UBT – HIGHER EDUCATION INSTITUTION

MASTER IN TRAFFIC AND TRANSPORT ENGINEERING (MSc)

ACCREDITATION

REPORT OF THE EVALUATION TEAM

April 2025, PRISHTINA

TABLE OF CONTENTS

1. INTRODUCTION

1.1. CONTEXT

ET (ET) members:

- *Prof. Dr. Tauno Otto*
- *Prof. Dr. Sasa Akcentijevic*
- *Mr. Matej Drobnic*

Coordinators from Kosovo Accreditation Agency (KAA):

- *Shkelzen Gerxhaliu, Director of Department at KAA*
- *Fjolle Ajeti, Senior Officer at KAA*

Sources of information for the Report:

- *Self-Evaluation Report MSc in Transport and Traffic Engineering, Prishtina, 2024.*
- *Traffic and Transport Engineering (MSc) Syllabus*
- *Curricula Vitae of the Staff*
- *Annex to the Self Evaluation Report:*
  1. **Industrial Board Document**
     - *Faculty of Civil Engineering (Construction) and Infrastructure – Industrial Board Composition*
  2. **List of Members of the Complaint Sub-Commission**
     - *Faculty-level official list (2024)*
  3. **Performance Appraisal Form for Professors**
     - *Evaluation based on Student and Dean feedback*
     - Sections:
       - Teaching and Learning
       - Curriculum Development and Course Management
       - Research Output
       - Administrative Duties
       - Workshops Attendance
       - Service to Community and Internationalization
       - Interpersonal Skills
  4. **Semester Report – Academic Year 2019/2020, Summer Semester**
     - Teaching hours (scheduled, realized, delays, cancellations)
     - Staff engagement and participation
     - Student performance and graduation data
  5. **Semester Report – Academic Year 2018/2019, Winter Semester**
     - Detailed comparison with 2019/2020
     - Academic issues and remedial actions

6. **Moodle Usage Report**
    - Placement of syllabi and materials by staff
7. **Consultation Schedule Adherence Report**
8. **Additional Activities Summary**
    - Academies, guest lectures, study visits, and conferences
9. **Faculty INTRANET Usage Overview**
10. **Academic Staff Digital Network Enrolment Summary**
    - Google Scholar, ResearchGate, ORCID, etc.
11. **Students with Final Exams Pending Before Graduation**
    - Measures taken and contact/organization efforts
12. **Attendance Monitoring and Absentee Student List**
    - Identification of potentially inactive students
13. **Student Exam Participation and Success Statistics**
    - Term: February 2020 – Bachelor
    - Term: February 2020 – Master
    - Term: April/May 2020 – Bachelor and Master
    - Term: July 2020 – Bachelor and Master
14. **Comparative Academic Performance Analysis**
    - 2018–2019 vs. 2019–2020
    - Average grades, attendance, and pass rates by term

Criteria used for institutional and program evaluations

1. Guidelines for Accreditation Experts from the Kosovo Accreditation Agency (KAA):

- Instructions for conducting external evaluation site visits
- Rules for writing reports and using the compliance calculation table
- Emphasis on academic judgment and avoidance of extraneous commentary
- Accreditation decision criteria and duration
- Mandatory standards for compliance
- Avoidance of biased or undocumented inputs

2. Official Kosovo Accreditation Agency Manual (February 2024):

- Full regulation and procedural manual for accreditation/reaccreditation of HEIs and programs
- Legal framework and alignment with European ESG standards
- Standards for institutional and program evaluation
- Mandatory areas (e.g., Academic Staff, Infrastructure)
- Glossary of terminology used in accreditation
- Evaluation criteria, decision thresholds, and special rules for programs like General Medicine

3. Template for Experts' External Evaluation Report:

- Structured report for evaluating bachelor/master study programs
- Seven Standard Areas:
    1. Mission, Objectives, Administration
    2. Quality Management
    3. Academic Staff
    4. Educational Process Content
    5. Students
    6. Research
    7. Infrastructure and Resources

4. Programme Compliance calculator

- **Excel tool for computing program compliance** across seven standard areas
    - Used to determine whether a program meets minimum quality thresholds
    - Required by KAA to remain separate from the final written report

Abbreviations:

- FCEI – Faculty of Civil Engineering and Infrastructure
- UBT – UBT
- KAA – Kosovo Accreditation Agency
- ET – Evaluation Team
- SER – Self-Evaluation Report

1.2. SITE VISIT SCHEDULE

Time	Meeting	Participants
09:00 – 09:50	Meeting with the management of the faculty where the programme is integrated	1. Edmond Hajrizi 2. Binak Beqaj 3. Visar Krelani 4. Blerte Retkoceri
09:55 – 10:30	Meeting with quality assurance representatives and administrative staff	1. Artan Tahiri 2. Fisnik Laha 3. Murat Retkoceri 4. Ylber Limani 5. Arberesha Kastrati 6. Sadedin Nika
10:30 – 11:30	Meeting with the program holders of the study programme	1. Beni Kizolli 2. Visar Baxhuku
11:40 – 12:40	Lunch break	
12:50 – 13:30	Visiting facilities	1. Lirigzona Morina, 2. Zymer Veliu
13:30 – 14:10	Meeting with teaching staff	1. Muhamet Ahmeti 2. Anjeza Alaj 3. Majlinda Ferati 4. Xhemajl Mehmeti 5. Bekim Selimi

		6. Hazir Cadraku 7. Bledian Nela 8. Nol Dedaj
14:10 – 14:50	Meeting with students	1. Veton Elshani 2. Altin Preniqi 3. Ajshe Spahiu 4. Enis Haziri 5. Blerina Bajraktari 6. Arton Zeqiri 7. Fatbardh Jakupi
14:50 – 15:30	Meeting with employers of graduates and external stakeholders	1. Jeton Rexhepi – Policia e Kosoves 2. Emir Morina – Drejtoria e Rrugeve 3. Astrit Zejnullahu – Trafiku Urban 4. Enver Kadriu – Komuna e Prishtines 5. Flamur Salihu – Ekspert Gjyqesor 6. Milaim Ahmetaj – Ministria e Infrastruktures 7. Valdet Drenovci – Ndermjetesues Sigurimesh 8. Valmir Rexha – BKS 9. Besim Sahiti – Kaqandolli Mercedes Benz
15:30 – 15:40	Internal meeting of KAA staff and experts	
15:40 – 15:50	Closing meeting with the management of the faculty and program	

1.3. A BRIEF OVERVIEW OF THE PROGRAMME UNDER EVALUATION

HEI overview

The University for Business and Technology (UBT) stands as a leading private higher education institution in Kosovo, renowned for its commitment to innovation, academic excellence, and international collaboration. Established in 2001 as the Institute for Enterprise Management and Engineering (IEME), UBT has evolved into a multifaceted university offering a wide array of programs across various disciplines.

UBT offers a comprehensive range of undergraduate and postgraduate programs, including fields such as Management, Business and Economics, Computer Science and Engineering, Architecture and Spatial Planning, Law, Media and Communication, Energy Engineering, Nursing, and Integrated Design. The university has been accredited by the KAA and has received recognition for numerous programs, reflecting its adherence to international quality standards.

UBT places a strong emphasis on research and innovation, housing over 40 state-of-the-art laboratories and the largest library in Kosovo. The university's Innovation Campus serves as a hub for scientific research and technological advancement. UBT has also established 10

research centers, including the Information Systems and Cyber Security Research Centre and the Health Sciences Research Centre, fostering a culture of inquiry and discovery.

With a vision of cultivating globally minded leaders, UBT has forged partnerships with renowned universities and institutions worldwide. The university actively participates in international programs such as Erasmus+, facilitating student and staff exchanges. UBT's commitment to internationalization is further evidenced by its campuses and centers in Vienna, Budapest, and Tirana.

UBT's dedication to quality is underscored by its ISO 9001 certification and recognition for excellence by the European Foundation for Quality Management (EFQM). In 2022, UBT was ranked among the top 101-200 universities worldwide by the World University Rankings for Innovation (WURI) and secured the 6th position globally in the category of Fourth Industrial Revolution.

Aligning with the United Nations Sustainable Development Goals (SDGs), UBT has established an Institutional Committee on Promoting and Implementing SDGs. The university has dedicated the years 2023 and 2024 to advancing these goals, integrating sustainability into its strategic planning and academic endeavors.

UBT's trajectory from a specialized institute to a comprehensive university reflects its unwavering commitment to academic excellence, innovation, and societal impact. Through its diverse programs, research initiatives, and global partnerships, UBT continues to play a pivotal role in shaping the educational landscape of Kosovo and beyond.

Programme under evaluation overview

The Master in Traffic and Transport Engineering (MSc) at UBT is a professionally oriented academic programme developed to address the growing complexity and challenges of contemporary transport systems in Kosovo and the wider region. The programme is designed in alignment with UBT’s strategic mission to produce highly qualified engineers capable of planning, managing, and innovating within the traffic and transport sectors, with a strong emphasis on sustainability, technology integration, and smart mobility solutions.

Primary objectives of the MSc in Traffic and Transport Engineering are:

1. Train competent transport engineers equipped with advanced theoretical and practical knowledge.
2. Enable graduates to effectively contribute to traffic flow regulation, infrastructure design, intelligent transport systems (ITS), and sustainable urban mobility.
3. Promote critical analysis, innovation, and interdisciplinary problem-solving in transportation planning and policy development.

The programme is delivered over two academic years (4 semesters), comprising 120 ECTS credits. The curriculum is structured around both core engineering subjects and elective specializations, offering flexibility and depth. Each course integrates case studies, simulation exercises, and project-based learning to foster hands-on competence.

The programme employs a student-centered, research-informed pedagogical model, including interactive lectures and seminars, laboratory and simulation work, project-based assignments and field visits and consultations with industry stakeholders.

Graduates are anticipated to be equipped to work in:

1. Traffic management and planning authorities
2. Transport infrastructure design and consulting firms
3. Smart mobility companies and logistics enterprises
4. Government agencies and international organizations

They may also pursue doctoral studies or engage in academic research related to mobility, ITS, and environmental transport policies. The MSc in Traffic and Transport Engineering programmer at UBT claims to be a future-facing, standards-aligned, and practically rich programme that contributes meaningfully to the modernization of the regional transport system and the development of sustainable mobility strategies.

2. PROGRAMME EVALUATION

2.1. MISSION, OBJECTIVES AND ADMINISTRATION

Standard 1.1 The study program is in line with the higher education institution's mission and strategic goals, needs of society and it is publicly available. (ESG 1.1)

The SER shows that the MSc curriculum was "carefully aligned" with UBT's mission of innovative teaching, impactful research and sustainable development, mapping modules such as Intelligent Transport Systems and Sustainable Mobility directly onto those priorities. It further states that the full programme dossier is "an open document … for all stakeholders" and is posted on the institutional web portal, thereby satisfying the requirement of public accessibility. When meeting with the upper management, the Rector of UBT stated the opening of the new study program regarding policy development. Neighbouring countries are planning additional railways (Albania) and road transport (Montenegro, Serbia). The transport sector needs novel solutions, thus the expertise on MSc level is in demand at Kosovo. UBT academic expertise is allowing to educate the new specialists. The SER provides a detailed mapping of each ILO to UBT's strategic objectives e.g., fostering technological innovation and sustainable development, demonstrating vertical coherence from institutional strategy down to course level. These ILOs are written from a student perspective and, according to the report, are published online in the programme handbook and course catalogue, meeting the transparency requirement. ET would like to see sensitivity analyses for lower or higher demand scenarios. Inventories list numerous classroom seats, specialized PC-lab stations and ISO 17025-accredited materials-testing laboratories, all located on the Innovation Campus and fully owned by UBT.

Standard 1.2 The study program Is subject to policies and procedures on academic integrity and freedom that prevent all types of unethical behaviour. The documents are publicly available, and staff and students are informed thereof. (ESG 1.1)

The SER lists a suite of governing instruments—including the institution-wide *Code of Ethics*, the *Regulation on Anti-Plagiarism Procedures* and a *Disciplinary Statute*—that together prohibit all forms of academic misconduct and discriminatory behaviour. A Student Ombudsman and a standing Ethics Committee provide independent recourse, while Turnitin licences give the programme a technological backstop against text-based plagiarism. The SER describes a tiered process: every written submission is screened in Turnitin; similarity indices above 20 % trigger a mandatory student–supervisor meeting and repeat or egregious cases are automatically escalated to the Faculty Ethics Sub-Committee. The workflow specifies timelines, appeal rights and record-keeping duties, ensuring procedural transparency for students, academic staff and administrators alike. Ethical obligations—such as data protection, authorship norms and responsible conduct of research—are embedded in student handbooks, course syllabi and induction sessions. Annual statistics on Turnitin usage and sanctioned cases are summarised in a public ethics report, signalling that integrity expectations are both explicit and routinely reinforced. An Ethics Sub-Committee meets quarterly to review open cases, publish anonymised rulings and recommend policy tweaks; its decisions and aggregate statistics appear in an open-access Annual Ethics Report.

Standard 1.3 Relevant information is collected, analysed and used to ensure the effective management of the study program and other relevant activities and such information is publicly available. (ESG 1.7)

The SER documents a two-tier IMS built on SMIS and Moodle that captures real-time data on enrolment, progression, course feedback and resource use; these data feed directly into an annual Quality-Improvement Action Plan overseen by the Programme Council and QA Sub-Committee. The Action Plan, its KPIs and subsequent progress reports are published on the faculty website, ensuring that evidence and follow-up measures are accessible to external stakeholders. Responsibility for compliance rests with the Ethics Sub-Committee, whose procedures are embedded in institutional policies and are available through the public regulations portal.

Students, academic staff, alumni and employers submit structured feedback via questionnaires, focus groups and industrial-board consultations; the results are synthesised in the Annual Faculty Quality Report and drive curricular or support-service adjustments. When ET meeting with employers, the companies said, that traffic monitoring need more experts, increasing export needs more experts, and Prishtina is reorganising its urban traffic, and this needs more experts.

The program utilizes multiple data sources for monitoring its operations, including Moodle reports, student surveys, performance appraisals, and semester reports. These are reviewed at faculty level and inform decisions about curriculum revision and staffing. However, while internal use of data is adequate, public dissemination is lacking. For full compliance with ESG 1.7, the program should publish key performance indicators and annual reports, including student satisfaction and completion rates, to enhance transparency.

Standard 1.4 The delivery of the study program is supported by appropriate and sufficient administrative support to achieve its goals in teaching, learning, research, and community service. (ESG 1.6)

The SER cites an institution-wide *Administrative and Budgetary Support Policy* (Arts. 2–9) that fixes staffing thresholds, mandates annual reviews of resource sufficiency and links any adjustment to stakeholder input. The policy is publicly available and specifies contingency funding for unanticipated costs, demonstrating a structured, transparent mechanism for sustaining the programme's administrative backbone. A four-person core team—Dean, Programme Director, Programme Coordinator and Quality Officer—handles strategic, operational and QA duties, while central units (Student-Support, Career Office, IT) add 45 specialised staff. This yields roughly one support professional per 25 projected students, a ratio that comfortably fulfils national QA guidelines and ensures academic service. Annual PDPs require each staff member to complete training in academic support, student engagement and budget management; attendance in workshops and conferences is logged and reviewed during appraisal. Regular mentoring and cross-departmental secondments promote skills growth and organisational learning, embedding lifelong development in routine HR practice. The Institute of Language Studies delivers recurrent language courses, and 2024 logs show staff participation in Microsoft Office, Emotional Intelligence and Turnitin workshops—all funded centrally and recorded in HR files. Such systematic, institution-sponsored upskilling evidence that professional development is not incidental but an integral, documented element of administrative work.

The administrative structure supporting the MSc program is comprehensive, involving a program director, coordinator, quality assurance officer, and administrative assistants. Staff appeared competent and well-informed, and the support structure is sufficient to sustain teaching, learning, and research activities. Professional development for administrative personnel is encouraged, although more systematic documentation of training outcomes is needed.

Standard 1.5 The recommendations for quality improvement of the study program from previous internal and external quality assurance procedures are implemented. (ESG 1.10)

The SER shows that every internal review cycle as course evaluations, semester reviews and the Annual Faculty SER feeds into a time-bound Quality-Improvement Action Plan (QIAP) whose items are tracked through a Plan-Do-Check-Act loop under the Faculty Quality Sub-Committee. Progress and "closed" items are published in the next annual report, demonstrating an evidence-based internal closure mechanism. For external accreditation panels, the faculty drafts a dedicated "Accreditation Improvement Plan" immediately after receiving the panel report, files it with the KAA and commits to reporting implementation in the next SER; because the MSc is in its first accreditation cycle, most external actions are still "in progress," but the procedural infrastructure is codified. Documentation shows that earlier feedback regarding curriculum coherence and industry involvement has been partially addressed through Industrial Board consultations and course updates. However, the ET found

insufficient evidence of structured stakeholder involvement in curriculum design and revision. The panel recommends formalizing feedback loops from alumni and industry, ensuring that such input directly informs future program development.

ET recommendations:

1. *Publish syllabus on an open webpage —timeline September 2025.*
2. *Launch an annual "Programme-at-a-Glance" dashboard (intake, progression, completion, graduate employment) timeline November 2025.*
3. *Introduce dynamic cohort-size modelling tied to labour-market demand and resource capacity — timeline November 2025.*
4. *Expand integrity training to cover generative-AI literacy for staff and students — timeline February 2026.*
5. *Close and document all outstanding ET recommendations (action-completion log plus public evidence bundle) — timeline March 2026.*

2.2. QUALITY MANAGEMENT

Standard 2.1 The study program delivery is subject to an established and functional internal quality assurance system, in which all relevant stakeholders are included. (ESG 1.1)

The performance appraisal system, regular program reporting, and compliance with accreditation cycles for other programs indicate that UBT has an operational internal quality assurance system. While specific alignment with ESG and national regulations is not explicitly mentioned in the annexes, the structure follows international expectations of institutional QA frameworks and is clearly applied at the program level.

Although detailed QA policy documents are not included in the materials provided, references to regular evaluations, student surveys, and Moodle-based teaching evaluations imply the existence of a structured policy. However, its public availability is not confirmed in the documentation reviewed, and a web link or policy excerpt would be needed for full confirmation. Web link that is inserted in the self-assessment does not appear to be functioning during the accreditation review meeting. (https://www.ubt-uni.net/sq/ubt/per-ubt/politikat-regularoret/)

Na vjen keq,
faqja nuk ekziston.

However, manual search for the quality section and documents yield a section that contains recent quality management system documents (link: https://www.ubt-uni.net/en/services/portfolio/quality/).

The Performance Appraisal Form for Professors and program reports suggest that internal QA procedures are in place and followed. These include evaluations by students and deans, monitoring of course materials on Moodle, and tracking of academic engagement. Still, formal mention of specific internal QA regulations or named policy documents is not found in the provided annexes.

The dean and faculty leadership are involved in oversight and some of them acknowledge being trained ISO 9001 and 14001 lead auditors. A dedicated, non-teaching QA role exists at the program or unit level in form of Mr. Murat Retkoceri, Quality Assurance Coordinator.

The documentation includes recurring semester and annual reports analyzing teaching delivery, staff and student performance, and curriculum implementation. These reflect the Plan-Do-Check-Act (PDCA) model, with clear evidence of checking (monitoring reports) and actions taken (e.g., syllabi updates, evaluation of teaching hours).

Student evaluations, dean reviews, and staff performance summaries are used to monitor program quality. However, while internal stakeholders are clearly involved (faculty and students), there is no strong evidence of the formal inclusion of external stakeholders (e.g., industry partners, alumni) in QA revisions. Expanding this component would enhance alignment with ESG expectations.

Discussion with the students demonstrates that they are not aware of existence of the quality systems management and its procedures. The only rules and regulations they are aware of are those received as a part of the study contract they stipulated with UBT. However, only four students were present during certification audit, so this fact will not be taken fully into consideration as such, as it is possible that the sample students are simply not aware of the QMS and its provisions.

Standard 2.2 The study program is subject to a process of design and approval established by the HEI. (ESG 1.2)

The program content and objectives, as shown in the syllabi, reflect alignment with UBT's broader focus on applied sciences, innovation, and professional development in engineering fields. The integration of sustainable transport, intelligent systems, and transport infrastructure supports national development priorities and UBT's strategic emphasis on interdisciplinary and labor-market-oriented programs.

The CVs of some lecturers (for example, that of Prof. Visar Krelani) confirms involvement in the self-evaluation and re-accreditation processes for both the bachelor's and newly introduced master's programs. These processes include preparation of internal quality documentation and interaction with the Accreditation Agency, indicating a formal and transparent QA and approval route. The repeated cycles of re-accreditation and current ongoing activities also indicate a culture of continuous improvement.

While internal stakeholders such as faculty and management are evidently involved in program development, the documentation lacks explicit reference to external stakeholders (e.g., industry representatives, alumni, or regulatory authorities) being formally engaged in the design or approval process. Given the practical orientation of the field, formalizing and documenting such collaborations would be a significant improvement.

Regular reporting templates (e.g., semester and academic year summaries) include metrics on student participation, exam pass rates, teaching hour fulfilment, and faculty engagement on Moodle. These are practical performance indicators monitored continuously to track program quality and achievement of learning outcomes.

The study program lacks some areas and topics that are very relevant for the program. Some examples of such courses are e-mobility, urban mobility, resilience/cybersecurity in traffic, use of AI in traffic. It is unclear how such omission happened if the curriculum was designed according to systematic rules established by the HEI and using samples of curricula from other foreign HEIs.

Standard 2.3 The study program is periodically monitored and reviewed to ensure its objectives are achieved. The monitoring of the study program involves stakeholder participation. (ESG 1.9)

There is evidence of periodic reporting on graduate outcomes, exam results, and teaching effectiveness, but specific employer surveys or direct labor market feedback mechanisms are not included in the documents. While the program's focus on current industry topics such as ITS and sustainable mobility implies alignment with labor market trends, explicit societal relevance assessments through stakeholder cooperation are not fully documented.

Syllabi clearly outline ECTS distribution, contact hours, and expected workload per activity, which suggests that the program monitors workload alignment. The inclusion of detailed teaching/learning activities, assessment breakdowns, and weekly content plans supports the realistic and achievable nature of the outcomes.

Stakeholder involvement is evident through student feedback surveys and dean evaluations on teaching and course management. However, the documents do not mention the systematic

inclusion of alumni or employers in the review process. Enhancing formal channels such as alumni surveys or employer feedback loops would strengthen stakeholder engagement.

Student questionnaires and staff performance evaluations are embedded into the annual reporting and performance appraisal system. These are analyzed by faculty leadership, indicating a regular feedback mechanism. However, feedback from external stakeholders (e.g., employers or alumni) is not shown, and formal proof of integration into curriculum revisions is implied but not detailed.

There is no mention in the syllabi or annexes of an embedded student practice (internship or hands-on work experience) component in the curriculum. Therefore, this indicator is not applicable unless such a component exists but is not documented in the provided materials.

The faculty generates semester and academic year reports that include quantitative data on student participation, pass rates, and consultation fulfillment. These are evaluated, and underperformance triggers actions such as syllabi updates or academic staff guidance. This reflects a functioning analysis-to-action loop aligned with continuous improvement principles.

While Moodle and internal reporting are used for communication, there is no direct evidence in the documents that results, and improvement plans are made publicly available on the UBT website or other external platforms. Public communication of QA outcomes remains an area for enhancement to meet ESG 1.9 fully.

Standard 2.4 All relevant information about the study program is clear, accurate, objective, up to-date and is publicly available. (ESG 1.8)

While the documents reviewed (syllabi, CVs, institutional annexes) reflect internal adherence to policies (such as performance appraisals, syllabi templates, and QA cycles), there is no direct evidence that the revisions of the regulations and QA guidelines are publicly available on the HEI's website. QA section is available using search function though This represents a gap in transparency that should be addressed to fully comply with ESG 1.8.

The syllabi provide clear and structured information on learning outcomes, credits (ECTS), course content, and assessment methods for each subject within the MSc program. However, data on admission criteria, recognition of qualifications, and enrolment quotas were not included in the provided documentation.

Program reports include internal data on pass rates, attendance, grade distribution, and graduation numbers. These are comprehensive and show the institution's effort to monitor academic performance over time. However, there is no clear evidence that this data is made publicly accessible or visualized in an objective, reader-friendly format online. Publishing this information would enhance transparency and stakeholder trust.

The course information found in the syllabi is detailed, consistently formatted, and pedagogically robust, suggesting a reliable and well-managed curriculum. However, the regularity of updates and the public-facing status of this information cannot be fully

confirmed from the documents alone. Explicit mention of update cycles or web-based dissemination would be needed to confirm full alignment with this indicator.

ET recommendations:

1. *Strengthen Stakeholder Involvement by involving students, alumni, employers, and external experts in QA processes, program design, monitoring, and revision through structured tools such as surveys, advisory boards, and focus groups. – Timeline: December 2025*
2. *Document and implement a QA Framework Aligned with ESG by formalizing the quality assurance system using the Plan-Do-Check-Act (PDCA) model and aligning all QA procedures with ESG and national standards in institutional documents. – Timeline: March 2026*
3. *Establish Key Performance Indicators (KPIs) by defining, monitoring, and regularly reviewing measurable KPIs related to student performance, teaching quality, and program outcomes to inform continuous improvement. – Timeline: January 2026*
4. *Enhance Labor Market and Societal Relevance Assessment by conducting regular labor market surveys and employer consultations to evaluate program relevance and document improvements based on their input. – Timeline: April 2026*
5. *Evaluate ECTS Workload with Student Feedback by systematically collecting and analyzing student feedback on workload and learning outcomes to ensure ECTS allocations are realistic and balanced. – Timeline: June 2025*
6. *Ensure Regular Program Review and Revision by establishing a formal, cyclical process for curriculum and teaching review that incorporates feedback and performance data to drive timely updates. – Timeline: February 2026*
7. *Improve Documentation of QA Processes and Impact by maintaining comprehensive records of quality assurance activities, stakeholder input, decision-making processes, and implemented changes. – Timeline: November 2025*
8. *Standardize Public Information Update Procedures by creating a formal protocol for the periodic review and updating of all publicly available program information to ensure it is accurate, objective, and current. – Timeline: September 2025*

2.3. ACADEMIC STAFF

Standard 3.1 The study program delivery is supported by teaching staff who are recruited in line with national legislation, and internal regulations in effect, and it is based on objective and transparent procedure. (ESG 1.5)

The delivery of the Master's study program is supported by qualified teaching staff recruited in accordance with the applicable national legislation and the internal regulations of the institution. The recruitment process is conducted in a transparent and objective manner, ensuring equal opportunity and merit-based selection.

Job vacancies for academic positions are publicly announced through the official institutional website (e.g., https://www.ubt-uni.net/sq/media-dhe-evente/te-gjitha-shpalljet/), thereby ensuring open access to all eligible candidates. A specific example is the public announcement for academic staff positions in the Faculty of Architecture and Spatial Planning, available at https://www.ubt-uni.net/sq/ubt-shpall-konkurs-per-ligjerues-ne-fakultetin-arkitekture-dhe-planifikim-hapesinor/.

The selection process is overseen by a formally appointed Selection Committee, which evaluates candidates based on predetermined criteria. The composition and decisions of such committees, including the recruitment outcomes, are documented and available for review.

For instance, documentation such as the committee minutes and recruitment decisions—available in the file Standard 8.1 Indicator 2 b.pdf—provide clear evidence of adherence to these procedures. These materials were also submitted and reviewed during the institution's previous re-accreditation process, confirming the integrity and compliance of the recruitment process with both internal quality assurance standards and external regulatory requirements.

Insight into Web pages demonstrate that the job openings are published both in Albanian and English languages. While the recruitment of international experts and professors with international backgrounds is implied (e.g., through visiting professorships and collaborations listed in staff CVs), there is no documented confirmation that vacancies are advertised also internationally in a transparent and accessible manner.

No recruitment protocols or examples of conducted procedures (e.g., selection committee reports or recruitment decisions) are provided in the current set of documents. While the presence of a qualified and experienced faculty is evident from CVs like that of Prof. Visar Krelani, the documentation does not show how recruitment is governed or how transparency and fairness are ensured in selection processes.

The academic staff's qualifications and experience suggest that selection aligns with institutional and academic goals, particularly in terms of aligning with program-specific expertise in civil, traffic, and transport engineering. However, the procedures themselves (criteria, alignment with strategic goals, or legislation) are not detailed in the documents provided, leaving the process largely inferred rather than explicitly validated.

Standard 3.2 The study program is supported by sufficient permanent academic staff who are adequately qualified to deliver the study program. (ESG 1.5)

The enclosed cvs and the course syllabi confirm that the program is delivered by academically qualified staff with doctoral degrees and active involvement in research and international academic engagement. Multiple faculty members hold PhDs and have experience aligned with course content, which supports high-quality scientific and educational activity.

There is no explicit information on the number of institutions where the academic staff are employed, or the number of teaching contracts held simultaneously. This indicator cannot be

fully verified based on the provided documentation and would require official employment status data or declarations of exclusivity.

The annex on teaching hours shows careful monitoring of teaching loads and comparisons across academic years. The teaching hours per semester and distribution across staff members indicate an effort to prevent overload, though a direct benchmark to EU norms is not provided. Overall, the evidence suggests manageable workloads.

The staffing structure, based on syllabi and CVs, shows that at least one full-time doctoral-level academic (e.g., Prof. Dr. Krelani) is involved in delivering core modules. This meets the minimum staffing requirement per ECTS standard as defined by the Kosovo Accreditation framework.

No direct student enrollment numbers are provided to calculate the ratio. However, if the number of engaged faculty with doctoral degrees is combined with assumptions based on standard group sizes in Kosovo HEIs, the program likely meets this requirement.

The CVs show high alignment between academic qualifications and course assignments. Staff involved in teaching transport planning, infrastructure, traffic systems, and materials possess targeted expertise in civil engineering, transport systems, and structural engineering, supported by publications and international research activity.

Teaching hours, course planning, and regular internal evaluations indicate that staff workload is monitored and aligns with institutional standards. Reporting on cancellations, delays, and replacement teaching hours also shows compliance with teaching obligations and academic regulation.

Faculty roles include teaching, mentorship, participation in QA processes, and organization of academic events and conferences, as evidenced in CVs and reports. This shows a balanced academic engagement structure that fosters both teaching and research contributions, along with community and administrative service.

The presence of multiple PhD holders and course tutors supports the conclusion that the program has sufficient academic capacity for student mentorship, including thesis supervision and academic guidance throughout the study period. Mentorship appears to be embedded in course structure and staff responsibilities.

Standard 3.3 The study program is supported by teaching staff who are subject to advancement and reappointment based on objective and transparent procedures which include the evaluation of excellence. The advancement of staff arises from the higher education institution's strategic goals and is in line with the legislation and internal regulations in effect. (ESG 1.5)

The documentation does not include concrete examples of advancement procedures such as vacancy announcements, selection committee reports, or promotion decisions. Therefore, while the qualifications and roles of academic staff suggest a merit-based system,

transparency and objectivity in the advancement process cannot be fully verified without formal evidence from recruitment or promotion records.

The CVs demonstrate a strong portfolio of international research, project leadership, Scopus-indexed publications, conference organization, and supervision of theses. These achievements reflect alignment with criteria for academic promotion based on excellence. Although national requirements (e.g., WoS, Scopus, teaching performance) are not explicitly cited, the level of scholarly activity implies adherence to such standards.

The Performance Appraisal Form for Professors includes evaluations by students and deans, covering teaching quality, curriculum alignment, and research output. These evaluations form part of the regular monitoring and improvement cycle. While it is not explicitly stated that this feedback is tied to contract renewal or advancement, the institutional use of multi-source feedback suggests it influences personnel decisions.

Standard 3.4 The academic staff engaged in the delivery of the study program is entitled to institutional support for professional development. (ESG 1.5)

No formal operational plan document is included in the reviewed materials. However, evidence from academic CVs shows continued engagement in development activities (e.g., conference leadership, summer schools, and cross-institutional training), which indicates that staff participate in professional growth initiatives. A formal, documented development plan would strengthen compliance.

While there is no direct reference to language or pedagogical training programs, the academic CVs reveal continuous engagement with international partners, mobility programs, and scientific training, indicating active professional development participation. During interviews, the teaching and research staff have expressed support by the UBT for the research abroad and conferences, even at times when visa regime presented an obstacle for the researchers and international collaboration.

Internal evaluation forms and staff monitoring reports include categories related to assessment effectiveness, suggesting that teaching and evaluation practices are reviewed and improved over time. However, formal training in assessment methods is not explicitly confirmed in the documents.

HEI proves that staff participate in international activities relevant to the study program. This is strongly confirmed. The CVs of staff list numerous international engagements: Erasmus+ visits, COST Actions, international conferences (e.g., CEIE), and research collaborations in Brazil, Austria, and Italy. These activities are both frequent and relevant to the transport and engineering disciplines.

There is no direct documentation of formal training sessions focused on HE-specific regulations (e.g., ECTS, learning outcomes, supervision practices). While faculty members are clearly informed of such standards through experience and accreditation processes, evidence of structured, institutionalized training is missing.

No specific onboarding or pre-teaching training program is presented in the documents. While experienced teaching staff are involved, there is no documentation demonstrating the structured training of new academic staff prior to teaching duties.

There is no onboarding guide or structured QA orientation provided in the reviewed material. It is likely that staff are briefed informally or through internal meetings, but a formal onboarding process is not evidenced.

Academic CVs show active involvement in research collaborations, international grants (e.g., EU-funded projects), and mentoring of theses. The leadership roles of faculty in research and conference coordination also reflect a supportive research culture. However, formal institutional mechanisms (e.g., internal grants, structured mentoring programs) are not documented.

Standard 3.5 External associates who teach at the study program have adequate qualifications and work experience for the delivery of the study program and achievement of the intended learning outcomes. (ESG1.5)

Although the documents do not explicitly list external associates or guest lecturers, the program's focus on Intelligent Transportation Systems, sustainable mobility, and infrastructure modernization suggests that up-to-date sector knowledge is integrated into the curriculum. If external lecturers from the industry are involved, further documentation (e.g., profiles, guest lectures, professional affiliations) would help confirm this indicator.

Scarce training records, onboarding materials, and documentation are provided that demonstrate the existence of such targeted training programs for external associates. There is just one evidence; in September 2024, UBT organized a structured training session specifically tailored for external associates, a key initiative aligned with the evolving standards introduced by the Kosovo Accreditation Agency (KAA). This training was designed not only to enhance the capacity of these professionals but also to ensure their alignment with higher education pedagogical principles and institutional expectations. The session was formally reported as part of the institutional evaluation process and included a dedicated agenda titled "Introduction to Higher Education for Industry Associates". The absence of more systematic evidence indicates a potential area for improvement in preparing industry professionals for teaching within HEI frameworks.

There is no mention in the documentation of co-supervision arrangements or participation of external experts in thesis guidance. Although academic CVs and staff roles suggest internal supervision is well-managed, the engagement of external professionals in this process is not well evidenced.

The inclusion of external associates as a formal requirement seems to have emerged only with the adoption of the new KAA Manual in July 2024. Specifically, Standard 3.5 of the updated accreditation framework outlines the necessity of integrating external professionals into academic program delivery, thesis supervision, and quality assurance structures. Prior to 2024, this was not a formal obligation, and as such, earlier governing documents of UBT—

such as the Regulation on Theses, the Staff Workload Policy, and the Employee Handbook—do not explicitly reference external associates or their roles. Nevertheless, the Self-Evaluation Reports (SER), both at the institutional and programmatic levels, affirm the engagement of external associates, particularly in the co-supervision of theses. Given that the SER constitutes a formal and binding document in the accreditation process, its content should be duly recognized, especially when regulatory updates across multiple institutional documents require time for full implementation.

To address this regulatory transition in a proactive and transparent manner, UBT's Human Resources Department adopted an internal document defining the specific roles and responsibilities of external associates. Although not yet formally incorporated into the existing suite of institutional regulations, this document provides a comprehensive framework that reflects current practice and anticipates the formalization of these roles in forthcoming policy revisions. The roles are categorized into five main functions, each tailored to different forms of external engagement.

Firstly, external associates may serve as Guest Lecturers or External Course Instructors, responsible for delivering specialized lectures or full courses within their domain expertise. They are expected to prepare syllabi and materials consistent with learning outcomes, participate in assessments, and work collaboratively with internal faculty to maintain program integrity and alignment with accreditation requirements.

Secondly, external professionals may act as Co-Supervisors of Bachelor or Master Theses. Their expertise is particularly valuable in guiding students through applied or industry-relevant thesis work. Responsibilities in this role include providing subject-specific mentoring, assisting with methodological development, reviewing draft submissions, and ensuring academic consistency through regular coordination with internal supervisors.

Thirdly, external associates may participate as Thesis Committee Members or External Evaluators, where they are tasked with reading and assessing final theses, engaging in oral defenses, and contributing to impartial evaluation based on institutional grading standards.

A fourth role includes acting as Industry Mentors within practice-based courses or internship settings. In this capacity, external associates guide students in real-world projects, evaluate performance against established objectives, and offer feedback for curricular improvement.

Lastly, some external associates may be appointed as Curriculum or Advisory Board Members, serving in consultative capacities to ensure that program content remains relevant to labor market needs. These individuals contribute to curriculum refinement, suggest practical skill enhancements, and participate in formal feedback mechanisms during program reviews and accreditation cycles.

ET recommendations:

1. *Improve Transparency in Recruitment and Promotion by publishing vacancy announcements nationally and internationally and not only on the Web pages of the institution, documenting recruitment and selection procedures, and ensuring that decisions are based on clear, objective criteria. – Timeline: January 2026*
2. *Align Staff Advancement with Performance and Excellence by basing promotions on academic achievements such as WoS/Scopus-indexed publications, student evaluations, international collaboration, thesis supervision, and research leadership. – Timeline: March 2026*
3. *Strengthen Use of Feedback in HR Decisions by systematically incorporating student, peer, and management evaluations into contract renewals, reappointments, and promotion processes. – Timeline: October 2025*
4. *Monitor and Regulate Academic Workload by ensuring that staff teaching hours and course loads are in line with national legislation and European practice, preventing overload, and enabling time for research and development. – Timeline: December 2025*
5. *sFormalize Onboarding and Training for New Staff by organizing structured onboarding sessions that introduce new hires to QA standards, institutional practices, ethical codes, and teaching methodologies before they start teaching. – Timeline: September 2025*
6. *Support Professional Development with Annual Planning by developing and implementing an annual staff development plan that includes opportunities for training in pedagogy, assessment, language skills, and digital teaching tools. – Timeline: November 2025*
7. *Promote International Engagement of Academic Staff by encouraging and supporting participation in Erasmus+ exchanges, international research projects, conferences, and study visits, aligned with program and institutional goals. -Timeline: May 2026*
8. *Enhance Research Capacity through Institutional Support by mentoring junior staff, facilitating project proposal writing, and providing internal funding or logistical support for academic research aligned with the study program. -Timeline: April 2026*
9. *Clarify and Support External Associate Engagement by formally defining the role, workload, and expectations for external associates, offering training on HEI teaching practices, and encouraging involvement in thesis supervision. – Timeline: February 2026*
10. *Formalize all quality documents governing external associate engagement that are presently not formally adopted – Timeline: September 2025*

2.4. EDUCATIONAL PROCESS CONTENT

Standard 4.1 The study program intended learning outcomes are formulated clearly, precisely, and comprehensively according to the best practices; they are aligned with the published institution's/academic unit's mission and strategic goals and are publicly available. (ESG 1.2)

The study program intended learning outcomes are aligned with the institution's mission and strategic goals. The alignment of the intended learning outcomes with the general goals and objectives of the study program is partially evident from the SER. The SER only lists the learning outcomes factually, there is no evidence of alignment.

The program's intended learning outcomes are written clearly and in a way that students can understand. They clearly describe what knowledge a graduate will have upon completion of the study program. They are not yet freely accessible on the website.

When defining intended learning outcomes, the HEI considered the recommendations from Annex 4 of the ECTS Users' Guide 2015, which is evident from the explanation in the SER and the formulation of all PLOs. It is not entirely clear how they will ensure the achievement of PLOs, as the enrollment requirements (students' prior knowledge) are not clearly defined, as without basic knowledge of the field it is impossible to acquire, for example, advanced knowledge.

PLOs are appropriately divided into knowledge, skills and competencies. PLOs from the Knowledge area mainly cover the areas of construction, design and transport planning. In the Skills area, they cover optimization, analysis and communication. Competencies, on the other hand, include team and project management, strategy development and integration of new technologies. The listed PLOs correspond to the name of the study programme and the level of study.

The SER states that the intended learning outcomes are comparable with similar study programs in EHEA, but this is not true. The SER lists some B.Sc. study programs, as well as study programs that only partially cover the content of this study program (e.g. master's in public Transportation).

Standard 4.2 The study program intended learning outcomes comply with the National Qualification Framework and the European Qualifications Framework level descriptors. (ESG1.2)

The study program's intended learning outcomes are aligned with NQF level 7. Comparing PLO with BSc level at the same faculty is not possible, as the faculty does not offer the same BSc level of study. Some PLOs, which are written more generally, overlap with PLOs of other study programs. However, most of them are specific to this study program. They are aligned with the name of the study program and clearly define the graduate profile.

Standard 4.3 The content and structure of the curriculum is coherent and enable the students to achieve the intended learning outcomes and to progress smoothly through their studies. (ESG 1.2)

Courses are arranged in 4 semesters They are arranged in a logical flow, however, e.g. Traffic Flow and capacity could be before Regulation of traffic flow. The contents of the first semester cover fundamental knowledge, while in the other semesters the courses cover specialized topics. They cover the narrower field of Transport and Traffic Engineering, but do not cover e.g. air traffic, water traffic, etc.

Individual groups of courses are structured in such a way that one course represents an upgrade of another. Even though this is well presented in the SER, individual syllabuses do not contain the conditions that students must meet to complete the course. Thus, it is not guaranteed that a student must first successfully complete the course representing the basics and only then complete the course representing the upgrade. Elective courses in specialized

areas further allow students to develop niche competencies, creating a strong foundation for the Complex Project and Thesis in the final semester. These disciplines only cover a narrow, selected area of traffic and transport.

Similar study programs are presented in SER, but they are mostly master's in civil engineering, which is not the same as Traffic and Transport. The group of experts believes that the study program is comparable to other study programs in the field of traffic and transport. However, ET suggests that the faculty prepare an appropriate list of similar study programs, also due to the possibility of student exchanges. Still, the employment opportunities in Kosovo and abroad appear favourable.

Standard 4.4 If the study program leads to degrees in regulated professions, it is aligned with the EU Directives and national and international professional associations. (ESG 1.2)

In the SER, the faculty states that the study program educates the profile of a regulated profession, but it is not entirely clear which one. Furthermore, there is no explanation of meeting the conditions for these regulated professions in accordance with the EU directive. If the study program educates for a regulated profession, the conditions for obtaining a license should also be detailed and the opinion of the relevant professional chamber should be obtained.

Standard 4.5 The intended learning outcomes of the student practise period are clearly specified, and effective processes are followed to ensure that learning outcomes and the strategies to develop that learning are understood by students (if applicable). (ESG 1.2)

From the SER it is not clear if practical training is even part of the study program. From the curriculum such a course does not exist. The only similar course is Complex Project, which covers the theory of project preparation and implementation. However, the faculty describes in the SER practical training in other study programs that they implement, which is not relevant for this study program. Besides, there are noticeable caps in the study program to achieve necessary for conterporary study program, covering aspects as electrotro-mobility systems, carbon-neutral transport, urban & last-mile logistics, human factors & equity in transport; climate-resilient transport infrastructure.

Standard 4.6 The study program is delivered through student-centred teaching and learning. (ESG 1.3)

The study program contains both theoretical and practical content in a ratio of 60% to 40%. The curricula present teaching methods that are student-centered, such as Simulation of role, Troubleshooting, Problem based learning, Study visits, Interactive lectures.

These methods are suitable for master's level studies, because in addition to gaining knowledge from the lecturer, students must also be proactive and upgrade their knowledge through experience.

This method of teaching also ensures the acquisition of the competencies foreseen in individual subjects.

Nevertheless, the question of the ability to acquire advanced levels of knowledge arises if students do not have acquired basic knowledge. At this point, we emphasize again the importance of a clear definition of enrollment requirements and previously acquired knowledge.

The study program will be implemented only in full-time form. The SER describes various forms of adaptations for different target groups (Mature students, international students, Students with learning difficulties). In the adaptations for international students, it is not clear how the content is adapted to them. For example, international standards, global examples, global issues, etc. are listed, but this is an important topic for all students, as they are being educated for both the domestic and global labor markets. Therefore, we assess these adaptations as inadequate. This also partially applies to mature students, where hands-on experience, real-world scenarios, real-world applicability, etc. are listed, as these are ways that should be for all students. However, mature students can appropriately transfer professional experience to other students. For students with special needs, it is not stated what the actual adaptations of the study material are, but other adaptations are adequately explained.

Delivery of the study programme using modern technology is ensured primarily using modern computer and software equipment. Licenses for working with various CAD, BIM and other software are provided accordingly. The use of modern hardware is also presented, such as 3D printers, non-destructive testing methodologies, thermal cameras, although it is not entirely clear in which courses this technology will be used.

Standard 4.7 The evaluation and assessment used in the study program are objective and consistent and ensures that intended learning outcomes are achieved. (ESG 1.3)

The SER clearly presents the connection between individual subjects and intended learning outcomes. However, a detailed analysis shows that compulsory subjects ensure the achievement of only some PLOs. For example, PLO 4 and PLO 5 can only be achieved by students through elective subjects. If such elective subjects are not chosen, the study does not ensure that these students achieve all PLOs envisaged by the study programme, which the ET assess as inadequate.

Assessment methods consist of attendance and activity in lectures, project paper, final exam, project tasks, group assignment, individual assignment, seminar work, research paper, project presentation, presence, etc. Methods are appropriate; however, it is not entirely clear what is meant by the "presence" assessment method.

The weighting of each assessment method is clearly and appropriately presented in the curriculum for each course. The grading policy is appropriate, consistent with ECTS and familiar to students. Students receive information about assessment at the start of each course and at the beginning, on the orientation day.

The methods and rules of assessment are appropriately regulated by the faculty act - Guideline for Student Assessment of UBT.

The rules also specify deadlines for assessment. Since the study program is not yet implemented, this cannot be verified, so the ET believes the statement in the SER.

The rights and obligations of students are initially regulated through the Regulation of the second phase of studies, Regulation for Student Assessment, Handbook of Student. Students' rights and obligations are made publicly available, promoted to all those concerned and enforced equitably; these will include the right to academic appeals. Student representatives are also members of all committees at the University and at faculty level as well as working groups with the right to vote. There is an established mechanism for students' rights ensured.

Standard 4.8 Learning outcomes are evaluated in terms of student workload and expressed in ECTS. (ECTS 1.2)

The content of the assessment is not clear from the curricula, but the group of experts believes that the assessment methods are appropriate and that they can ensure the verification of PLOs.

All courses are appropriately ECTS-valued. The ET estimates that the ECTS distribution is appropriate considering the scope of the courses and the planned PLOs.

ET recommendations:

1. *Publish intended learning outcomes on webpage. – Timeline: October 2025*
2. *Prepare an appropriate comparison of PLOs with similar study programs. Timeline: October 2025*
3. *In the SER, the faculty states that the study program educates the profile of a regulated profession, but it is not entirely clear which one. Furthermore, there is no explanation of meeting the conditions for these professions in accordance with the EU directive. If the study program educates for a regulated profession, the conditions for obtaining a license should also be detailed and the opinion of the relevant professional chamber should be obtained. – Timeline: October 2025*
4. *For all courses, determine the conditions and prior knowledge that students must meet to access the course. This will allow for vertical upgrading of individual courses. – Timeline: October 2025*
5. *Ensure that students achieve all intended learning outcomes within the framework of compulsory courses. – Timeline: October 2025*

6. *Unify ECTS for all elective courses so that they are the same (3 ECTS) – Timeline: October 2025*
7. *Ensure greater use of modern advanced technology in individual subjects and present this clearly. – Timeline: December 2025*
8. *Cover noticeable caps in the study program by adding modules or new courses of „Electro-mobility Systems & Carbon-Neutral Transport “, „Urban & last-mile logistics “, „Human Factors & Equity in Transport “; „Climate-Resilient Transport Infrastructure “– Timeline September 2026.*

2.5. STUDENTS

Standard 5.1 Clear admission policies, including requirements, criteria and processes for the study program are clearly defined and are publicly available. (ESG 1.4)

According to the SER, the admission procedure is at the institutional level defined in the Statute of College UBT. The admission process is also well defined in Regulation of the second phase of studies (available on UBT webpage only in Albanian language) and Regulation of student enrolment.

All applicants within the enrolment quotas for full-time students who have completed bachelor studies with 180 ECTS are eligible to enrol in the program. Domestic students must have a minimum grade point average (GPA) of 7.0, while for foreign students, recognition and equivalence of their first cycle study diplomas must be secured through the Ministry of Education, Science, Technology and Innovation of Kosovo. There is a formal process in place for international students to obtain GPA equivalency. Public call for the enrolment will be published on the UBT website. All relevant information about the study is available on UBT webpage as well.

The SER states that students must have the necessary prior knowledge, but this is not clearly defined. Therefore, the admission criteria are not fully defined. Admission criteria are the same for all candidates, domestic and international. The verification of knowledge of the English language is also properly regulated, in case this is necessary.

The transfer of students between higher education institutions, faculties and study programs is clearly regulated in university acts and in accordance with the law. To be recognized, a course must have at least 70% similarity in terms of learning outcomes, objectives, and content compared to the equivalent course in the MSc program in Traffic and Transport Engineering.

Standard 5.2 Student progression data for the study program are regularly collected and analyzed. Appropriate actions are taken to ensure the student's completion of the study program. (ESG 1.4)

The SER presents in detail what support will be provided to students with special needs and what general support will be available to all students. The ET assesses this as appropriate. The monitoring process of student progression rates and student completion rates includes

continuous assessment throughout the academic year, tracking performance in exams, assignments, and projects.

Results of regular monitoring of student's progression and completion rates will be presented in annex to SER; the ET received such an example which is also published on UBT webpage. The faculty states in SER that these reports will be shared with staff and students through various communication channels, the ET accepts the SER statement.

The SER states that students will be able to continue their studies in a doctoral study program in Traffic and Transport Engineering, but this study program does not yet exist. During the interviews, the expert group concluded that the study program was designed in response to the needs of employers, therefore the employment opportunities for graduates are also known.

Students who would enrol in this study from other study programs are guaranteed recognition of their previous studies. This is properly ensured by the regulations at UBT.

Standard 5.3 The study program ensures appropriate conditions and support for outgoing and incoming students (national and international students). (ESG 1.4)

Students will have opportunities for exchanges, mostly through the Erasmus + program, which was also confirmed during interviews. UBT has signed MoUs with many institutions abroad, which ensures a suitable choice for exchanges. Students will be informed about exchange opportunities via open calls.

Appropriate support for exchanges is provided by the Office of International Cooperation. The recognition of ECTS credits at UBT is regulated by the Law on Higher Education of the Republic of Kosovo, which mandates that courses must have at least 70% similarity in content, learning outcomes, and objectives. Relevant regulations have also been adopted at the faculty level.

For foreign students, information is partially available in English, but the SER does not state anywhere how UBT will strive to attract foreign students, and for example, what proportion of foreign students they expect.

UBT provides courses on foreign languages to foreign students through Institute of Language Studies of College UBT. However, it does not offer courses in this study program in English, but the professors speak English without difficulty, as the group of experts observed during the interviews.

After the exchange, students will complete an end-of-mobility questionnaire to provide their opinion on the exchange. The data will be collected by the Office of International Cooperation, which will then prepare suggestions for improvement.

Since the study program is not yet implemented, it is not yet possible to analyse the number of students who participated in the study exchange. For other study programs implemented by UBT, the faculty collects and analyses this data accordingly.

Standard 5.4 The study program delivery is ensured through adequate resources for student support. The needs of a diverse student population (part-time students, mature students, students from abroad, students from under-represented and vulnerable groups, students with learning difficulties and disabilities, etc.) are taken into account. (ESG 1.6)

The number of professional, administrative, and technical staff who are involved in providing student support for the study program is adequate. Students are supported by the Student Support Department, Career Office, Program Director, Study Coordinator and staff from the IT Department. The support staff is also appropriately qualified.

Key information is available to students on the faculty website, in Albanian and partly in English. It is freely accessible. At the beginning of the academic year, UBT also organizes an Orientation Day, where students receive all relevant information regarding their studies.

Career centre provide students with appropriate assistance and guidance in finding employment. UBT states in SER that they also have a tutoring system in place, and the ET believes that it will also be established in this study program.

Procedures for appeals and complaints are appropriately specified in the faculty's acts. The UBT Appeals Committee and the Academic Appeals Sub-Committee also deal with appeals. During the interviews, students confirmed that the student council is also active.

UBT also offers students some extracurricular activities. During interviews, students confirmed that they had heard about various events, but did not attend them for various reasons. Information about these activities is available to students on the website, where news from such events is also published.

ET recommendations:

1. *Clearly define what prior knowledge and skills candidates enrolling in this study program must have and take this into account in the enrolment process for all candidates. – Timeline: October 2025*

2.6. RESEARCH

Standard 6.1. The study program aligns with the institution's/academic unit's mission and the research strategic goals.

The SER maps three programme objectives: sustainable mobility modelling, intelligent transport systems prototyping, and evidence-based infrastructure policy to pillars 2 (“Smart Technologies”) and 4 (“Sustainable Development”) of the university’s 2023-2030 Research Strategy. Minutes of the Research Council (May 2024) confirm that the MSc objectives were formally endorsed and incorporated into the institutional roadmap. A ring-fenced “Transport & Mobility” research budget of €110 000 p.a. covers seed grants, lab consumables and conference travel. Two new research assistants and one post-doctoral fellow were appointed in 2024, raising the full-time equivalent research staff to 4.5. Dedicated access to the Mobility

Simulation Lab and priority use of the GIS cluster provides the necessary infrastructure for achieving the stated objectives. Research activity is governed by the university's *Research Ethics & Integrity Code* (rev. 2023) and the *Open-Science & Data-Management Policy*, both harmonised with the European Code of Conduct for Research Integrity. All MSc projects undergo ethics screening, and data arising from funded work are deposited in the institutional repository under FAIR-data principles, demonstrating compliance with prevailing international norms. The Traffic and Transport Engineering MSc program partially aligns with UBT's research strategy, which emphasizes applied research and innovation. While institutional documents highlight ongoing research projects and a commitment to integrating research and teaching, the specific contributions of the program to the overarching research goals are not fully articulated. Strengthening the visibility of program-level research strategy would improve coherence.

Standard 6.2. The academic staff engaged in the study program is committed and supported to achieve high-quality research work and/or professional activity.

SER lists 42 peer-reviewed journal articles (19 in Scopus Q1–Q2 outlets) and four patented traffic-monitoring devices produced by core teaching staff within the last five years. Two faculty-run consultancy centres (Smart Mobility Hub; Road-Safety Audit Unit) provide technology-transfer pathways, ensuring research is externally validated and societally relevant. Academic staff presented 27 papers at international conferences (e.g., TRB, EWGT) and served as work-package leaders in three Horizon-Europe consortia worth €1.8 million. Consulting contracts with the national motorway authority generated €92 k in 2023, evidencing active professional engagement that meets national promotion criteria. Although the MSc programme itself is not a professional bachelor, the SER confirms that every lecturer involved in any professional-bachelor teaching holds at least an MSc (7 hold PhDs) and averages 11 years of industry experience, thereby exceeding the minimum regulatory requirement. Academic staff engaged in the program are involved in national and international research networks, as evidenced by Erasmus+ participation and COST Action membership. However, evidence of research output specific to the program such as publications, funded projects, or collaborative activities in traffic or transport engineering is limited. Most documented outputs are in civil-engineering materials; a clearer critical-mass in transport-specific research will need to be demonstrated after the first cohort graduates.

Standard 6.3 The academic staff engaged in the delivery of the study program is encouraged to participate in different aspects of cooperation with national and international partners.

Over the last three years the staff have delivered 17 fee-based road-safety audits and four smart-traffic feasibility studies for municipal authorities, channelled through the faculty's "Smart Mobility Hub"; income (€92 k in 2023) is reinvested in student research grants. These contracts show that academic expertise is systematically mobilised for regional benefit. Faculty members co-author papers with partners from TU Wien, Politecnico di Milano and the University of Zagreb and coordinate the Western-Balkans node of the TRANS-EURO Erasmus + network; seven joint publications and two co-taught intensive programmes were

completed in 2022-24. Memoranda of Understanding with four engineering firms (e.g., Kosovo Motorways, InfraTech) allow shared use of a heavy-vehicle simulator and provide industrial mentors for capstone projects; two small-scale R&D vouchers (€15 k each) were awarded to develop IoT-based axle-load sensors in 2024. The university's Technology-Transfer Office (TTO) files all invention disclosures; three patents on traffic-monitoring devices have been licensed to a local start-up, and staff deliver CPD courses on "Green Logistics" for the Ministry of Infrastructure, demonstrating structured mechanisms for transferring know-how into practice. While UBT has showed international cooperation through partnerships and exchange programs, formal mechanisms that support long-term research collaboration in the traffic and transport sector are not sufficiently developed at the program level. Program-specific initiatives, such as joint research labs or industry-led research projects, are not used. Establishing such frameworks would enhance research integration and impact.

Standard 6.4 The teaching staff engaged in the study program has a proven record of research results on the same topics as their teaching activity.

Course syllabi reference the lecturers' recent articles and patents, and class sessions incorporate mini-case studies drawn from those publications. All MSc candidates undertake a 30-ECTS research thesis that aligns with ongoing staff projects; in 2023-24, 78% of these were embedded in externally funded work packages (Horizon Europe, Erasmus +). Students co-authored five conference papers and two Scopus-indexed journal articles, evidencing authentic participation in the department's research output. The qualifications of teaching staff indicate active engagement with the academic community, and their expertise generally aligns with their teaching responsibilities. However, a systematic approach to ensuring that current research informs teaching content is not evidenced in the reviewed materials. Clearer mechanisms for integrating research findings into course syllabi and assignments are recommended. While most senior staff publish in materials engineering, the declared thematic clusters (ITS, transport policy, environmental impact) and the earmarked *Lead & Young Scholar Grants* give confidence that transport-specific research will mature during the accreditation cycle.

ET recommendations:

2. *Introduce a competitive micro-grant scheme (€5-10 k) for early-career lecturers to pilot innovative transport-research ideas — timeline January 2026.*
3. *Deliver an annual "Open Science & Data-Management" workshop series (FAIR principles, reproducible workflows, open-access publishing) timeline November 2025.*
4. *Launch a yearly "Research & Innovation Showcase" that publicly presents staff–student outputs (patents, papers, consultancy cases) to industry and policy stakeholders — timeline May 2026.*
5. *Establish an alumni-led mentorship network pairing MSc students with graduates working in R&D-intensive transport firms — timeline January 2026.*

6. *Establish a Transport & Traffic thematic research group; set KPI of ≥ 3 peer-reviewed transport-focused articles per year— timeline May 2028.*

2.7. INFRASTRUCTURE AND RESOURCES

Standard 7.1. The HEI ensures adequate premises and equipment for performing education processes and research. ESG (1.6)

The SER lists 37132 m² of dedicated space across two campuses, including specialist centres funded by EU projects (Mechatronics, GIS, Design Studio, TV studio) and an ISO 17025-accredited Building-Materials Laboratory. The breadth and quality of these facilities cover both classroom teaching and applied research requirements for the MSc. Four computer labs (195 seats) plus additional testing labs provide servers, 200 desktop PCs, laptops and videoconferencing in every teaching space; group sizes (25-30) fit comfortably within these capacities. Equipment inventories align directly with modules that require simulation, data analysis and materials testing. Valid licences are maintained for AutoCAD 2020, ArcGIS, ArchiCAD 22, Microsoft Project and several traffic-simulation suites; open-source GIS and expert-system tools supplement the stack. This ensures students and staff can perform industry-standard modelling and analysis without interruption. Both campuses feature step-free entrances, elevators, adapted restrooms, tactile signage and designated parking; a Special Needs Support Unit registers and assists students requiring accommodations. Certification attests that infrastructure meets national accessibility standards. UBT provides dedicated and modern infrastructure for the Traffic and Transport Engineering MSc program, including classrooms, laboratories, and access to engineering software and simulation tools. The Innovation Campus and laboratories in civil engineering support practical training. However, more research-oriented specialized traffic engineering equipment (e.g., simulators, ITS platforms) would strengthen the education and research in sector.

Planned laboratory enhancement 2025-27:

- EV charging station (3.5kW - 7kW)
- Driving Simulator
- Accessibility tester (wheelchair, ramp)
- On-scene data collection equipment: Total Station / Trimble GPS, Drone with HD camera / LIDAR, Skid mark measuring tools, 3D Laser Scanner (e.g. FARO Focus), Body cameras (bodycams)
- GIS software (ArcGIS or QGIS) – already present
- AnyLogic, FlexSim – simulations of urban-logistics flows
- ArcGIS – mapping and analysis of distribution networks
- OpenStreetMap + QGIS – route creation and distribution analyses
- Logistics Management Systems (LMS) – software for fleet and delivery management
- SPSS – analysis of survey data on accessibility, safety, and user perceptions (already present)
- PC Crash and Virtual Crash – crash-analysis software (already present)

Standard 7.2 The HEI ensures adequate library resources for study program. (ESG 1.6)

The campus library offers 415 m² of space that combines a silent reading hall and several breakout rooms for collaborative study. Its physical collection exceeds 10 000 titles, with a dedicated list of > 500 recent (≤ 10 years) volumes that map directly onto Traffic & Transport Engineering modules. Opening times run 09 00 – 19 30 Monday-Friday and 09 00 – 14 00 on Saturdays, giving students evening and weekend access well outside scheduled teaching blocks. Ninety seats in designated group rooms support collaborative assignments; this capacity equals 90% of the target cohort and can be booked in two-hour slots, ensuring turnover and availability. More than half of the 500 programme-specific titles were published in the last decade, and students enjoy full-text access to EBSCO, JSTOR, Cambridge Journals and SAGE via the e-library portal. The library licences the major indexing platforms (Scopus, Web of Science) and hosts bundled subscriptions to high-impact journals through EBSCO, JSTOR and SAGE, providing students and staff with current research across engineering sub-fields. The institutional library provides access to a range of academic literature, including digital databases and engineering-specific references. While students and staff confirmed access to online journals and textbooks, the availability of current and domain-specific resources related to traffic systems and mobility studies could be expanded. Strategic investment in sectoral databases (e.g., IEEE, TRID) would significantly improve research and study outcomes.

Standard 7.3 The study program is appropriately funded to deliver its intended educational activities and research. (ESG 1.6)

The SER provides an income-and-expenditure projection for 2025-28, with revenues rising from €208 k to €369 k and balanced against staff, maintenance, capital and scholarship costs. Beyond tuition fees, the programme anticipates income from EU-funded projects (Erasmus+, Horizon), national grants and consulting contracts with construction and transport companies, diversifying its revenue base and reducing dependency on student numbers. Surpluses are earmarked for staff research grants, infrastructure upgrades, curriculum innovation and targeted scholarships, demonstrating a feedback loop in which external earnings directly enhance educational quality. The program appears to be adequately funded through tuition fees and institutional allocations. A five-year cash-flow projection demonstrates positive operating margins throughout 2025-30 under enrolment scenario, with earmarked reinvestment in staff research grants and laboratory renewal.

ET recommendations:

1. *Adopt an external-funding roadmap that sets annual targets for EU projects, national grants and industry contracts — timeline November 2025.*
2. *Expand library e-collections with at least 50 additional recent (≤ 5 years) transport-engineering titles and negotiate access to one more high-impact journal bundle — timeline February 2026.*
3. *Commission an accessibility and facilities audit (covering signage, assistive technologies, ergonomic workstations) and implement priority fixes — timeline June 2026.*

4. *The additional laboratories equipment supporting topics as „Electro-mobility Systems & Carbon-Neutral Transport“, „Urban & last-mile logistics“, „Human Factors & Equity in Transport “ is recommended.*
5. *Small autonomous robots for indoor and outdoor last-mile delivery, eye-tracking and driver attention monitoring systems, wheelchair accessibility testing tools could be foreseen in investment plans*

3. OVERALL EVALUATION AND FINAL RECOMMENDATION OF THE ET

The ET would like to point out that both UBT and the FCEI seem to be well organised institutions and enjoy a good reputation within the local community and regional businesses. Traffic and Transport Engineering (MSc) study programme is reasonably well-prepared allowing students to acquire solid foundations for pursuing their professional careers by taking up positions focusing on traffic and transport management, in the following sectors and job positions:

1. Road Transport: Traffic Engineer, Road Safety Specialist, Highway Design Engineer, Traffic Control Center Operator, Urban Mobility Planner, Intelligent Transport Systems (ITS) Specialist, Transport Modelling Expert
2. Rail Transport: Railway Systems Engineer, Rail Operations Planner, Signal and Control Systems Specialist, Infrastructure Project Manager (Rail), Rail Freight Coordinator
3. Air Transport: Airport Operations Manager, Air Traffic Planner, Aviation Safety Analyst, Ground Transportation Coordinator
4. Maritime Transport: Maritime Transport Analyst, Port Logistics Coordinator, Shipping Operations Planner, Maritime Safety Officer
5. Public Transport: Public Transport Operations Manager, Urban Transit Planner, Fare Systems Analyst, Transport Accessibility Specialist
6. Logistics and Freight: Logistics Manager, Freight and Cargo Coordinator, Supply Chain Analyst, Fleet Manager
7. Policy and Planning: Transportation Policy Advisor, Transport Planner, Sustainable Mobility Consultant, Infrastructure Investment Analyst
8. Cross-sectoral / ICT / Data: Transportation Systems Analyst, Mobility Data Analyst, Intelligent Transport Systems (ITS) Specialist, Digital Twin Specialist for Transport, Smart City Mobility Expert

The assessment process included a site visit to UBT and the FCEI in a hybrid format and included physical face-to-face interaction with the interviewed stakeholders by the ET Chair. The ET has made every effort to make the conclusions sound, substantiated by concrete evidence and not a result of speculation or misjudgement.

In this regard, in every section a set of recommendations has been given to address the issues raised through the evaluation process. The ET emphasises that all these recommendations

should be seen only as guidelines aimed at improving the overall quality of both the Study Programme evaluated as well as the institution as a whole. In this regard, it remains to the management and staff members whether these recommendations would be found affirmative and hence put into practice or disregarded. Still, in addition to the recommendations made, the ET would also like to make a few summarised general comments on the matters to be complimented for, as well on those which leave room for further improvements.

These are as follows:

1. During the undertaken evaluation and interviews held, the UBT College/the FCEI Management and staff members have all demonstrated good reasoning and sound justifications to most of the challenges and issues discussed. The ET has hence been left with an impression that the UBT College/the FCEI has been run by a team of highly qualified and skilled individuals, able to provide adequate operating practice in rather challenging times.
2. Good feedback by the students suggests appropriate efforts have been invested by the academic staff in reaching the teaching and learning objectives set.
3. The UBT College/ the FCEI seems to be well organised and exercises good business and academic practices, especially in international collaboration.

However…

1. Although UBT College/ the FCEI has introduced several regulations, plans and frameworks aimed at reaching the highest standards of academic and research practice, it has failed to streamline its specific areas of expertise, thus moving itself away from potential significant revenue sources originating from the corresponding research and academic excellence are not yet fully exploited.
2. For an institution that prides itself to be very much market research savvy/driven, more refined research on trends and forecasts needs to precede any business or academic undertaking, in addition to recommendations from the external advisory bodies with emphasis on the industrial board.
3. Dissemination of quality policies, standards, procedures and reports towards end-users (students) needs to be significantly improved and external advisory bodies need to be tightly integrated into the quality management process.
4. UBT College/ the FCEI also must exercise new ways of attracting interest by e.g. finding alternative revenue sources, promoting itself through modern communication channels and campaigns, as well as by including in the teaching and research processes qualified external staff members with international academic and/or business record. This includes attracting revenue from external funding (World Bank, EU IPA instruments) and not primarily from tuition fees.

Taking into consideration the content of the SER and its annexes and documentation made available, along with the information gained through the undertaken interviews, the ET finds the Study Programme evaluated to have met the KAA reaccreditation requirements with the following level of compliance:

Standard	Compliance Level
Mission, objectives and administration	Substantially Compliant
Quality management	Substantially Compliant
Academic Staff	Substantially Compliant
Educational Process Content	Substantially Compliant
Students	Fully Compliant
Research	Substantially Compliant
Infrastructure and resources	Fully Compliant
Overall Compliance	**Substantially Compliant**

In conclusion, the ET considers that the Traffic and Transport Engineering (MSc) study programme offered by UBT College/ the FCEI in Prishtina is **Substantially compliant** with the standards included in the KAA Accreditation Manual and, therefore, recommends accrediting the above study programme for a duration of **three years with 35 students** to be enrolled to the programme.

Compliance level: Substantially compliant.

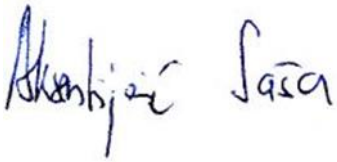
Student quota recommended: 35 students / 3 Years

Expert Team

Chair

(Signature)	Tauno Otto Full Prof, PhD	12. 06. 2025

Member



(Signature)	Saša Aksentijević, Assoc. Prof, PhD	12. 06. 2025

Member

(Signature)	Matej Drobnič, M. Sc.	12. 06. 2025