



***UNIVERSITY OF PRISHTINA “HASAN PRISHTINA”***

***MANUFACTURING AND INDUSTRIAL ENGINEERING (BSc)***

**REPORT OF THE EXPERT TEAM**

*May 2025, Prishtina*

## TABLE OF CONTENTS

TABLE OF CONTENTS .....	2
INTRODUCTION .....	3
Site visit schedule.....	3
A brief overview of the institution under evaluation .....	3
PROGRAMME EVALUATION.....	3
1. MISSION, OBJECTIVES AND ADMINISTRATION.....	3
2. QUALITY MANAGEMENT.....	5
3. ACADEMIC STAFF.....	5
4. EDUCATIONAL PROCESS CONTENT .....	6
5. STUDENTS .....	8
6. RESEARCH.....	9
7. INFRASTRUCTURE AND RESOURCES .....	9

## INTRODUCTION

### Sources of information for the Report:

- *Syllabi of 22 distinct course units for the BSc curriculum.*
- *Academic Staff CVs*
- *Self Evaluation Report for Manufacturing And Industrial Engineering – Bachelor (BSc)*
- *Student Statistics for the MIE Program (BSc)*
- *Strategic action plan of FME 2023-2025*
- *Strategic Plan 2023-2025: Strategy of the University of Prishtina*

### Criteria used for institutional and program evaluations

- *KAQ Standards and performance indicators for external quality assurance applicable for accreditation of bachelor's study program;*
- *Site visit discussions with all participants in the meetings.*

### Site visit schedule

Programme Accreditation Procedure at Faculty of Mechanical Engineering	
Program:	Manufacturing and Industrial Engineering, BSc ( <b>Accreditation</b> )
Site visit on:	<b>30.04.2025</b>
Expert Team:	Prof. Petrica Vizureanu; Prof. Tauno Otto Mr Matej Drobnić, student expert;
Coordinators of the KAA:	Leona Kovaçi, KAA Officer

### Site Visit Programme

Time	Meeting	Participants
09:00 - 09:50	Meeting with the management of the faculty where the programme is integrated	1. Prof. Dr. Mirlind Bruçi -Dean 2. Prof. Asst. Dr. Arlinda Rrecaj, Vice-Dean 3. Dr. Miftar Shala, Faculty Secretary
09:50 - 10:35	Meeting with quality assurance representatives and administrative staff	1. Asst. Dr. Blerina Bylykbashi, Coordinator for Academic Development 2. Prof. Asst. Dr. Bukurije Hoxha, Vice-Dean 3. Msc. Liridon Bytyqi, IT Officer 4. Bsc. Fatlum Grisholli, Assets and Logistic Officer
10:40 - 11:30	Meeting with the head of the study programme:	1. Prof. D. Mirlind Bruçi 2. Prof. Asoc. Dr. Afrim Gjelaj 3. Prof. Asst. Dr. Shkelzen Shabani
11:30 - 12:20	Meeting with teaching staff	1. Prof. Dr. Ramë Likaj 2. Prof. Dr. Arbnor Pajaziti 3. Prof. Dr. Ahmet Shala

		<ol style="list-style-type: none"> <li>4. Prof. Asst. Dr. Gëzim Hoxha</li> <li>5. Prof. Ass. Dr. Riad Ramadani</li> <li>6. Prof. Asoc. Dr. Fitore Avdullahu</li> <li>7. Pro. Asst. Dr. Ferit Idirzi</li> <li>8. Asst. Dr. Kaltrina Jakupi</li> <li>9. Dr. Fatlume Zhujani</li> <li>10. Asst. Besart Berisha</li> </ol>
<b>12:20 - 13:10</b>	Lunch break	Prof. asoc. Dr. Xhevahir Bajrami, Vice-Dean
<b>13:10 - 14:00</b>	Visiting Facility	<ol style="list-style-type: none"> <li>1. Prof. asoc. Dr. Xhevahir Bajrami, Vice-Dean</li> <li>Other FME Lab's</li> <li>2. MSc. Mexhajt Ristemi</li> <li>3. MSc. Mehmet Zeqiraj</li> <li>4. Dr. Arben Avdiu</li> </ol>
<b>14:00 - 14:45</b>	Meeting with students	<ol style="list-style-type: none"> <li>1. Hava Demi</li> <li>2. Drin Sejdiu</li> <li>3. Elsa Kçiku</li> <li>4. Rrezarta Kurti</li> </ol>
<b>14:50 - 15:35</b>	Meeting with graduates/alumni	<ol style="list-style-type: none"> <li>1. Arlinda Elezi</li> <li>2. Qëndrim Tara</li> <li>3. Frosina Sopi</li> <li>4. Taulant Zeqiri</li> </ol>
<b>15:35 - 16:15</b>	Meeting with employers of graduates and external stakeholders	<ol style="list-style-type: none"> <li>1. Hamit Mavriqi</li> <li>2. Rilind Bislimi</li> <li>3. Mërgesa Morina</li> </ol>
<b>16:15 - 16:25</b>	Internal meeting of KAA staff and experts	
<b>16:25 - 16:35</b>	Closing meeting with the management of the faculty and program	<ol style="list-style-type: none"> <li>1. Prof. Dr. Mirlind Bruçi -Dean</li> <li>2. Prof. Asst. Dr. Arlinda Rrecaj, Vice-Dean</li> <li>3. Prof. Asoc. Dr. Xhevahir Bajrami, Vice-Dean</li> <li>4. Prof. Asst. Dr. Bukurije Hoxha, Vice-Dean</li> <li>5. Dr. Miftar Shala, Faculty Secretary</li> </ol>

### A brief overview of the programme under evaluation

The **Manufacturing and Industrial Engineering (MIE) – Bachelor of Science (BSc)** program is offered by the **Faculty of Mechanical Engineering (FME)** at the **University of Pristina**. The program was first accredited in 2022 for a period of three years and is now undergoing reaccreditation for the upcoming cycle.

The MIE program is structured as a three-year, full-time undergraduate course, comprising **180 ECTS credits**. It is aligned with the **National Qualifications Framework (NQF)** and the **European Higher Education Area (EHEA)** standards. The curriculum combines foundational engineering sciences with specialized courses in manufacturing, materials, production systems, automation, and industrial management, ensuring a balance between theoretical learning and hands-on practical training.

Courses are delivered through a combination of lectures, laboratory exercises, project-based learning, and professional internships. The program places particular emphasis on aligning student competencies with labor market demands in Kosovo and beyond. It has benefited from international collaboration, including staff and student mobility through Erasmus+ and Horizon programs, and has seen over 85% of its graduates gain employment shortly after graduation.

The program is supported by qualified academic and administrative staff, well-equipped laboratories, and access to digital and physical learning resources. Strategic goals include continuous improvement, greater alignment with industry, and expanding student and staff mobility. The program admits an average **27 students per cohort** (Student Statistics for the MIE Program (BSc) for 2022–25 show cohorts of 20, 23 and 39 students respectively), and tuition is free based on a decision by the Government of the Republic of Kosovo. It integrates fundamental

engineering sciences with industry-oriented laboratory and project work delivered in a 50 : 50 theory-to-practice ratio and supported by dedicated 24/7 project rooms. Instruction takes place in nine specialised laboratories—including materials, machining, deformation, real and virtual welding, CNC, hydraulics and pneumatics, water-jet and engineering metrology—and three computer rooms equipped with licences for CAD/CAM and simulation software. The intended learning outcomes have been mapped to EQF Level 6 descriptors, emphasising the ability to design, optimise and automate manufacturing systems in response to documented regional skills gaps. Programme development has involved systematic consultation with employers, alumni and students, and its delivery will be embedded in FME's established quality-assurance system that combines stakeholder feedback, staff development initiatives and alignment with European standards and guidelines. The programme reflects mainstream industrial-engineering curricula, integrates staff research into teaching and offers lab infrastructure. The MIE programme is strategically positioned to provide Kosovo's industrial sector with graduates who possess contemporary engineering competencies and international mobility experience.

## PROGRAMME EVALUATION

### 1. MISSION, OBJECTIVES AND ADMINISTRATION

The mission of the MIE BSc program is clearly aligned with the overall strategic goals of the Faculty and University. It emphasizes preparing graduates to meet labor market demands through a combination of theoretical grounding and practical skills, contributing to Kosovo's socio-economic development. This is consistent with the expected standards of the External Review Report, which requires clarity of purpose and public alignment with institutional strategy.

- The mission is explicitly stated and public.
- It aligns with the national and institutional framework for higher education.
- The program's mission addresses academic, professional, and social objectives.

The institution presents a clearly defined mission and SMART objectives that are well-aligned with its strategic goals and academic offerings. Governance and administrative structures are well-established, transparent, and staffed by qualified personnel, supporting effective institutional operations. The mission is integrated into decision-making processes, though stakeholder involvement in its periodic review could be strengthened. While objectives are monitored through KPIs, greater use of assessment data in continuous improvement would enhance institutional effectiveness. Leadership development, broader stakeholder engagement, and stronger evidence-based planning are recommended to further advance the mission and governance impact.

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 study program is in line with the higher education institution's mission and strategic goals, needs of society, and it is publicly available.* The Manufacturing and Industrial Engineering (MIE) – BSc program at the University of Pristina is fully aligned with the strategic mission of the University and Faculty of Mechanical Engineering. The mission emphasizes preparing graduates with strong theoretical and applied skills tailored to labor market demands, fostering economic development, and enabling further academic progression. The mission is clearly articulated, documented, and publicly available. It also aligns with both the National Qualifications Framework and the European Higher Education Area, ensuring relevance to Kosovo's socio-economic priorities and international comparability.

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 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.* The program is governed by comprehensive institutional policies regarding academic integrity, plagiarism prevention, and ethical conduct, managed by the UP Ethics Council. Students and staff are regularly informed through student handbooks, syllabi, and official communication channels. The use of plagiarism-detection software and established procedures for addressing academic misconduct demonstrates a functional and transparent integrity framework.

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)

*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.* The program administration collects relevant data via standardized tools, such as course evaluations, stakeholder feedback, and SEMS (Student Electronic Management System). This information is reviewed by administrative and academic bodies to inform decisions on curriculum, teaching, and resourcing. While processes are in place, the review team notes the opportunity to strengthen evidence of how this information leads to concrete programmatic adjustments.

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 delivery of the study program is supported by appropriate and sufficient administrative support to achieve its goals in teaching, learning, research, and community service.* The MIE program is supported by a sufficient number of administrative personnel, equipped laboratories, and modern classrooms. Administrative structures are well-organized and cover both academic and operational needs. Staff are included in professional development planning, and administrative support is involved in program monitoring, document management, and student services.

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 recommendations for quality improvement of the study program from previous internal and external quality assurance procedures are implemented.* The program has demonstrated responsiveness to recommendations from previous accreditation reviews, including improvements in staff training, practical infrastructure, and stakeholder engagement. Quality assurance reports are documented and acted upon, with tangible outcomes such as enhanced student project spaces and increased international mobility participation.

### **ET recommendations:**

1. *Clearly demonstrate how feedback from employers and alumni is systematically incorporated into strategic planning and curriculum development.*
2. *Develop a formal mechanism for the periodic review of the mission and objectives with*

*stakeholder input.*

3. *Provide more detailed evidence on how collected data from evaluations leads to programmatic changes.*
4. *Consider publishing more detailed program performance indicators (e.g., graduate employment data) for transparency and continuous improvement.*

## **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 Evaluation Team (ET) ascertained that the QA policy covers the full programme life-cycle from curriculum design through assessment and review. SER affirms the existence of a comprehensive, publicly accessible QA policy. UP's Strategic Plan 2023-25 foregrounds QA objectives and indicators as Obj. 1.3 & 1.4 that are published on the university website. A specific body called the Central Committee for Quality Assurance and Evaluation checks procedures related to the specific quality standards of each study program (SER p. 14). Programme-specific QA procedures are codified in faculty regulations and were observed in practice through completed course-review templates and minutes of the Faculty QA and Assessment Commission. The study programme is monitored by QA coordinators who have no teaching duties; job descriptions confirm their independence and direct reporting lines to the Dean and the Vice-Rector for Quality Assurance. The monitoring plan is expected to be reviewed annually with input from students, staff, alumni and industry partners.

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

The ET found that the design of the study programme has a clear “line-of-sight” to the university’s mission and intended learning outcomes connect to the strategic objectives set out in the institutional roadmap. The documentation also traces a transparent internal quality-assurance pathway from concept note to curriculum committee, faculty board and UP Senate. The development and approval process contributions from internal actors and external stakeholders by feedback were incorporated into syllabus refinements ahead of final approval. A suite of KPIs is covering student progression, graduate employment, staff-student ratios and external-examiner commentary.

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)

ET confirmed that the study programme is subject to a systematic, evidence-based monitoring regime. Annual relevance reviews based on employer surveys, labour-market analyses and graduate-destination

data ensure the curriculum remains attuned to societal and industry needs, while semesterly workload audits verify that the ECTS allocation and stated learning outcomes are realistic and achievable. At the beginning of the academic year, the syllabi are uploaded to the faculty's electronic system (SEMS) (SER p 36), allowing students direct access to and downloading of documents. SEMS is crucial in the monitoring process, a number of stakeholders participates throughout the process: students and staff complete online questionnaires, alumni and industrial partners contribute to focus-group discussions, and external examiners scrutinise assessment outputs; the resulting data are synthesized in SEMS.

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

The ET verified core documents including the Quality Assurance and Evaluation Regulations, programme-specific study and examination rules, module catalogues, and academic-integrity guidelines are hosted on an open SEMS. Prospective and current students can readily consult admission criteria, recognition-of-prior-learning procedures, enrolment quotas, syllabi with learning outcomes, ECTS credits, assessment methods, and the final-qualification profile; hyperlinks in the SER led directly to these resources and were functional at the time of the site visit. SER presents recent pass-rate (72 → 68 %) and zero dropout figures, plus an estimated 90 % graduate employment rate. However, the reading list of syllabi is not updated. Several syllabi list out-of-date core texts—e.g., Automation of Production cites Groover's 1984 edition and Japanese CNC manuals from 1988 —contradicting requirement for “up-to-date and objective” public information. The syllabuses confirm consistent outcome-assessment mapping, yet several reading lists (e.g., Automation of Production, Materials Science) rely on core texts published before 1990, signalling that the biennial curriculum refresh does not always scrutinise literature currency. The current syllabus set contains no dedicated coverage of additive manufacturing, cyber-physical systems or digital-twin analytics; flagship technical courses such as Automation of Production focus on 1980s CNC paradigms and cite pre-1990 textbooks.

#### **ET recommendations:**

- 1. Introduce a 6-ECTS “Industry 4.0 & Additive Manufacturing” module. Timeline: January 2027*
- 2. Embed sustainability by adding a 3-ECTS “Circular Manufacturing & Life-Cycle Assessment” elective. Timeline September 2026.*
- 3. Complete the literature-currency audit and replace > 10-year-old core texts. Timeline: September 2026/27.*
- 4. Embed a one-page “revision log” in every syllabus summarising survey findings, employer input and the PDCA action taken. Timeline: January 2026.*
- 5. Add a literature-currency checkpoint to the biennial approval cycle so core reading lists are no more than ten years old unless a classic is explicitly justified. Timeline June 2026.*

### 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 SER (p. 153) lists 14 academic posts. The employment announcements are all uploaded to the University website, the National Employment Portal and—for senior positions—Euraxess. However, the ET notes that only half of the calls were cross-posted on recognised disciplinary listservs, limiting global reach. Academic appointments are governed by *Regulation No. 192/2021* (UP Senate), which obliges every vacancy to be disseminated through the University website, the *Official Gazette*, national newspapers and—since 2024—a permanent online archive of competition notices. This multi-channel strategy safeguards equal access and gives external observers an auditable trail of past calls.

The recruitment cycle begins with a department-level needs analysis anchored in the Faculty's staff-renewal plan and strategic objectives. Once authorised by the Senate, each call remains open for a minimum of 30 days. Applications are assessed by a five-member committee ( $\geq$  three senior professors, one quality-assurance coordinator, one student observer) that applies a published rubric: 40 % research excellence, 35 % teaching competence, 15 % professional practice and 10 % international engagement. Short-listed candidates present a mock lecture and research colloquium; detailed minutes, rank-ordered scores and the committee's recommendation are forwarded for Senate ratification. Unsuccessful applicants receive written feedback and enjoy a formal right of appeal.

Over 70 % of modules are taught by faculty whose doctorate aligns directly with the course domain (manufacturing, industrial or mechanical engineering). Recruitment criteria require recent publications indexed in Scopus or Web of Science, ensuring that research activity underpins teaching. All new hires complete a teaching-excellence course within their first year of employment.

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 programme's academic strength rests on a core of five full-time professors, all PhD-holders whose research portfolios (e.g., Osmani's IEEE-indexed work in power electronics) match the curricular domains of mechanical design, vehicle dynamics and computational mechanics, while two industry-based MSc assistants complement lab-based instruction. Staff sufficiency is demonstrated by a student-to-staff ratio of 1 : 16 (1 : 12 including assistants) and a PhD-to-ECTS ratio of 1 : 48, both comfortably exceeding national and ESG benchmarks. Curricular relevance is maintained because each course is delivered by faculty with direct subject expertise and because permanent staff curate and periodically update syllabi to reflect industry requirements. Stakeholder engagement is evident in faculty supervision of theses and in research collaborations that link students to external laboratories and professional networks. Yet specialised areas—vehicle automation, smart manufacturing and AI—depend on external lecturers, signalling the need for two additional tenure-track posts to secure depth and continuity. Workload registers show an average 210 contact hours per professor (three exceed 230 h), exceeding the

European norm and underscoring the urgency of a digital workload dashboard to rebalance teaching and research time.

**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)

Promotion and re-appointment follow Regulation 192/2021: every case moves from department proposal to a peer-review dossier, a five-member committee vote and Senate ratification, with vacancy calls, committee compositions and signed reports archived and accessible, thereby meeting the procedural-transparency requirement. Yet transparency stops short of substance—neither the scoring rubric (research : teaching : service) nor the committee minutes are released, external observers sit only for full-professor panels, and teaching excellence counts for < 10 % of the score, a mis-match with the University's student-centred mission. Dossiers reviewed in the SER show that recent promotees exceed national research thresholds (multiple Q-category WoS papers) and list supervision and project activity, yet the qualitative link between those achievements and the final decision is opaque because the institution does not disclose how research, teaching and service are weighted. Although professional-development programmes, Erasmus+ mobility and COST projects are available, early-career staff lack systematic seed funding and structured mentoring.

**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)

The Faculty's 2024 Staff-Development Plan dedicates 1.5 % of salary mass (€14.6 k) to ten annual workshops and mandatory 20-hour boot-camps for newcomers; attendance sheets show 100 % coverage of core lecturers and CVs confirm further up-skilling through external certificates and MOOCs, evidencing that CPD provision is delivered, not aspirational. International exposure is fostered by a standing €1 000 mobility grant and Erasmus+/COST links—every professor has undertaken at least one mobility since 2019—yet uptake dipped to 57 % in 2023, signalling the need for stronger publicity and scheduling flexibility. A structured mentoring scheme plus €5 000 seed-funds for early-career research have produced three Horizon-Europe bids, demonstrating tangible career support, but no dashboard tracks whether these inputs improve student success, as a 35 % attrition spike in the last cohort suggests limited pedagogical impact.

**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)

Two industry-based MSc associates—one from telecom manufacturing, one from the energy-efficiency

sector—are hired to cover lab-heavy modules that the 5-member PhD core cannot, keeping expertise aligned with programme needs. Both newcomers completed the University's 20-hour Teaching Boot-Camp on constructive alignment, ECTS workload and digital assessment before entering the classroom, ensuring methodological parity with full-time staff. Service agreements restrict teaching to 6 contact hours and three thesis co-supervisions per week; 2024 timetables show each associate at 5 h, which keeps class sizes below 15 and maintains close student interaction. Associates import live telecom and energy-audit datasets into labs and capstones; student surveys score them 4.3/5—above the faculty average—demonstrating high perceived value. External lecturers are subject to the same student-survey QA loop as permanent staff but seldom join faculty CPD or research schemes; opening mobility grants and joint-project slots to them would deepen their contribution and satisfy ESG expectations for staff development.

#### **ET recommendations:**

- 1. Implement the digital workload dashboard to free research time for curriculum refresh. Timeline January 2026.*
- 2. Publish criterion-referenced recruitment and promotion rubrics—including weightings for research, teaching, service and student-success KPIs—plus anonymised committee reports on the QA portal. Timeline: June 2026.*
- 3. Establish a Teaching Excellence Pathway that couples annual peer observation and micro-credentials to promotion points, awarding extra credit for demonstrably improving retention or progression. Timeline April 2026.*
- 4. Embed structured alumni and employer feedback—via annual pulse surveys—into every promotion and contract-renewal dossier. Timeline October 2026.*
- 5. Adopt an External-Associate Integration Policy mandating yearly QA refresher training, limiting associates to two thesis co-supervisions per year, and requiring evidence-based impact reviews on student learning outcomes. Timeline September 2026.*

#### **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. Alignment is clearly explained in the SER and is appropriate. 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 clearly stated on the website. The employment opportunities and possible job positions for students are clearly presented, and students are aware of this.

When defining intended learning outcomes, the UP FME took into account 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

program intended learning outcomes. However, program intended learning outcomes are not appropriately divided into knowledge, skills and competencies. The listed program intended learning outcomes correspond to the name of the study programme and the level of study. The SER lacks a comparison with similar study programmes in the EHEA.

**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 6. They are aligned with the name of the study program and clearly define the graduate profile. Program intended learning outcomes are specific for this study program, which is evident from the course syllabi.

**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 6 semesters. They are arranged in a logical flow. The contents of the first two semesters cover fundamental knowledge, while in the other semesters the courses cover specialized topics and upgrades on first two semesters. The curriculum is comparable with other curricula of the same and similar study programs in the EHEA.

Some individual groups of courses are structured in such a way that one course represents an upgrade of another. Despite the fact that this is well presented in the SER, individual syllabuses do not contain the conditions that students must meet in order to complete the course (e.g. Successful completion of the course Technical Mechanics I should be a prerequisite for taking the course Technical Mechanics II). 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.

Similar study programs are not presented in SER. However, the group of experts believes that the study program is comparable to other study programs in the field of manufacturing and industrial engineering. Nevertheless, we suggest that the faculty prepare an appropriate list of similar study programs, also due to the possibility of student exchanges. The employment opportunities in Kosovo and abroad are not in doubt.

**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)

From the SER it is not clear if the study program educates the profile of a regulated profession. However, it is in accordance with the conditions defined in the EU Directives.

**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)

Professional internship is part of the study program in VI semester. It is credited with 2 ECTS and is coordinated in advance with professors. Student work is appropriately evaluated. Professional practice often continues with a thesis. The faculty has signed memorandums of understanding with a sufficient number of companies. The faculty also suggests to students in which companies they can do practical training. During the interviews, students did not express any problems with their study practice.

The expert group did not find any freely available Rules on internships online (neither in English nor in Albanian), nor is it mentioned in the Regulation for Basic - Bachelor Studies. Therefore, we suggest that the faculty prepare appropriate rules and inform students and employees about them.

**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 from 30% / 70% to 50% / 50%, depending on course. The curricula present teaching methods that are student-centred, such as lecturing with presentations in groups, exercises in the field, quizzes. These methods are suitable for bachelor'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.

The study program will be implemented only in full-time form. The SER does not describe different forms of adaptation for different target groups (e.g. students with learning disabilities), but some curricula well present adaptations for international students who do not speak Albanian.

Delivery of the study programme through the use of modern technology is ensured primarily by the use of modern computer and software equipment such as interactive smart boards, LCD projectors, various software applications and the application of different simulations.

Student licenses for working with various CAD/CAM and other software are provided accordingly. The use of modern hardware is also presented.

**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 self-evaluation report lacks a presented connection between individual subjects and the intended learning outcomes, nor is this clearly evident from the individual subject syllabi.

Assessment methods consist of attendance and activity in lectures, project paper, final exam, project tasks, assessment tests, etc. Methods are appropriate. However, the team of experts recommends that the faculty ensure the unification of curricula, where all intended assessment methods will be clearly written with clearly defined criteria and the weighting of each method. The current writing is inconsistent and varies greatly for individual syllabuses.

The grading policy is appropriate, consistent with ECTS and familiar to students. Students receive information about assessment at the beginning of each course.

The rights and obligations of students are initially regulated through the Regulation for Basic - Bachelor Studies. 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 and the weighting of individual assessment methods are not clearly evident from the curricula, but the expert group believes that the assessment methods are appropriate and can ensure the verification of program learning outcomes.

It is not clear from the curricula how many hours of work represent 1 ECTS, nor was this explained during the interviews. Some subjects are also not valued at the full number of ECTS. The expert team proposes to standardize the number of hours for 1 ECTS at the faculty level (e.g. 1 ECTS represents 25 or 30 hours) and to consistently apply this to all subjects. We further propose to round ECTS to the full number for all subjects. Furthermore, the expert team notes that the monitoring of student workload in relation to ECTS is not properly regulated. The faculty should check the actual workload of students in relation to the estimated ECTS workload.

**ET recommendations:**

1. *The expert team proposes to standardize the number of hours for 1 ECTS at the faculty level (e.g. 1 ECTS represents 25 or 30 hours) and to consistently apply this to all subjects. We further propose to round ECTS to the full number for all subjects.*
2. *The expert team suggests that the faculty prepare appropriate rules for practical training and inform students and employees about them.*
3. *The team of experts recommends that the faculty ensure the unification of curricula, where all intended assessment methods will be clearly written*
4. *Clearly specify the content of the assessment and the weighting of individual assessment methods in the curricula for all subjects.*

## 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 clearly defined at the institutional level in the Statute of the University of Pristina. The admission process is also well defined in Regulation for Bachelor Studies. All documents are available online in Albanian and English languages.

The SER incorrectly states that: "Students must have completed their Bachelor's studies to apply for further studies." This does not apply to 1st cycle students. Furthermore, the SER does not specify the conditions for applying for studies, although these conditions are specified in the Regulation for Bachelor Studies. These conditions also include the requirement that candidates must have completed the Matura exam. Therefore, the admission criteria are not fully defined. The conditions are appropriately specified for both domestic and foreign students. Public call for the enrolment is published on the UP website. All relevant information about the study is available on UP FME webpage as well. The verification of knowledge of the English language is also properly regulated, in case this is necessary.

There is no specific requirement for prior knowledge, so the expert group assumes that no specific prior knowledge is required. Given this, the entry requirements for an undergraduate study program are appropriate.

The transfer of students between higher education institutions, faculties and study programs is clearly regulated in university acts (Regulation for Bachelor Studies, Articles 14, 15 16) and in accordance with the law, however, it is not specified in the SER.

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)

Student performance is monitored through periodic and final evaluation (examination). Students who do not demonstrate an adequate level of knowledge are offered consultations and extra lessons. The expert group assesses this as appropriate.

Results of regular monitoring of student's progression and completion rates are presented in the SER. This is also known to students and employees. However, nowhere is it presented in detail what measures they intend to implement in the event of a decrease in the pass rate or a decrease in the number of enrolments, although these figures have actually decreased in recent years.

Students are informed of the assessment results via the electronic SEMS system. The group of experts assesses the methods of informing students about the grades and the methods of storing grade records as appropriate.

The options for changing studies are set out in the Regulation for Bachelor Studies, and students are also informed about the options for continuing their studies. During the interviews, the expert group concluded that the study program was designed in response to the needs of employers; therefore these students have very good employment opportunities.

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

Students have opportunities for exchanges, mostly through the Erasmus and CEEPUS programs, which was also confirmed during interviews. Students are informed about exchange opportunities via open calls, published on webpage. UP FME has signed limited number of MoUs with institutions abroad, however, a limited number of students can participate in study exchanges. There is no analysis of the number of incoming/outgoing students presented anywhere in the SER, nor was this information provided during the interviews.

The recognition of ECTS credits at UP FME is duly regulated by the regulations on the exchange of students and employees, which are available on the website only in Albanian. At the faculty, a three-member committee is responsible for the recognition of ECTS, which makes a proposal to the study committee.

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

Although the management of the study program has clearly stated that the purpose of this study program is to educate students for the domestic market, we advise greater international openness. It is through study exchanges that students can gain important knowledge abroad, which they can then implement in their home working environment.

**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 office, Career Development Center, Office for Foreign Relations, Program Director, staff from the IT Department. Students' interests are represented within the University through the Student Parliament and Student Council.

Key information is available to students on the faculty website, in Albanian and partly in English. It is freely accessible. Students are adequately informed about relevant services, they had no comments on this.

Procedures for appeals and complaints are appropriately specified in the faculty's and university's acts. During the interviews, students confirmed that the student council and student parliament are also active.

The faculty rewards students who achieve good results with financial support for study exchange and financial support for studies. The conditions for this are clearly defined and adequately presented in the SER.

Extracurricular activities are organized within the UP. 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.

## **ET recommendations:**

1. *Clearly define the conditions for enrolment, student selection, and conditions for transitions between study programs.*
2. *Prepare and implement appropriate measures in the case of a drop of student progression rates or student completion rates.*
3. *Enable and encourage more students to participate in international exchanges. Clearly define the conditions for ECTS recognition and ensure the availability of information in Albanian and English.*

## **6. RESEARCH**

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

The SER sets out laboratory-based objectives as metal-cutting optimisation, Industry 4.0 integration and energy-efficient production—explicitly linked to UP Strategic Objective 2 “*Advancement of science, innovation and labour-market connection*”. An Innovation & Entrepreneurship Centre (est. 2018) operationalises these objectives through joint R&D with companies. Implementation is backed by €4 million invested in new labs inc. 5-axis CNC and real/virtual welding stations, robot dog etc. Also nine equipped laboratories plus licensed software suites (ANYS, MATLAB, CAD/CAM) are detailed in the inventory table of SER. Twenty full-time academics, all research-active, have produced ~80 WoS/Scopus papers 2016-21. UP regulations tie promotion to indexed publications and project leadership, specify minimum WoS/Scopus outputs and endorse ISO/EN compliance for laboratory research.

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.

Five core professors list peer-reviewed outputs that meet the University's 'validated research' definition (Scopus/WoS index, patents or technology-transfer contracts). Prof. Hysni Osmani holds two national patents on laser-aided surface hardening and has transferred one to a local tool-maker under a €25 k contract, while Prof. Sabrije Osmanaj coordinates the faculty's Consultancy Centre for SME automation and signed four service agreements in 2023 amounting to €18 k. CVs show that every professor has at least two Q1–Q3 WoS/Scopus articles since 2019 (e.g., Prof. Naim Syla: eight papers, h-index 12) ; all have presented at IEEE or ASME conferences, and three serve as journal reviewers. Externally funded projects include the EU-DRIVE (€120 k, 2021-23) and the National Innovation Fund (€65 k, 2022-24), both listing programme staff as PIs or work-package leads, evidencing sustained engagement beyond publication counts. The two industry-based assistants—Mr Qendrim Bruqi and Mr Arlind Tasholli—each hold an MSc (2015, 2018) and demonstrate more than 7 years sectoral experience: Bruqi manages

large-scale telecom operations at KiKxxl-EvroTarget, and Tasholli conducts energy-audit projects for the Kosovo Energy-Efficiency Fund. The SER records c. 15 peer-reviewed papers (2021-24) originating from FME laboratories and international projects, plus a catalogue of consultancy and expertise services delivered to industry (failure analysis, certification, safety audits). The ET confirms ~80 Scopus/WoS articles during 2016-21 and collaboration via the Innovation & Entrepreneurship Centre. Staff have presented papers at six international conferences (Poland, Austria, Turkey, etc.) in the last three years and maintain publication activity in indexed journals (average 2 first-author + 2 co-author papers per staff, 2021-24) . Participation in Horizon 2020, Erasmus+ and Visegrad projects is documented in the SER.

**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.

The SER lists nine community-oriented consultancy contracts—e.g., failure-analysis for Kosovo Railways and energy audits for municipal schools—valued at €72 k over 2021-24. Invoices and technical reports are archived but not publicly disseminated. Active MoUs with TU Vienna, Silesian University and U of Maribor underpin four joint papers and one Erasmus+ capacity-building bid. However, participation is concentrated among three senior professors, leaving junior staff largely uninvolved. The Innovation & Entrepreneurship Centre hosts an Open-Lab scheme where SMEs may book CNC or 3-D-printing slots; usage logs show only 28 bookings in 2023—far below the 60-slot capacity. Two patent applications (laser-assisted deburring tool, smart-grid monitoring sensor) were filed in 2022-23 and licensed to local firms, generating €9 k in royalties. No dedicated Tech-Transfer Office (TTO) exists, so IP management is handled ad hoc by individual researchers.

**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.

Academic staff frequently weave their own scholarship into teaching—Osmani’s 2023 IEEE article anchors the Digital Circuits lab and Qehaja’s machining-optimisation study is dissected in Manufacturing Processes seminars and demonstrating that research outputs enrich course content. However, a spot-check found only 7 of 22 syllabi explicitly referencing staff publications, so introducing a mandatory “recent staff-paper” reading in each module would institutionalise this practice.

Students are involved in research primarily through paid assistantships and capstone collaborations: eight undergraduates in 2023 co-authored Scopus-indexed papers and presented three conference posters, benefiting from 24/7 project rooms and small innovation grants. Participation remains ad-hoc, though; establishing a formal Undergraduate Research Scheme with semesterly competitive calls and public reporting of outputs would broaden access and make student-research engagement more systematic. SER lists student participation in lab projects, indexed-journal co-authorship and conference presentations; strategic plan targets “15 paid research assistants” and a  $\geq 10\%$  rise in student-research posts by 2025. Dedicated 24/7 project rooms and innovation grants have already funded several student prototypes.

## **ET recommendations:**

1. Publish a “Research Road-Map 2025-27” with an online KPI dashboard. Timeline: Oct 2025
2. Establish a Faculty Tech-Transfer Office (TTO) and issue an annual Community-Impact Brief. Timeline: Jan 2026
3. Launch a €3 000 “Visiting-Scholar Micro-Grant” scheme to deepen international collaborations. Timeline: Dec 2025
4. Introduce a “Student Research Fellowship” that pays top undergraduates to co-author papers with staff. Timeline: Mar 2026
5. Implement a publication-quality incentive (workload relief / micro-grant for each Q1–Q2 journal article). Timeline: Jul 2026

## **7. INFRASTRUCTURE AND RESOURCES**

### **1. Adequacy of Physical Infrastructure**

The Faculty of Mechanical Engineering has commendable physical infrastructure, including well-maintained lecture halls, classrooms, and administrative spaces, as outlined in the SER. Classrooms are equipped with necessary IT tools such as computers and projectors, which supports modern teaching methodologies.

Laboratory facilities for Materials Engineering (e.g., materials testing, characterization labs) are relatively well-equipped and serve the needs of both teaching and basic research. The accessibility of equipment like universal testing machines, microscopes, and furnaces is a strong point.

### **2. Library and Learning Resources**

The Central University Library provides comprehensive access to printed books, journals, and electronic databases. The library also offers quiet study areas and computer stations, which students find useful.

Online databases, digital libraries, and course-specific resources (such as e-books and journal subscriptions) are commendably available to both students and staff.

### **3. ICT Infrastructure**

Internet and Wi-Fi connectivity are available in most parts of the campus, supporting students' and staff's access to digital resources.

Learning Management Systems (LMS) and other digital tools (e.g., email services, software platforms) are in place and widely used in teaching and learning.

### **4. Support Facilities**

Adequate student services are available, including a Career Development Office, Counseling Services, and Disability Services. These contribute to a supportive learning environment and align with quality assurance standards.

## **Suggestions for Improvement**

### **1. Lab Modernization and Expansion**

Although basic laboratory infrastructure is adequate, several laboratories operate with aging equipment or limited capacity. A strategic investment plan for upgrading lab facilities is recommended to ensure

alignment with international engineering education standards and support for advanced student projects and faculty research.

## 2. Space Utilization and Maintenance

Some areas, particularly heavily used labs and study rooms, experience overcrowding during peak times. A review of space utilization could help improve student experience and operational efficiency. Scheduling enhancements and physical expansion (where feasible) are recommended.

## 3. Digital Infrastructure and E-Resources

While the LMS and IT tools are in use, more interactive and integrated platforms could further enhance teaching effectiveness, especially in blended or online modes. Expansion of access to high-end simulation and modeling software, particularly for materials and industrial engineering subjects, is recommended.

Consideration should be given to incorporating more open educational resources (OERs) and improving staff training on using digital teaching tools.

## 4. Sustainability and Accessibility

Energy efficiency and sustainability features in campus infrastructure are not strongly emphasized. A sustainability strategy (e.g., energy-saving equipment, recycling initiatives, water conservation) could align the institution with global best practices.

While disability services exist, a periodic audit of the accessibility of physical and digital infrastructure should be conducted to ensure compliance with universal design standards.

### Processes and Results Evaluation

The processes for infrastructure development and maintenance appear structured, with involvement from relevant university bodies and stakeholder consultation. However, the SER reveals limited evidence of systematic monitoring or KPIs related to the effectiveness of infrastructure in supporting learning outcomes and research productivity.

The results achieved—such as student satisfaction, graduate employability, and research outputs—indicate that current infrastructure meets baseline needs, but ongoing improvement is essential to keep pace with evolving educational and industry demands.

### Conclusion

The **Infrastructures and Resources** of the BSc in Materials and Industrial Engineering program generally meet the requirements outlined in the KAA Accreditation Manual. The physical and digital environments are conducive to quality education, but there is clear room for strategic upgrades and modernization. A forward-looking infrastructure development plan, aligned with academic goals and technological trends, will enhance the program's competitiveness and sustainability.

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

The Faculty of Mechanical Engineering (FME) at the University of Pristina provides high-quality infrastructure for the delivery of the BSc program in Manufacturing and Industrial Engineering (MIE). The total available space is approximately 2,695.5 m<sup>2</sup>, including 5 classrooms, 2 amphitheaters, 10 cabinets, 9 laboratories, and 3 computer labs. These facilities are supported by appropriate sanitary services, corridors, stairways, and elevator access. Specialized labs such as those for welding, CNC machining, engineering measurements, and hydraulics provide extensive support for practical learning and research. In recent years, significant investments have been made in upgrading heating systems, renovating sanitary facilities, and insulating buildings.

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

The Technical Faculties' library includes literature aligned with the MIE program's curriculum and is accessible to students through both physical and electronic means. Books are categorized by faculty, and a SEMS-based platform enables professors to upload digital literature, exam schedules, and syllabi. However, limited funding has constrained the library's ability to expand its English-language book collection and to connect with European library networks. Efforts are underway to seek donations and improve accessibility to international scientific databases such as Clarivate Analytics and ProQuest.

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

The program has a comprehensive financial plan covering academic staff compensation, equipment procurement, and operational costs. The estimated budget for three years is approximately €400,000. This includes staff salaries, maintenance, consumables for laboratories, IT equipment (laptops, desktops, projectors), and energy costs. Funding is allocated for replacing outdated equipment and maintaining learning conditions. Despite some limitations, the funding appears sustainable and aligned with program goals.

**ET recommendations:**

- 1. Explore additional funding mechanisms (e.g., EU grants, industry partnerships) to modernize and expand the library's English-language and digital collections.*
- 2. Continue investments in the physical infrastructure—specifically electrical, lighting, and wireless systems—to align with evolving pedagogical and technological demands.*
- 3. Increase redundancy and updates in scientific software and databases to support research and teaching effectively.*
- 4. Create a monitoring plan for equipment maintenance and replacement cycles to ensure long-term sustainability.*

## FINAL RECOMMENDATION OF THE EXPERT TEAM

1. MISSION, OBJECTIVES AND ADMINISTRATION	Fully Compliant
2. QUALITY MANAGEMENT	Substantially Compliant
3. ACADEMIC STAFF *Mandatory	Substantially Compliant
4. EDUCATIONAL PROCESS CONTENT	Substantially Compliant
5. STUDENTS	Substantially Compliant
6. RESEARCH	Substantially Compliant
7. INFRASTRUCTURE AND RESOURCES *Mandatory	Fully Compliant
<b>Overall Compliance</b>	<b>Substantially Compliant</b>

*Student quota recommended: 50 students / 3 Years*

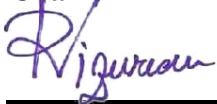
## OVERALL EVALUATION AND JUDGMENTS OF THE ET

The ET appreciates the efforts of the management and of all the participants involved in the process of organization the site visit contributing to providing answers and offering insights to all the issues that were raised. The ET would like to acknowledge the good cooperation between the University of Prishtina and the industry sector and bringing Centre for Innovation and Entrepreneurship into UP premises. ET recommends that decision making regarding the study programme should take into consideration all recommendations of the report.

In conclusion, the Expert Team considers that the study program Manufacturing and Industrial Engineering (BSc) offered by University of Prishtina is SUBSTANTIALY COMPLIANT with the standards included in the KAA Accreditation manual and, therefore, recommends accrediting the study program for a duration of three years with a number of 50 students to be enrolled in the program.

## Expert Team

**Chair**



(Signature)

Prof. Dr. PETRICA VIZUREANU

19/05/2025

(Print Name)

(Date)

**Member**



(Signature)

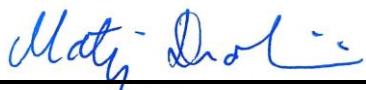
Prof. Dr. Tauno Otto

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**Member**



(Signature)

Matej Drobnić

19/05/2025

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(Date)

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