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# D3.1 WORKSHOP ON CURRICULUM'S ALIGNMENT WITH THE FOREFRONT OF INDUSTRY STANDARDS

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**Building BIM digital competences**

101183239 – BIM4WB – ERASMUS- EDU-2024-CB-VET

BIM4WB

Co-funded by the European Union

## PROJECT INFO

| | |
|---|---|
| **Project title** | Building BIM digital competences |
| **Project acronym** | BIM4WB |
| **Project reference number** | 101183239 |
| **Funding scheme** | Lump sum grant - ERASMUS- EDU-2024-CB-VET |
| **Web address** | https://bim4wb-eu.org/ |
| **Coordination institution** | IES RIBEIRA DO LOURO |
| **Project duration** | 36 months |

The project aims to design and develop a Building Information Modeling (BIM) curriculum and training materials, focusing on innovating teaching and learning through learner-centered and real problem-based approaches. It includes the training of teaching staff to acquire new practical skills and the establishment of the BIM4WB platform, a user-friendly online resource for sharing knowledge, resources, and best practices related to BIM. The project targets enrolling at least 40 students/professionals in the training course and involves at least 15 teaching staff in personal and professional development skills training. It seeks to align academic offerings with the labor market to enhance student employability, with curriculum content reviewed by stakeholders to ensure it meets industry standards. Bim4WB is co-funded by the Erasmus+ Programme of the European Union during the period January 2025 – December 2027

**PROJECT PARTNERS:**

1. **IES RIBEIRA DO LOURO**
2. **BALIKESIR UNIVERSITY**
3. **EUROPEAN UNIVERSITY OF TIRANA**
4. **QENDRA PROTIK**
5. **UNIVERSUM INTERNATIONAL COLLEGE**
6. **AGENCY FOR VOCATIONAL EDUCATION AND TRAINING AND ADULT EDUCATION**

## DOCUMENT CONTROL SHEET

| | |
|---|---|
| **Work package** | WP3 |
| **Ref. no and title of activity** | D3.1 - Workshop on curriculum's alignment with the forefront of industry standards |
| **Title of deliverable** | Workshop on curriculum's alignment with the forefront of industry standards |
| **Lead institution** | Balikesir University (BA) |
| **Author(s)** | IES Ribeira do louro, Balikesir University |
| **Document status** | V1 |
| **Document version and date** | V1 – 01/09/2025 |

BIM4WB

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# DELIVERABLE EXECUTIVE SUMMARY

A curriculum validation workshop on Building Information Modeling (BIM) was held in Prishtina, Kosovo, bringing together representatives from leading enterprises and academic partners. The event aimed to confirm that the proposed modules developed under Task 2.5 are aligned with current industry standards, labor market needs, and emerging practices in the BIM sector.

During the workshop, participants reviewed the curriculum and provided feedback through open discussions and structured sessions. Their input emphasized the need to balance theoretical instruction with practical, hands-on learning experiences, case studies, and exposure to real projects. Industry representatives highlighted the importance of familiarizing students with the latest BIM technologies and digital collaboration tools, while also stressing the value of transversal skills such as communication, teamwork, and project management.

The workshop validated the overall direction of the curriculum and confirmed its strong relevance to professional practice. At the same time, it identified areas for refinement, particularly the integration of sustainability considerations. By incorporating this feedback, the curriculum will remain adaptable to future industry trends and technological developments.

The activity was further strengthened by visits to two enterprises in Kosovo directly engaged in BIM and digital construction practices. These visits provided first-hand insights into the skills currently in demand, the technologies in active use, and the challenges faced by the sector. Combined with the structured feedback from the workshop, these practical observations ensured that the validation process was firmly rooted in both local industry realities and international standards.

In conclusion, the Prishtina workshop successfully ensured that the curriculum reflects both academic quality and market relevance. It reinforced the importance of continuous collaboration between universities and enterprises in preparing highly skilled BIM professionals capable of contributing effectively to the digital transformation of the construction sector in the Western Balkans.

# VERSIONING AND CONTRIBUTION HISTORY

| Version | Date | Revision description | Revision description |
|---|---|---|---|
| v.01 | 01/09/2025 | | |
| | | | |
| | | | |
| | | | |

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# 1. Introduction

The following report will present a summary of the workshop on curriculum's alignment with the forefront of industry standards, organized in Pristina, Kosovo as part of the ongoing procedure to design and validate the curriculum for the BIM4WB project. The primary objective of this activity was to ensure that the proposed modules (identified in T2.5) reflect the latest developments in Building Information Modeling (BIM) and are adapted to the real needs of the labor market.

The workshop brought together representatives from enterprises applying BIM software in their operations, thereby creating a direct link between teaching centers and industry. This exchange was crucial to verify that the curriculum is not only academically sound but also practically relevant, equipping future professionals with the competencies required to succeed in a rapidly evolving sector, as it is the case of the BIM modelling.

The activity was reinforced by visits to two enterprises in Kosovo that are directly engaged in BIM and digital construction practices. These visits provided first-hand insights into the skills currently in demand, the technologies being used, and the challenges faced by the sector. By combining these practical observations with the structured feedback from the workshop, the curriculum validation process was firmly rooted in both local industry realities and international standards.

Ultimately, this activity was a critical step in ensuring that the curriculum will produce graduates who are competitive, employable, and prepared to contribute effectively to the digital transformation of the construction sector.

By engaging stakeholders from the BIM industry, the workshop served as a platform to gather constructive feedback, validate the structure and content of the modules, and reinforce the emphasis on practical, hands-on learning experiences. Ultimately, this activity was a critical step in ensuring that the curriculum will produce graduates who are competitive, employable, and prepared to contribute effectively to the digital transformation of the construction sector.

## 1.1. Methodology of the workshop

The Workshop on curriculum's alignment with the forefront of industry standards held

in Pristina was designed as an interactive and participatory activity, ensuring that all stakeholders had the opportunity to contribute their expertise and perspectives. The methodology followed three main stages.

#### 1.1.1. Presentation of the conclusions made during WP2 regarding the needs of the market

Partners involved on the research phase of WP2 were in charge of presenting and summarizing the results of the research.

#### 1.1.2. Presentation of the proposed curriculum

The draft curriculum and modules identified in T2.5 were presented to participants, emphasizing on how the modules align with international BIM standards, digital construction practices, and current industry requirements.

#### 1.1.3. Stakeholders contribution

Representatives from enterprises actively using BIM were invited to share insights on market trends, skill gaps, and professional competencies needed in practice. Open discussions were encouraged to compare academic content with real-world applications.

#### 1.1.4. Feedback compilation

Structured feedback was gathered through guided discussions, Q&A sessions, and written notes. Participants were asked to comment on the relevance, depth, and applicability of each module, as well as the structure and the levels adequacy for each of the BIM applications. The suggestions for improvement and adaptation to market demands were recorded for integration into the final curriculum.

#### 1.1.5. Visits to enterprises

To further ground the process in real-world practice, the workshop was complemented by visits to two enterprises in Kosovo directly engaged in BIM and digital construction. These site visits offered participants first-hand exposure to the technologies currently in use, the skills most in demand, and the challenges faced in the sector. The combination of structured workshop activities and practical business visits ensured that the validation process was firmly anchored in both academic objectives and industry realities, creating a balanced and well-informed foundation for refining the curriculum.

## 1.2. Key Outcomes

### 1.2.1. Validation of Curriculum Relevance

Participants confirmed that the proposed contents are aligned with the current and emerging needs of the BIM industry. The curriculum was restructured in wider modules containing the discussed units and organizing the course content into logical modules or units that progressively build upon each other. This structure will facilitate learning in a coherent and cumulative manner, allowing the gradual acquisition of complex competencies.

The visits to two enterprises in Kosovo that are actively engaged in BIM and digital construction practices provided valuable confirmation of the curriculum's relevance to market needs. Company representatives emphasized the growing demand for graduates who can combine technical expertise in BIM software with strong problem-solving and project management skills. They highlighted the importance of practical training in real project environments, familiarity with collaborative platforms, and the ability to adapt to rapid technological change. Companies underlined the growing importance of sustainable construction methods, the use of digital models, and practical simulation tools in everyday work. These insights reinforced the feedback received during the workshop discussions, ensuring that the curriculum validation process was directly informed by the realities of professional practice in the region.

### 1.2.2. Integration of 2D Training

A main point during the workshop was the need to integrate the 2D Training in BIM to ensure that foundational digital/visual skills are covered

### 1.2.3. Reduction of the theoretical content and emphasis on practical application

Practical exposure was highlighted as essential for preparing students to enter the workforce with job-ready skills. Stakeholders strongly emphasized the importance of embedding hands-on exercises, case studies, and real project simulations into the modules to train them on real applications of the BIM software.

## 1.3. Conclusion and Next Steps

This workshop served as a pivotal step in the validation of the proposed BIM curriculum. By engaging representatives from enterprises actively applying BIM, the activity ensured that the academic framework is grounded in real-world practices and aligned with industry demands. The feedback received confirmed the relevance of the

modules identified in T2.5, while also providing concrete suggestions to enhance their practical orientation and adaptability to evolving standards and levels of knowledge.

The conclusions drawn from this activity highlight the need for continuous collaboration between academia and industry. Embedding practical learning experiences and fostering interdisciplinary approaches were identified as priorities for strengthening the curriculum.

As part of the programme for the workshop, various visits to enterprises related to the sector were organized by host partners. Those visits served to get in contact with the reality of the enterprises in Balkan countries, particularly in Kosovo, where the meeting was held. During the visits, the representatives of these enterprises shared the needs of the real market, which is need of polyvalent profiles that can manage a series of programmes, BIM software among them. You can find the attendance list of enterprises in Annex 3.

# BIM Curriculum Proposal for Kosovo and Albania

WP3 aims to develop a structured and comprehensive BIM curriculum and supporting educational materials, enabling students and professionals to acquire theoretical knowledge, practical skills and industry-related competencies. It is envisaged that this curriculum will reflect the current demands, technological developments and legal frameworks in the construction sector in Albania and Kosovo, and will promote alignment with the EU's digital transformation goals. In this context, the curriculum below proposes 4 modules and a case study along with the objectives, course contents, learning outcomes, assessment methods, teaching methods and materials.

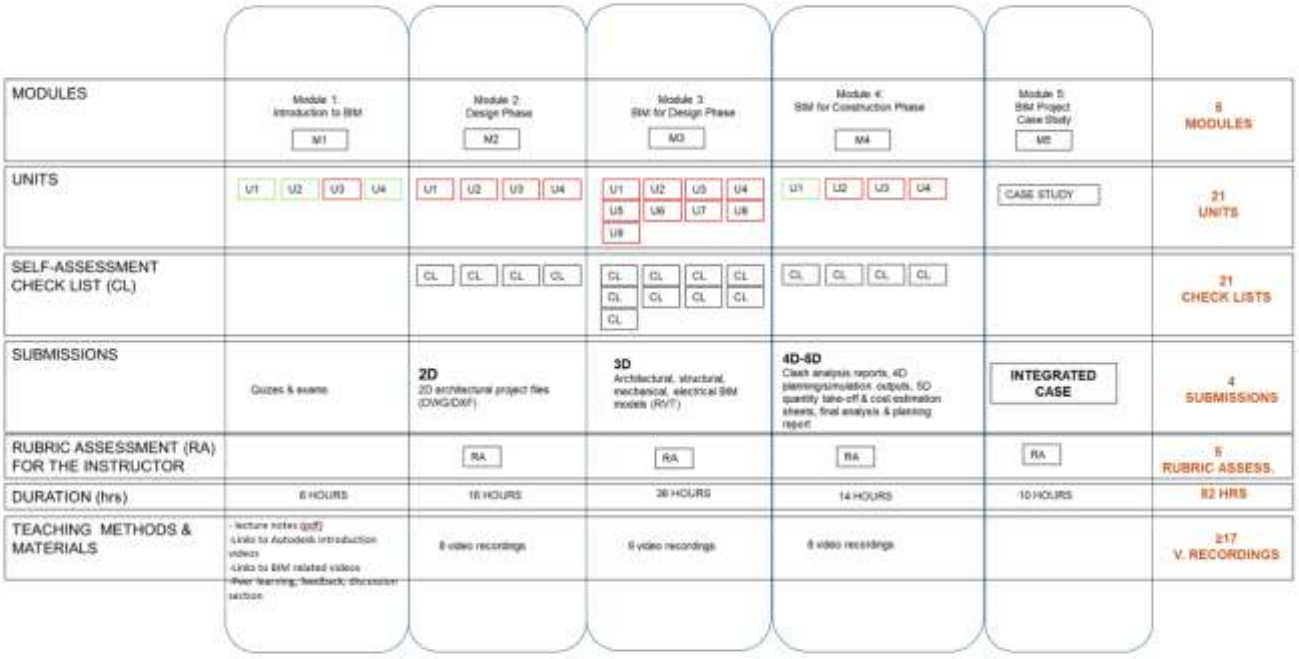
## 1.4. Curriculum Overview

The curriculum consists of 4 modules and a case study designed to cover the entire BIM lifecycle, from basic concepts to advanced applications and collaborative workflows. Table 1 briefly presents the titles and contents of the modules in the proposed curriculum.

***Table 1.*** *The titles and contents of the 5 modules in the proposed curriculum.*

| Module | Module Title | Key Topics Covered | |
|---|---|---|---|
| 1 | Introduction to BIM & Digital Construction | History and evolution of BIM, principles, dimensions (2D, 3D, 4D, 5D), benefits for construction sector | 6 hours (*theory*) |
| | BIM Standards & Regulations | ISO 19650, EU and national BIM guidelines (Albania/Kosovo), legal compliance | |
| | BIM Processes & Workflows | Common Data Environment (CDE), collaborative workflows, model coordination (BIM 360, Autodesk Docs) | |
| 2 | Design Phase (2D) | 2D CAD drafting (AutoCAD) | 16 hours (practice) |
| 3 | BIM for Design Phase (3D) | 3D modeling, parametric design, design validation and visualization techniques (Revit) | 36 hours (practice) |
| 4 | BIM for Construction Phase (4D) and Cost Estimation (5D BIM) | 4D scheduling, construction simulation, site logistics using BIM (Navisworks)<br>Quantity take-offs, cost management, linking models with cost data (Revit, Navisworks) | 10 hours (theory, practice)<br>4 hours (theory, practice |
| (5) | BIM Project Case Study | Practical implementation – students work on a BIM project, applying learned skills and presenting outputs | 10 hours (practice) |

## 1.5. Teaching Materials



| MODULE 1 | | | |
|---|---|---|---|
| **Course Unit Code** | **Theory** | **Practice** | **Course Name** |
| | 6 hrs | - | **Introduction to BIM** |
| Lesson Information | | | |
| **Course Description and objectives** | The main objectives of the course for students are to gain an general understanding of BIM Execution Plan (BEP) within the scope of BIM processes and workflows.<br>This module aims to:<br>• introduce the basic concepts, historical development, principles and multi-dimensional structure (2D, 3D, 4D, 5D) of the Building Information Modeling (BIM) methodology;<br>• help learners comprehend the possibilities of BIM applications in the construction sector and public procurement.<br>• provide the ability to recognize widely used software in the sector and to select software solutions suitable for different stages of the BIM life cycle | | |
| **Course Content** | **Unit 1.**<br>• What is BIM, BIM: Challenges and Potential, History and evolution of BIM<br>• Principles, dimensions (3D, 4D, 5D, 6D, 7D)<br>**Unit 2.**<br>• Benefits for construction sector<br>• ISO 19650, EU and national BIM guidelines (Albania/Kosovo), Legal compliance.<br>**Unit 3.**<br>• Introduction (Building Information Modeling compatible programs: Revit, ArchiCAD, Navisworks, BIM 360, Autodesk Docs, and open BIM standards),<br>**Unit 4.**<br>• BIM Execution Plan overview<br>○ What is the BIM Execution Plan<br>○ Why is the BIM Execution Plan done<br>○ BIM Execution Plan components<br>• Project information<br>○ BIM Execution Plan timeline<br>○ Key project contacts<br>○ BIM roles and responsibilities<br>○ BIM use staffing<br>• Project BIM Goals and BIM Uses<br>○ Major BIM Goals / Objectives<br>○ BIM Uses<br>○ Organizational Roles / Staffing<br>• BIM exchange protocol and submittal format<br>○ Electronic communications and BIM data requirement format<br>○ Collaboration Procedures<br>○ Model content requirements | | |

| | |
|---|---|
| **Assessment Method** | online quizzes and exams |

| Learning outcomes | |
|---|---|
| □ | 1. Explains what BIM is, including its history, evolution, challenges, and potential.<br>2. Understands and describes the principles and multi-dimensional structure of BIM (3D, 4D, 5D, 6D, 7D).<br>3. Evaluates the benefits that BIM provides to the construction sector.<br>4. Understands the role of international (ISO 19650), European, and national BIM guidelines in ensuring legal compliance.<br>5. Recognizes widely used BIM-compatible software (e.g., Revit, ArchiCAD, Navisworks, BIM 360, Autodesk Docs) and open BIM standards.<br>6. Compares the general functions of different BIM tools in relation to stages of the project life cycle.<br>7. Explains the purpose and importance of a BIM Execution Plan (BEP) in project workflows.<br>8. Identifies the key components of a BIM Execution Plan, including project information, timeline, BIM roles, and responsibilities.<br>9. Understands BIM goals, uses, and organizational staffing requirements within a BEP.<br>10. Describes the principles of BIM exchange protocols, submittal formats, collaboration procedures, and model content requirements. |
| **Teaching methods and materials** | |
| **Teaching Materials and Platforms** | lecture notes (pdf)<br>Links to Autodesk introduction videos<br>Links to BIM related videos<br>Peer learning, feedback, discussion section |
| **Recommended or Required Reading** | |

| MODULE 2 | | | |
|---|---|---|---|
| **Course Unit Code** | **Theory** | **Practice** | **Course Name** |
| | | **16hrs** | **Design Phase (2D)** |
| **Lesson Information** | | | |
| **Course Description and objective** | This module aims to enable students to gain two-dimensional technical drawing competence with AutoCAD software and to understand the place of<br>these drawings in BIM-based digital construction processes. | | |
| **Course Content** | **Unit 1.**<br>V1 Interface Introduction and Basic Concepts<br>V2 Basic Drawing Commands (Line, Circle, Rectangle, Polyline)<br>**Unit 2.**<br>V.3 Editing Commands (Move, Copy, Offset, Trim, Extend)<br>**Unit 3.**<br>V4. Layers, Color and Line Type Settings<br>V5.Dimensioning and Writing Text (Text, Mtext, Dimension)<br>V6.Hatch and Block Creation<br>**Unit 4.**<br>V7. Technical Drawing Application/ Plan, Section and View Drawing V8. DWG – PDF, DXF – Import/Export Operations | | |
| **Course output** | Submission of 2D architectural projects developed during the module/ dwg and dxf files | | |
| **Assessment Method** | 1. Checklist for learners for each video recording<br>2. Module Assessment<br>• Check list of submission for the learner<br>• Rubric assessment for the lecturer to control the submitted projects | | |
| **Learning outcomes** | | | |
| | 1. Understands the AutoCAD interface and explains basic concepts of two-dimensional technical drawing.<br>2. Applies basic drawing commands (line, circle, rectangle, polyline) to create technical drawings.<br>3. Uses editing commands (move, copy, offset, trim, extend) to modify and improve drawings.<br>4. Organizes drawings through layers, color, and line type settings.<br>5. Applies dimensioning and text tools (Text, Mtext, Dimension) accurately in technical drawings.<br>6. Creates hatches and blocks to enrich and standardize drawing content.<br>7. Produces technical drawings of plans, sections, and views according to architectural and engineering requirements.<br>8. Performs DWG–PDF and DXF import/export operations to support information exchange in digital construction workflows.<br>9. Understands the role of 2D drawings within BIM-based digital construction processes. | | |

| Teaching methods and materials | |
|---|---|
| **Teaching methods** | Hands on practice during the lesson |
| **Teaching** | 8 Video recordings |

| | |
|---|---|
| **Materials** | |
| **Recommended or Required Reading** | |

| MODULE 3 | | | |
|---|---|---|---|
| **Course Unit Code** | **Theory** | **Practice** | **Course Name** |
| | - | 36 hrs | **BIM for Design Phase (3D)** |
| **Lesson Information** | | | |
| **Course Description and Objectives** | This module aims to introduce “information modeling with BIM software” and provide practical training with the software used in BIM | | |
| **Course Content** | **Unit 1.**V1.Software interface<br>V2.Architectural modelling<br>**Unit 2.** V3.Wall design and placement<br>**Unit 3.** V3.Door and window design and placement<br>**Unit 4.** V4.Roof design and placement<br>**Unit 5.** V5.Staircases and railings<br>**Unit 6.** V6.Space definition and legends<br>**Unit 7** .V7. Site modeling<br>**Unit 8.** V8.Structural modelling/structural elements/column, beam, floor, foundation<br>**Unit 9.** V9.Mechanical modelling/ HVAC subsystem elements/ Plumbing system | | |
| **Course output** | Submission of 3D architecturel, structural, (mechanical, electrical) projects developed during the module/ rvt files | | |
| **Assessment Method** | 1. Checklist for learners for each video recording<br>2. Module Assessment<br>• Check list of submission for the learner<br>• Rubric assessment for the lecturer to control the submitted projects | | |
| **Learning outcomes** | | | |
| | 1. Experiences the concept of BIM at the software level and understands the meaning of information modeling.<br>2. Learns how to integrate CAD drawings into BIM models for data entry, preliminary design documentation, and plan transfer.<br>3. Understands the interfaces, functions of modeling tools, and the processes required for preliminary preparation for modeling.<br>4. Acquires basic modeling skills using BIM software (e.g., Autodesk Revit, ArchiCAD, Allplan).<br>5. Understands how to model a building with architectural, structural, mechanical, electrical, and plumbing elements.<br>6. Learns the processes of creating, editing, and associating model elements in BIM software in a practical way.<br>7. Uses tools such as view creation, sectioning, and sheet production effectively in BIM software | | |
| **Teaching methods and materials** | | | |
| **Teaching methods** | Hands on practice during the lesson | | |

| | |
|---|---|
| **Teaching Materials** | 9 Video recording |
| **Recommended or Required Reading** | |

| MODULE 4 | | | |
|---|---|---|---|
| **Course Unit Code** | **Theory** | **Practice** | **Course Name** |
| | 4 hrs | 10 hrs | **BIM for Construction Phase(4D-5D)** |
| **Lesson Information** | | | |
| **Course Description and Objectives** | This module aims to introduce fundamental analysis concepts and then provide practical training on how to analyze a building with a completed Building Information Model using different tools in different contexts. It also aims to provide training on the logical organization and economic planning of<br>construction works based on available resources. | | |
| **Course Content** | **Unit 1.** V1. Analysis concept<br>V2. Building Information Modeling for Construction Sites<br>V3. Model integration and management<br><br>**Unit 2.** V4. Clash Analysis<br>V5. Problem detection and solving<br><br>**Unit 3.** V6. Planning and 4D simulation<br><br>**Unit 4.** V7.5D Construction Planning<br>V8. Material quantity calculation and Cost estimation/ Revit | | |
| **Course output** | Clash analysis reports, 4D planning/simulation outputs, 5D quantity take-off & cost estimation sheets, final analysis & planning report (rvt files, nwd files) | | |
| **Assessment Method** | 1. Checklist for learners for each video recording<br>2. Module Assessment<br>• Check list of submission for the learner<br>• Rubric assessment for the lecturer to control the submitted projects | | |
| **Learning objectives** | | | |

| | |
|---|---|
| | 1. Understands the concept of analysis and the basic principles of performing analysis on a BIM model.<br>2. Explains how the BIM model is used for performance analysis and decision support in construction projects.<br>3. Recognizes different types of analysis such as energy, daylight, structural, cost, and time (4D/5D) analysis.<br>4. Understands the processes of integrating the BIM model with other software for analysis purposes.<br>5. Performs basic analysis on a real BIM model to detect and solve design or construction problems.<br>6. Applies clash detection methods and evaluates interdisciplinary model coordination.<br>7. Produces an integrated information model in collaboration with project stakeholders.<br>8. Reads and interprets data from interdisciplinary BIM models for construction planning.<br>9. Performs quantity take-off and cost estimation (5D) using BIM tools such as Revit.<br>10. Applies 4D simulation techniques to plan and visualize construction processes. |

| Teaching methods and materials | |
|---|---|
| **Teaching methods** | Hands on practice during the lesson |
| **Teaching Materials** | 8 Video recording |
| **Recommended or Required Reading** | |

| CASE STUDY | | | |
|---|---|---|---|
| **Course Unit Code** | **Theory** | **Practice** | **Course Name** |
| | | 10 hrs | **BIM Project Case Study** |
| **Lesson Information** | | | |
| **Course Description** | The objective of Module 5 is to produce discipline-specific models (architecture, structure, mechanical, electrical, etc.) of a sample building project based on the concepts introduced in the first four modules, and to perform various analyses such as clash detection, time simulations, and<br>quantity take-off to support the construction process. | | |
| **Course Content** | •Application of Building Information Modeling with a sample project<br>•Production of a 3D architectural model<br>•Production of discipline models using the architectural model as a base<br>•Clash Analysis<br>•Production of time planning with 4D models<br>•Production of surveying-quantity surveying with 5D models, cost estimation<br>•Production of cost estimation with 5D models | | |
| **Assessment Method** | Final capstone project | | |
| **Learning objectives** | | | |
| | 1. Creates BIM models of different disciplines (architecture, structure, mechanical, electrical) within the framework of a sample project.<br>2. Combines discipline-specific models in a BIM environment to enable coordination between different fields.<br>3. Performs construction-related analyses, including clash analysis, 4D time simulation, and 5D quantity take-off with cost estimation.<br>4. Demonstrates model-based coordination and collaboration skills in project tasks.<br>5. Applies BIM modeling tools to produce architectural and engineering models for project-based assignments.<br>6. Understands in practice how BIM models support project management, construction planning, and cost calculations | | |
| **Definition of the case study** | | | |
| | | | |

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Sacks, R., & Pikas, E. (2013). Building information modeling education for construction engineering and management. I: Industry requirements, state of the art, and gap analysis. Journal of Construction Engineering and Manage

Annex 1 : agenda of the workshop

# Agenda

## Workshop on curriculum's alignment with the forefront of industry standards

**Project title:** **BUILDING BIM DIGITAL COMPETENCES**

**Acronym:** **BIM4WB**

**Project Nº:** **101183239**

| Work package | Title |
|---|---|
| WP3 | Content Design for BIM course |

| | |
|---|---|
| **Dates** | August 28th 2025 |
| **City** | Prishtina |
| **Meeting venue** | UNI-Universum International College campus |
| **Address** | Pristina - Ferizaj highway (near Pristina Mall), Kosovo https://maps.app.goo.gl/vZvCQX95V57nyjVN7 |

## Thursday, 28th August 2025

| WORKSHOP ON CURRICULUM ALIGNEMENT WITH THE FOREFRONT OF INDUSTRY STANDARDS | | |
|---|---|---|
| 9:30 – 9:45 | Welcome and introduction by host partner | UNI |
| 9:45 –10:00 | Presentation of main findings from the research done in Albania and Kosovo | UNI |
| 10:00-10:45 | Subject content presentation | Balikesir University |
| 10:45-11:15 | Discussion of the improvements/adaptations regarding industry standards and practical skills | Balikesir University |
| 11:15-11:20 | Final remarks | All partners |
| 11:20 -12:00 | Visit to construction site: *new architecture in Kosovo and needed BIM skills* | |
| Break | | |
| 15:30- 17:00 | Visit to INFRA PLUS SH.P.K. (https://infraplus-ks.com/)<br>Location: *Prishtine Ferizaj, Prishtine 10500* | |

This project has been funded with support from the European Commission. This publication [communication] reflects the views only of the author, and the Commission cannot be held responsible for any use which may be made of the information contained therein.

# ANNEX 2: Photos of the workshop on curriculum's alignment with the forefront of industry standards












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About Infra Plus


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# ANNEX 3: Attendance list of enterprises

BIM-IWB

Co-funded by the European Union

| | |
|---|---|
| **Type of event** | Workshop on Curriculum's alignment with the forefront of industry standards |
| **Venue** | UNI-Universum International College campus |
| **Date** | 28th August 2025 |
| **Organizer** | UNI-Universum International College |

| No. | Name | Institution acronym | E-mail | Signature | I would like to opt out from being photographed at the event |
|---|---|---|---|---|---|
| 1 | BUTRINT AJDINI | TELEGRAFI | butrint.ajdini@telegrafi.com | B. Ajdini | |
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| 7 | Iván Gómez Fernández | IES R.L. Loro | ivangomez@edu.xunta.gal | | |
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