natural hazards, where floods are among the most important ones.

Therefore, the one ongoing master study program developed under Erasmus SETOF project was evaluated by teachers that are engaged directly in the implementation, but also by the enrolled students of the first generation. New curricula and subjects are developed in accordance with the Bologna Declaration, experiences of EU countries (Austria, Italy, Bulgaria), countries in the region but also in line with existing legislative framework in higher education of Serbia.

Evaluation was done based on questionnaires prepared by UBL and other project partners under Erasmus SETOF project. Report is given based on average values of questionnaires for Master study for teachers and students separately.



RESULTS- QUESTIONNAIRE

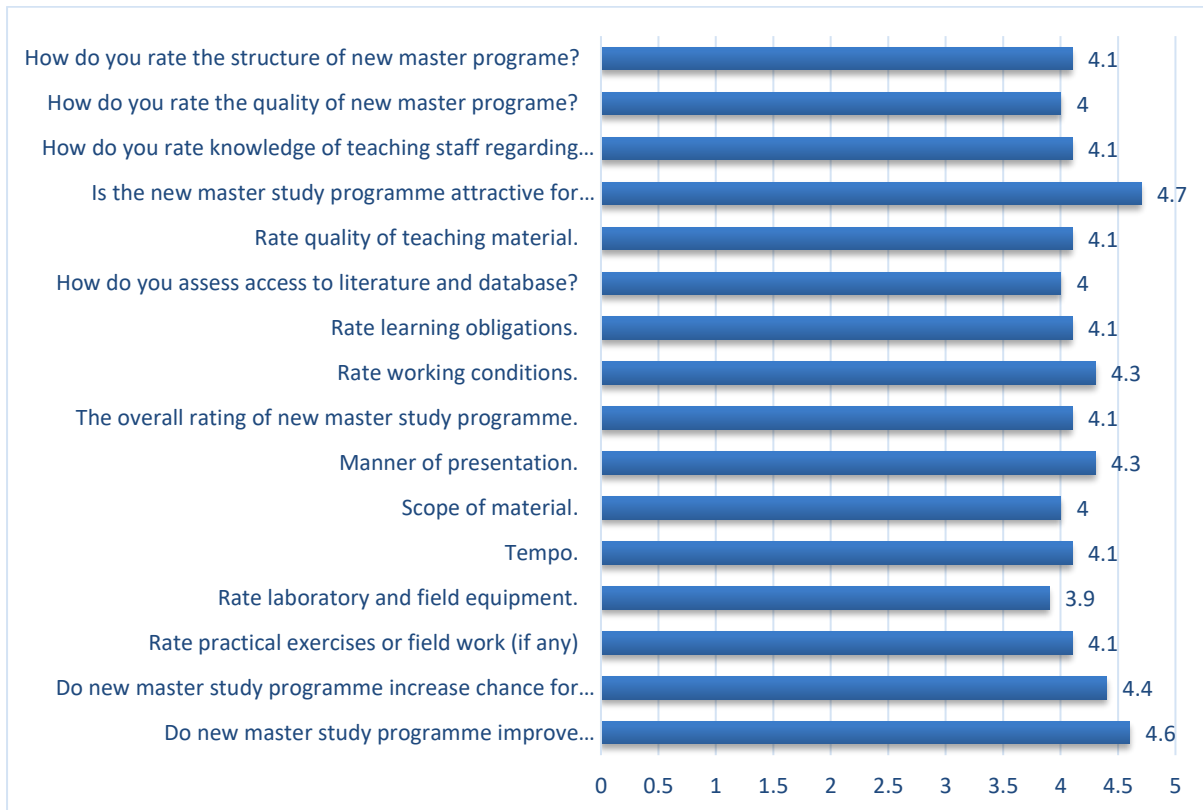
New study master programme

Students

Question	Poor	OK	Good	Very good	Excellent
How do you rate the structure of new master programme?	0,0	13,0	8,7	34,8	43,5
How do you rate the quality of new master programme?	0,0	13,0	8,7	21,7	52,2
How do you rate knowledge of teaching staff regarding new master programme?	0,0	4,3	13,0	13,0	65,2
Is the new master study programme attractive for students/engineers?	0,0	0,0	4,3	17,4	78,3
Rate quality of teaching material.	4,3	8,7	13,0	21,7	52,2
How do you assess access to literature and database?	13,0	0,0	17,4	13,0	56,5
Rate learning obligations.	0,0	0,0	26,1	26,1	47,8
Rate working conditions.	0,0	0,0	26,1	13,0	60,9
The overall rating of new master study programme.	0,0	4,3	0,0	43,5	52,2
Manner of presentation.	0,0	13,0	8,7	8,7	69,6
Scope of material.	0,0	13,0	13,0	30,4	43,5
Tempo.	0,0	13,0	13,0	21,7	52,2
Rate laboratory and field equipment.	8,7	4,3	17,4	26,1	43,5
Rate practical exercises or field work (if any)	0,0	17,4	8,7	17,4	56,5
Do new master study programme increase chance for employment of graduate engineers.	4,3	4,3	13,0	26,1	56,5
Do new master study programme improve competencies of engineers?	4,3	0,0	4,3	34,8	60,9
Final comment and recommendations:					

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RESULTS- QUESTIONNAIRE

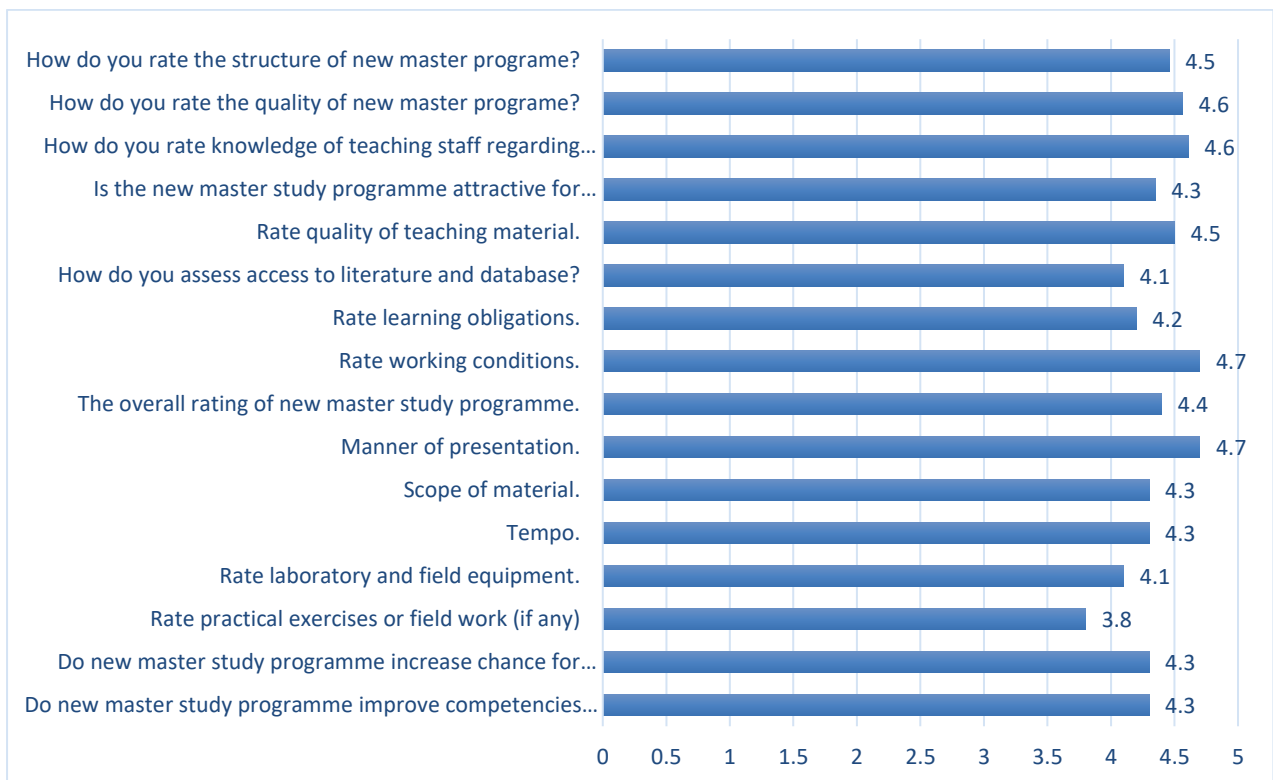
New study master programme

Teachers

Question	Poor	OK	Good	Very good	Excellent
How do you rate the structure of new master programme?	0,00	0,00	0,00	34,78	65,22
How do you rate the quality of new master programme?	0,00	0,00	0,00	43,48	56,52
How do you rate knowledge of teaching staff regarding new master programme?	0,00	0,00	0,00	39,13	60,87
Is the new master study programme attractive for students/engineers?	0,00	0,00	8,70	47,83	43,48
Rate quality of teaching material.	0,00	0,00	21,74	52,17	34,78
How do you assess access to literature and database?	0,00	0,00	26,09	39,13	34,78
Rate learning obligations.	0,00	0,00	17,39	43,48	39,13
Rate working conditions.	0,00	4,35	8,70	21,74	69,57
The overall rating of new master study programme.	0,00	0,00	13,04	30,43	56,52
Manner of presentation.	0,00	0,00	0,00	34,78	65,22
Scope of material.	0,00	0,00	8,70	47,83	43,48
Tempo.	0,00	0,00	8,70	52,17	39,13
Rate laboratory and field equipment.	4,35	0,00	13,04	43,48	39,13
Rate practical exercises or field work (if any)	4,35	8,70	17,39	39,13	30,43
Do new master study programme increase chance for employment of graduate engineers.	0,00	4,35	17,39	43,48	39,13
Do new master study programme improve competencies of engineers?	0,00	8,70	8,70	47,83	39,13
Final comment and recommendations:	1. Very attractive programme				



	<p>2. Given that this is a "pilot" project and the ubiquitous situation with Covid, the program works great.</p> <p>3. I hope that future generations will have the opportunity to visit other universities as well as work on the field.</p>
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Conclusions

Master study - students

- Overall rate of Master study program is very high (excellent). The weakest rate was given for the question about laboratory and field equipment. On the other hand, students consider that improvement of curricula will improve chances for employment, which could be understood as encouragement for future students who will be interested for this study program. Students are very satisfied with competencies of teaching staff regarding new/improved curricula, structure of the program and general quality of all aspects. The overall rating of new master study program is 4,1 which very good to excellent.

Teachers

- Teacher are very satisfied with new master study program, particularly with working conditions and presentations manner. Field work was rated a slightly lower, but still very good. Attractiveness and structure is rated very high. Overall rate of the study program is very good to excellent which can be indicator for the future employment of these master students.