



TEMPULLI ACADEMY

**Traffic and Transport Engineering, BA Professional
Accreditation**

REPORT OF THE EXPERT TEAM

24 May 2024, Prishtina, Bucharest, Tallinn, Lüneburg

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1. INTRODUCTION

1.1. Context

Date of site visit: 24 May 2024

Expert Team (ET) members:

- *Prof. Dr. Tauno Otto*
- *Prof. Dr. Magdalena Platis (Online)*
- *Student expert Christopher Bohlen (Online)*

Coordinators from Kosovo Accreditation Agency (KAA):

- *Shkelzen Gerxhaliu, Director of Department at Kosovo Accreditation Agency*

Sources of information for the Report:

- *Self-Evaluation Report of the Traffic and Transport Engineering, BA Professional (SER);*
- *CVs of the Tempulli College staff (23);*
- *Syllabi of 59 disciplines;*
- *Appendices to SER:*

Annex 1. List of participants of programme committee;

Annex 2. List of participants and meeting extract of meeting with businesses;

Annex 3. Quality Assurance Regulation;

Annex 4. Quality-Assurance-Calendar;

Annex 5. Regulations-for-recruitment-promotion-and-appointment-of-academic-staff-at-the-t;

Annex 6. Academic-Staff-Manual;

Annex 7 Regulation for Bachelor Studies;

Annex 8. Code of Ethics;

Annex 9. Regulations of practical learning for students;

Annex 10. The-Students-Handbook;

Annex 11. Regulation-for-student-transfer;

Annex 12. Tutoring Regulation;

Annex 13. Regulation-for-Scientific-Research;

Annex 14. Performance-Appraisal-Regulation;

Annex 15. List of staff publications;

Annex 16 List of laboratory equipment's donated from grant;

Annex 17. Award letter by Kosovo Challenge Fund;

Annex 18 Permission from the municipality to renovate and install the elevator;

Annex 19. Pictures of the New Campus

- *Additional documents:*
 1. *General report of the assessment of academic staff by students for the winter semester 2024: 1.1 Interface of QA Report to professor; 1.2 Sample of report of professor evaluation;*
 2. *Programme KPI monitoring;*
 3. *Tempulli Partnership with a businesses;*
 4. *Book list and book purchase; 4.1 Book list of purchase in Albanian Language;*
 5. *Comments on how to access formal policies, guidelines, and regulations dealing with recurring procedural or academic issues;*
 6. *Staff workload;*
 7. *Sample Questionnaire for Course evaluation Translated Questionnaire;*
 8. *Comments on the student workload calculation;*
 9. *DRAFT Plagiarism regulations at Tempulli Academy;*
 10. *Plagiarism Check Agreement.*

Criteria used for institutional and program evaluations

- *KAA Standards and performance indicators for external quality assurance applicable for re / accreditation of bachelor and masters study programs;*
- *Site visit discussions with all participants in the meetings.*

1.2. Site visit schedule

Time	Meeting	Participants
09:00 – 09:45	Meeting with the management of the faculty where the programme is integrated.	Muhamed Krasniqi, Director of the Academy. Fatime Krasniqi, Secretary General. Flamur Salihu, Advisor to the Board and the Management.
09:50 – 10.30	Meeting with quality assurance representatives and administrative staff	Fatime Krasniqi, Secretary General Sara Fusha, Quality Assurance Officer Dafina Zeka, Student Services Officer, Albion Bikliqi, IT
10:35 – 11:40	Meeting with the heads of the study programme Traffic and Transport Engineering, BA Professional, to be evaluated by Tauno Otto and Christopher Bohlens Insurance, management and innovation, BA Professional, to be evaluated by Magdalena Platis	Programme Traffic and Transport Engineering: Dr.Sc. Muhamed Krasniqi, Dr.Sc.Mevlan Bixhaku, Dr.Sc.Astrit Sallaula, Dr.Sc. Eflorim Hajra, Dr.Sc.Fitim Shala Programme Insurance, management and innovation: Dr.Sc.Ema Berisha Krasniqi, Msc.Adem Selmani, PhD.Cand. Shpresa Ibrahimimi, MSc.Arsim Azemi,

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		Msc.Fatbardh Xhaferi
11:40 – 12:40	Lunch break	
12:40 – 13.20	Visiting Facilities	
13:25 – 14:05	Meeting with teaching staff	Dr.Sc.Gjelosh Vataj Dr.Sc.Mimoza Pira Dr.Sc. Fevzi Berisha MSc.Emine Maloku MSc.Habib Hasani
14:10 – 14:50	Meeting with students and graduates	Fatos Halili, Rezana Rushiti Zymberi, Shpat Muharremi, Elona Obertinca, Lindit Gallapeni.
14:55 – 15:40	Meeting with employers of graduates and external stakeholders	Bujar Istogu, Ministry of Trade and Industry, Fejzullah Mustafa, Ministry of Infrastructure, Ruzhdi Morina, Owner of Auto Service, Kreshnik Gashi, Municipality of Prishtina. Liridon Shahini, Sinjalistika SHPK Valdet Drenvoci, Broker Kujtim Berbatovci, Urban Traffic Prishtina Jeton Pira, HSD Logistics
15:40 – 15:50	Internal meeting of KAA staff and experts	
15:50 – 16:00	Closing meeting with the management of the faculty and program	

1.3. A brief overview of the institution under evaluation

The Tempulli Academy (Academy) was established in 2020 as a Private Provider of Higher Education (PPrHE) in Kosovo, in order to organize and develop scientific and professional study programmes, training-professional programmes and commercial activities and consulting, as prescribed in the Academy's Statute. The Academy has a long tradition since 1992 as a center of training and education of young vehicles driving students.

The main role of the Academy is organization, promotion and support to human and financial resources in the field of traffic and transport, by taking the leadership role in making citizens aware of the traffic rules and their importance for life. The organization structure is defined in its Statute and is in line with the prescribed in the responsible Law.

The Tempulli Academy visions to become a *“unique institution of higher education in the country and the region, with a focus on the development of professional research skills through the interconnection of innovative teaching, practical learning and scientific work for the benefit of the community”*. The Academy's mission is to *„qualitatively prepare students and trainees with adequate knowledge and skills to learn and research in order to to lead a successful professional career and, together with academia as well as individually, contribute responsibly to the community”*. The Academy aims towards fulfilling its mission and vision through the

following values and principles: value, integrity, inclusion, cooperation and partnership, innovation, and perfection. Moreover, it has settled six strategic objectives among which Management and leadership; Teaching and quality assurance; Research; Cooperation and communication; Infrastructure and digitalization, and Student Affairs.

The Academy offers bachelor's and a master's study programs. The bachelor-level programs are the following: Insurances and Management of Damages from Accidents, and Transport Engineering and Road Infrastructure. The Academy offers only one master level program which is Traffic Engineering and Road Safety.

The professional bachelor programme Transport and Traffic Engineering, a subject of the particular accreditation process, is a 3 years program aiming *to provide students with contemporary theoretical and practical knowledge in the field of traffic and transport; engineering; infrastructure engineering (road, railway and hydrology); urban planning and mobility*. The programme intends to develop knowledge, academic and scientific skills through interactive learning by linking theoretical knowledge with practical knowledge and skills in the field of transport and insurance, in solving concrete issues in cooperation with relevant institutions and industry actors. The programme, as reported, is developed based on the market needs and in close cooperation with the business sector.

The programme has been accredited by the Kosovo Accreditation Agency previously in July 2021 for a three years period. In addition, certain changes to the program have been made in order to strengthen it.

2. PROGRAM EVALUATION

2.1. Mission, Objectives and Administration

The mission of the programme is clearly stated in the SER, as to provide contemporary education through interactive learning, applied research and practical work to meet the labour market needs with professionals of traffic and transport engineering fields as well as to together with relevant stakeholders (industry and institutions) to support the sustainable development trends in transport and traffic engineering. In addition, the objectives generated from the mission refer to the following ones: To provide the students with principles and practice of traffic, road and rail transport as well as on urban planning and mobility; To engage the students with theoretical and practical knowledge of planning, designing, and solving traffic and transportation problems as well as promoting sustainable and smart mobility to contribute to reduction of air pollution; To develop professional skills to analyses and solve problems related to traffic safety, traffic control, traffic flow management, parking management, etc. ET considers that the objectives are clear enough and reflect the institutional mission *"Qualitatively prepare students and trainees with adequate knowledge and skills to learn and research in order to lead a successful professional career and, together with academia as well as individually, contribute responsibly to the community"* (SER page 15).

The decision to establish the current programme at the Academy, has been based on the increased number of vehicles in the traffic during the recent years in Kosovo which significantly increased the number of traffic accidents; data in annual reports of the Kosovo Police prove this. In addition, an increasing trend of accidents has increased the need for experts who can make professional expertise the traffic and transport engineering. Currently, there are no adequate qualifications related to this area, which makes the programme useful and original; road infrastructure planning, installation of adequate signalling on the road, road safety analysis, etc. are very important elements to be done by professional experts in the relevant field, a fact which would contribute to the reduction of accidents (*SER, pages 15-16*). The programme is developed to fulfil the future recommendations of the European Commission for Kosovo, including: the investment in road maintenance and inspections, organization of prevention campaigns and establishing a systematic monitoring mechanism for the collection of crash data; the transfer of the EU rail market acquis and adaptation of the new rail safety and interoperability law; the adaptation of the strategy on multimodal transport, which should include inter alia the civil aviation strategy; the continuation of the efforts to align Kosovo's aviation regulation with the European Common Aviation Area Agreement; the adoption of the intelligent transport system (ITS) strategy and its action plan, ensuring sufficient capacity and resources for its implementation and continue efforts to harmonise with the EU passenger rights acquis across all modes of transport. During the design of the programme, the Academy included the suggestions of business representatives which contributed to the development of student's competences in the field of: Increasing traffic safety; Traffic flow management Analysis and selection of adequate forms of traffic control; Public transport; Road transport and infrastructure; Railway transport and infrastructure; Promoting sustainable mobility; The role of road signs and safety signalling equipment; Parking management; Smart mobility; Environmental Protection.etc. The programme is organized in a way that most courses included in the programme are built in modular format by combining modules for combining skills within a course, being a programme with 180 ECTS, of Level 6 of qualification according to NQF. Therefore, relevant academic and professional advice is considered when defining the intended learning outcomes which are consistent with the National Qualifications Framework and the Framework for Qualifications of the European Higher Education Area.

The study programme has a clear didactic approach, but not a research approach, the management of the programme and of the institution making efforts towards the didactic and research concept balance. A good relationship with the external stakeholders is evidenced in the Additional document 3, as a recent example of cooperation with SIT Group Shpk. The management of Tempulli Academy and the head of the programme recognise the more practical orientation of the programme and of the entire educational process compared to the research orientation. ET accepts the practical and applied approach of the domain and encourages the academic staff to benefit from the applied real data and create valuable research products, increasing the Tempulli research productivity.

There are formal policies, guidelines and regulations dealing with recurring procedural or academic issues. Staff and students have access to the main regulation which are publicly available at: <https://tempulli.org/en/>, such as the regulation on the bachelor studies, regulation on the master studies, regulation regarding the disciplinary measures, regulation on quality assurance, regulation on research, regulation on staff and students mobility, staff manual, students' handbook etc.

All staff and students comply with the internal regulations relating to ethical conduct in research, teaching, assessment in all academic and administrative activities. The Code of ethics was formally adopted in 2023 and is publicly available at <https://tempulli.org/wp-content/uploads/2024/02/Code-of-Ethics-Regulation.pdf>. The institution provided as additional document a draft document: *Plagiarism regulations at Tempulli Academy (Additional document 9)* which will regulate cases of plagiarism, of collusive agreements / collaborations and other acts of fraud. In addition, the institution has provided to the ET the Plagiarism Check Agreement on the PlagCheck software signed in December 2023 (*Additional document 10*). The Academy has an internal digital platform available to all members of the academic community, where all the documents are published: regulations, syllabuses, programmes etc.; students have access to this platform to download documents and materials from their professors in specific courses (*SER, page 21*).

The Academy reviews the regulations at least once every two years, but in special cases the Academy will review or change the regulations even more often if it deems it necessary. During the last year, some of the regulations and documents of the Academy have been revised and approved by the Steering Council and Academic Council of the Academy. ET could observe that documents publicly available were approved in 2023; for example, the Regulations for Undergraduate Studies (Bachelor) in the Academy was approved in October 2023.

Compliance level: Substantially compliant

ET recommendations:

1. *Use the applied data in the field of traffic and transport engineering valuable research products to increase the balance of the didactic and research concepts and the research productivity of the programme;*
2. *Consider a delimitation in the documents' approval dates between the approval and renewal (if the document was previously approved, this should be reflected in the date of renewal, otherwise, each time the document is updated, it will appear as new document just approved).*

2.2. Quality Management

The Regulation for Quality Assurance was approved in October 2023 states that the evaluation of teachers is done by students every semester, by colleagues and management (*Appendix 3 to SER*). The assessment instruments are described in the Academic Calendar And Assessment Cycle for Quality Assurance in the Academy (*Appendix 4 to SER*) and includes: Questionnaire for evaluation of the program by students; Questionnaire for evaluation of student services and administration of the Academy by students; Questionnaires for infrastructure assessment by students; Questionnaires for staff assessment of infrastructure; Questionnaire for evaluation of academic staff (subjects and subject teachers) by students; Peer evaluation; Self-evaluation (questionnaire for the evaluation of the subject and reflection from the evaluation of the subject and the teacher of the subject by the students); Evaluation by the academic staff, for the services and administration of the university; Evaluation by Alumni; Assessment by Businesses/employers. However, the ET is reserved in considering that all the above-listed mechanism are used, since for instance, the meeting with employers revealed that the industry feedback is not formalized and that there is no survey they could remember that that they filled in. On the contrary, the discussion with the teaching staff showed that they participate in the evaluation and that they get to know their students' recommendations. Examples provided as improvement based on the students' feedback showed the need to speak slower or to work more exercises with students. According to the Academic Staff Manual, the Academy regularly organizes the evaluation of staff in academic work activities through mechanisms and not only (this field is regulated by the Quality Assurance Regulation), there are several mechanisms for conducting a staff evaluation: staff self-assessment (performed once a year); peer assessment (peer-to-peer classroom visits and monitoring - done once a year) and student evaluation for academic staff performance (this evaluation is performed once during the semester); the manager is evaluated once a year (*Appendix 6 to SER*). Therefore, all staff participate in self-evaluations and cooperate with reporting and improvement processes in their sphere of activity.

Evaluation processes and planning for improvement are integrated into normal planning processes. The Academy has set specific KPI for the programme, including: the graduate satisfaction; the employer satisfaction; the graduate employment; the student satisfaction; the graduation rate; the year-on-year progression rate; the passing rate in exams during the cycle of an academic year; the teacher/student ratio (*SER, pages 22-23*). The KPI are monitored by the Academy (*Additional document 2*); according to the explanation provided as additional document, data for KPI is provided by the Student Electronic Management System (SEMS). The programme coordinator provides the data from the Academy's administration and then puts it in the table (excel) as final data.

Quality assurance processes deal with all aspects of programme planning and delivery; a sample Student Assessment for Subject and Teaching is provided, as well as a General Report of the Assessment of Academic Staff by Students for the winter semester 2024, including an interface of QA Report to professor and a sample of report of professor evaluation (*Additional documents 7, 1, 1.1, 1.2*). The mechanism of programme evaluation includes the Student programme evaluation, the Student evaluation of services and administration, the Staff evaluation of services and administration (*SER, page 25*).

Quality evaluations provide an overview of quality issues for the overall program as well as of different components within it; the evaluations consider inputs, processes and outputs, with particular attention given to learning outcomes for students. For example, a meeting minute provided to the ET show that the interest of the Academy in the discussion with the industry representatives was on the following issues: programme mission and objectives; learning outcomes of the programme; labor market requirements in industry; adaptability of the programme to industry requirements; evidencing the requirements of the business community for the programmes. In this context, an interesting suggestion was that the practical work should be included as much as possible and any module or part within any subject for electric vehicles (*Appendix 2 to SER*).

Quality assurance processes ensure both that required standards are met and that there is continuing improvement in performance. An example is the monitoring process of the KPI showing the interest of the head of the programme and of the institutional management of the Academy in continuing improvement of performance. This monitoring process started in 2021 and include not only the values of the indicators, but also the rate of progress from one year to the next year (*Additional document 2*). In addition, the Academy has adopted in December 2023 the Performance Appraisal Regulation with the purpose of regulating the assessment of the performance of the academic staff based on the planning of the staff's activities, in the assessment made by the students for the professor at the end of a discipline, as well as in the internal self-assessment developed by the Office for Quality Assurance.

The Academy describes the intention to get data on different surveys, from students, graduates and employers; an example of a report with survey results is provided to the ET (*Additional document 1*). However, the results of these evaluations are not made publicly available and the employers need to be more formally engaged in providing adequate feedback on the subjects, syllabi and content of the teaching and learning process (*SER, page 22*).

The Academy has a preoccupation on the staff workload in relationship to the students' groups. In addition, in lectures a maximum of 50 students can attend, in practical seminars up to 10 students and in the case of lectures for professional subjects up to 30 students are allowed to participate (*Additional documents explanation*). Results of the internal quality assurance system are taken into account for further development of the study program considering the KPI which are monitored (*Additional document 2*). However, there is no clear evidence on what is being done after collecting the data on the KPI. ET is reserved in considering they are effectively useful in a concrete plan of action.

The Regulation for Quality Assurance which is publicly available at: <https://tempulli.org/wp-content/uploads/2023/12/Quality-Assurance-Regulation.pdf> states that quality assurance assessment and improvement process includes the assessment of: programmes; modules; infrastructure; academic staff. Moreover, the steps of drafting/revision of existing programmes during the accreditation process are the same as the process of drafting new programme, finalizing when the Academic Council approves the new curricula drawn up by the working team. The Academy realizes a self-assessment report at least once every three years (*SER, page 27*).

The quality assurance arrangements for the programme are themselves regularly evaluated and improved. The current Regulation for Quality Assurance was adopted in 2023, meaning that the previous one of 2021 is now longer into force.

Compliance level: Substantially compliant

ET recommendations:

- 1. Create a short version of the reports on different surveys of students, and employers and make them publicly available;*
- 2. Create on the KPI dynamics a clear and achievable plan of action with annual measurements and targets.*

2.3. Academic Staff

Academic staff of study program amounts to 10 full time members from which 6 possess Dr. Sc academic degree and 4 are MSc in teaching duties. Their teaching workload is altogether 70 hours (SER p 31-32 Table 4). Besides there are 14 part time members from which 7 have doctoral degree. Their teaching workload is altogether 56 hours. Thus, most of the academic staff engaged in this study program is Full Time, in full compliance with the provisions of the Administrative Instruction of the Ministry of Education Science and Technology. The teaching related academic staff election processes are clearly stated. The full-time positions status is well described and corresponding to regulations. Regular employment staff has Full-time employment, and the retirement age of the academic staff of 65 years is followed. All full time staff members were below 65 years by age, academic staff corresponds legal requirements according to the law. The duration of valid contracts was for mostly until autumn 2024, and for 4 full time members open-ended, but it is a standard procedure to prolong the contracts on yearly basis.

The regulation of staff members election is arranged by Evaluation Committee and decided by the Academic Council. The regulation in academic staff manual (Annex 6) is thorough and in meeting with ET staff members confirmed the procedures of elections to be valid.

For each group of students, it has provided sufficient full-time and full-time staff of the Doctor (PhD). For the study program having 3 specialisations there are appointed 5 academic staff members with PhD degree with regular employment status as the holders of the program. Each professor has announced a consultations schedule which is at least twice per week.

There is a plan for staff members' development. The pedagogic training is available for new staff members. The academic staff also has promising younger generation ensuring sustainability of the study program. Staff members have personal portfolios of assessment reports and elaborated materials. New staff members without previous teaching experience are allocated to special short-term trainings. The results of the academic staff evaluation are considered for promotion purposes and renewal of contracts. An end of the semester of each academic year is carried the process the self-evaluation of academic staff and course subjects

by students. In 2023/24 the evaluation results remained between 3.3 to 4.7 according to the Likert scale (see General report of the assessment of academic staff by students for the winter semester 2023/2024 by Quality Assurance Office).

Teaching staff are encouraged to publish their research activities in high impact publishing magazines and publishing circles. There was evidence in teaching staff involvement in Erasmus+ study visits, participation in international conferences. There was foreseen a system, how participation in national and international conferences is supported by grants, yearly dedicated sum has been 1000 EUR for conference participation and publishing activities. The amount is relatively small for internationalisation and should be increased. When meeting with ET the staff members were positive regarding possibilities to develop their skills and management support to staff members self-development. Based on feedback from Academy management, in co-ordination with program providers, measures are taken relate to updating and advancing curricula and syllabuses within the program. Incorporating industry representatives and CEO-s as invited lecturers and practice placement providers are often used in study process.

In the meeting with the ET, some staff members communicated via translator. The academic English is important when targeting visibility, but also for preparing better specialists for the local industry. The lack of modern and relevant literature in Albanian was also mentioned as a weakness in the SER. The Academy has organised trainings for staff members regarding plagiarism check, but also Moodle and Microsoft tools. It should be noted that even there was training for plagiarism software use, the plagiarism regulations at Tempulli Academy were still not officially confirmed by the time of visit (according to draft Plagiarism regulations at Tempulli Academy).

Staff members are active in society as experts in various traffic and transportation problems, the Academy has published several traffic safety publications supported by ministries and local authorities. Also, academic staff members act as practice coordinators, there is a regulation claiming that the internship at the Tempulli Academy is defined in the study program and is organized in the last semester of studies and has 10 ECTS (see Annex 9).

Academic staff members are involved in learning materials preparation. Moodle platform was mentioned when meeting with staff members. The e-learning and digitalisation of study system have been improved remarkably during the Covid period. During interviews it was well populated with programs and modules by using Moodle, but without a clear number of study programme related e-courses.

Compliance level: Fully compliant

ET recommendations:

- 1. Motivation and support of staff members to enhance academic English should be increased in terms of higher education internationalisation and to enable all staff members to participate in international projects.*
- 2. The importance of preparation of e-courses should be underlined and monitored to achieve larger coverage in study programme.*

2.4. Educational Process Content

The study programme provides skills and competences, essential for transportation economics and important for companies and overall labour market in Kosovo. This was also confirmed by companies CEO-s and ministries and municipalities representatives meeting with ET. The representatives brought out, that due rapidly increasing traffic in Kosovo and especially in Prishtina, the need for traffic, transportation and urban planning specialists is increasing. The modules of the study programme are well designed and corresponding to National Qualifications Framework (NFQ).

The course sequence is logical. The three specialisations (Traffic and Road Transport, Traffic and Railway Transport, Urban Planning and Mobility - Smart Mobility) are providing adequate balance for future needs. The courses in curriculum have well described analytical descriptions. Learning outcomes are well described for all modules. The courses are offered only in Albanian language.

In SER the Academy has brought out difficulty in finding literature in Albanian language. Language skills of the part of students and academic staff members currently do not enable use of study materials in English or German available through electronic library resources. However, English and German language is included in study program and students have possibilities to advance their language skills.

There is implemented Code of Ethics (see Annex 8). However, it does not reflect the recent developments of Generative AI, especially Chat-GPT.

Each course within the program has a detailed description that includes the course objectives, learning outcomes, teaching methodology, assessment methods, and the ratio of theory to practice. This comprehensive approach ensures that students are fully aware of what they are expected to learn and how they will achieve it. The program allows flexibility in assessment methods to cater to diverse student needs. Students have the option to choose between different forms of assessment such as evaluations through tests, seminars, or final exams. However, there is no option of free choice studies, allowing take courses from other specialisations and study programs.

The educational process is monitored. The Key Performance Indicators are set to the study program, and one of them – number of students enrolled – has been decreasing from 78 to 57 in three years (see additional materials, KPI monitoring), while rate of progress on year 1 has increased from 67% to 71 %.

According to SER the Academy uses digital system SEMS for data collection and management, which ensures transparency and reduces human errors in the assessment process. The teaching strategies in SER are listed, and e-learning has been improved in recent period considerably.

Student assessment is regulated, and organisation of exams includes reporting and analysis. Internship in companies is part of the study programme and the workload on 6th semester is defined in ECTS altogether with Thesis. According to Regulations of undergraduate studies

(Annex 7) the thesis for the bachelor degree can be elaborated together by two or three students. It is not clear, whether in this case internship is also elaborated as a teamwork. There are agreements between the Tempulli Academy and partner organisations to arrange the internship and both companies and public partners confirmed at meeting with experts their commitment. The Academy has signed several cooperation agreements with companies in various fields, including Traffic and Transport Engineering, Infrastructure Engineering (road and railway), and Urban Planning and Mobility. These agreements aim to create opportunities for students to undertake internships, conduct applied research, and complete diploma theses

Compliance level: Fully compliant

ET recommendations:

1. *Become more international, and promote Erasmus exchange; the curriculum should include some speciality courses taught in English;*
2. *The internship (10 ECTS) is hidden into final thesis (30 ECTS) making handling and feedbacking complicated. It is recommended to explicitly show Internship and Thesis separately.*

2.5. Students

The Academy admission procedures and criteria are thoroughly documented and integrated into the study program. Information about admissions and available vacancies is published on the academy's website.

The Academy offers an orientation program for new students to explain the institution's policies, procedures, and available services. Additionally, the academy has developed a student handbook that includes all essential information for student life. The Academy has established a Code of Ethics and disciplinary procedures for both staff and students, which are publicly accessible. Additionally, anti-plagiarism software is available.

Ensure academic integrity by having both staff and students actively practice and implement related policies. Clearly communicate expectations and provide training to both groups. Consistently enforce rules with fair disciplinary measures. Offer support resources like writing centers and tutoring. Regularly review and update policies to address new challenges. Encourage an open environment for discussing integrity concerns. By doing so, institutions can maintain a trustworthy, fair, and respectful academic setting, enhancing the quality of education and preparing students to uphold ethical standards in their future careers.

At the state level, the admission process is regulated by the higher education law, the academy statute, and the academy's internal regulations. The recruitment procedure is transparent and public, beginning with the announcement of the admission competition for the respective academic year. Interested candidates apply through the online system after reviewing the necessary documents.

The study program is planned to have 100 students per year. The academy has divided into groups the participation of students in the teaching process by dividing them into groups. That the lectures have a maximum of 50 students, the practical seminars up to 10 students and the lectures for professional subjects up to 30 students.

The Academy utilizes a Student Electronic Management System (SEMS) to effectively track performance. Relevant documents detailing student rights, obligations, and other information about the study program are available on the academy's website. Additionally, there is a student handbook and criteria for obtaining a Bachelor Professional degree. Policies regarding program replacement and transfers from other universities are clearly defined.

In its strategic plan, the Academy will implement a personal supervisor system, assigning each student a teacher as a personal tutor (Annex 12: Tutoring Regulation). The tutor will meet with the student at least once a year and track their progress throughout their studies. Additionally, the Programme Coordinator for each program will monitor passing statistics for all subjects, taking necessary measures to address any difficulties students face in passing specific subjects.

The Academy, through its Quality Office, maintains comprehensive records and statistics on student enrolment, academic progress, completion rates, and transfers (mobility). Quality assurance emphasizes academic issues, teaching, and learning, and extends to services that directly support students, such as the library, student services, and the career center.

The process for reflecting student results is regulated by bylaws and managed through an electronic system. Examinations and papers are subject to an anti-plagiarism system applied at both the academic unit and academy levels. The regulations (what is plagiarism, minor and major plagiarism, processes and penalties) regarding plagiarism were only available in a draft version. This document has yet to enter into force. Enacting plagiarism regulations at Tempulli Academy ensures academic integrity by clearly defining, detecting, and penalizing dishonest practices. This maintains the institution's credibility, promotes fair academic competition, and upholds educational standards.

Exam results are announced on SEMS, and students are automatically notified. If students are dissatisfied with their results, they can reject the grade on SEMS within 48 hours of publication. Additionally, students who disagree with the assessment can request a committee review, as outlined in the Academy's Regulations for Bachelor Studies.

Students are organized into the Student Council and Student Parliament to ensure their rights are protected. They actively participate in the Academy's governing bodies, including the Senate, and are involved in various committees.

To facilitate students' access to the labour market, the academy engages them in workshops, establishes contacts through collaborative agreements with public institutions and private sector operators, and aligns these efforts with market demands. Academy offers to students possibilities to take optional in-house courses for obtaining a driving licence, that possibility was highly valued in ET meeting with students.

The Academy provides student support services that primarily handle technical and administrative tasks, such as monitoring student attendance and developing class and exam schedules. Additionally, the academy offers career support services, providing consultations on CV development and potential employment opportunities. However, the academy does not offer academic or psychological counselling services.

Evaluators, based on available documents and discussions at the academy, have noted that lecturers are accessible and approachable for student concerns.

The Academy's SWOT analysis highlights several areas for self-improvement. During interviews, students confirmed the evaluators' positive impressions, with many expressing interests in pursuing further master's programs at the Academy.

Compliance level: Fully compliant

ET recommendations:

- 1. Ensure that policies related to academic integrity are actively practiced and implemented by both staff and students;*
- 2. Enactment of the Plagiarism regulations at Tempulli academy.*

2.6. Research

The study programme research objectives are general and related to serving the local economy needs. Strategic plan 2021-2025 of the Academy Tempulli development foresees international cooperation in the field of scientific research. The annual budget for research is foreseen to be increased from 10000 in 2020 to 18000 by 2025. The Academy fosters collaboration with local and international entities to enhance research opportunities and promote the institution's image. This includes fundraising for research projects and organizing international scientific conferences

The academy mandates that full-time staff publish their scientific works and participate in conferences as part of their academic and professional development. The process for academic promotion at Academy includes considerations of research output and participation in scholarly activities, which are documented and reviewed annually. The publication is supported by 1000 EUR on yearly basis, targeted to participation in international conferences and publishing in academic journals. The quality of publications is monitored and used as indicators in evaluation for promotion. It is expected that each academic staff member has published at least one publication in the last three years. Tempulli staff members foresee involvement of students into research work. Academic staff carries out mainly individual research. There was evidence of collaborative research arrangements with colleagues in other institutions and in the international community.

The academy has a dedicated "Regulation for Scientific Research" (see Annex 13) that outlines the rules, procedures, and accompanying documents for organizing scientific research

activities. This regulation ensures that the research conducted is consistent with international standards and norms within the field. Also, the academy has established a Scientific Commission responsible for evaluating and approving research activities, ensuring that they meet international standards. This commission proposes journals and platforms for publication and manages the support for research activities.

The academy follows according to SER administrative instructions "Principles of Recognition of International Platforms and Journals with Review" which provides principles for recognizing international platforms and journals with peer reviews. This ensures that research outputs are aligned with international standards and are appropriately recognized for academic advancement. However, when analysing the publication activity, then in several cases the international publications regarding the last 3 years were missing or were on low level. In most cases there was evidence of research publications in Google Scholar, however h-index according Google Scholar or Scopus was moderate, in most cases staff members did not have the Google Scholar profile, or the publications are not referred by Scopus database. In several cases the publishing data and project activities were shown in ResearchGate profiles. There was no analysis regarding research, so it is recommended to implement system e.g., as PowerBi analysis of research, but also setting target value (e.g., at least one research paper in three years per academic staff member).

There is a system considering the value of publications to be used in elections/re-elections. However, not all academic staff members have a publication record from the last three years.

Research is validated in publishing activity mostly. Academic staff members have participated only in a few projects, and mostly as individual researchers. There was missing evidence for each academic staff member's scientific/applied research activity in the last three years.

Researchers are expected to combine the research experience and activities to teaching - include the results of their research in the study process.

There was evidence, that recent publications are made under name of Tempulli Academy.

Academic staff research activity is partially represented in ResearchGate.

Intellectual Property Rights and ownership policies are not defined nor made publicly available, this might be a bottleneck for commercialisation of research related intellectual property. Students are foreseen to be involved in university related research.

Students have been traditionally engaged in research projects and other activities. In meeting with employers, they brought out success story of local municipality project about the transportation of the future in cooperation with Tempulli Academy academic staff and students.

Compliance level: Substantially compliant

ET recommendations:

1. *The cooperation of study programme related to researchers and industry should be intensified to involve students into R&D course projects coming from industry;*
2. *Research related to key performance indicators should be more concrete, supporting also visibility of research at least in one international research portal (e.g., Researchgate, Google Scholar, ORCID, Publons, Web of Science).*

2.7. Infrastructure and Resources

The Academy has a variety of funding sources, which ensures financial sustainability. The main sources of funding include student fees, training programs accredited by the National Qualification Authority and authorized by the Ministry of Environment, Spatial Planning, and Infrastructure, expertise in traffic accidents, the driving school, and various national and international projects.

The Academy is housed in a building that offers an environment for both learning and social activities. Located about 900 meters from the city center, it provides logistically convenient access for students and staff, some labs and classrooms have direct entrances from the street, other need passing of several stairs connecting different floors. The building covers over 1310 m², including spaces for the Institute for Road Safety and the Driving School. The Institute's laboratories are utilized for students' practical work and the Academy's commercial activities. There are 40 computers in computer class and laboratories altogether with necessary educational software licences

The academy has 5 classes in which theoretical teaching takes place while the practical part is realized in laboratory spaces which includes 114 m². The Academy is equipped with 2150 physical books (most of them are in Albanian language), and several electronic books. The Academy has one reading room at library floor of about 50 m² for individual and groupwork.

Students can access various literature at the library through, the physical library and the electronic library (catalogue) and online academic/scientific journals. Through an agreement with the Association of Electronic Libraries of Kosova, the Academy has access to numerous electronic databases and open-access journals, including Cambridge University Press Journals, Duke University Press Journals, and Edward Elgar Journals.

Although the Academy offers programs in specific fields, they have ensured an abundance of literature in the Albanian language. This includes works by local authors and translated books, primarily from English. Additionally, the Academy has made significant efforts to translate specialized literature and materials from various languages, providing them to students. This ensures that students have access to appropriate literature and that learning outcomes are met.

The Academy has a stair-climbing wheelchair, but not an elevator. The institution is building a new campus having more space for labs and lecture rooms, having also needed elevators for students with physical disabilities. Accommodating students with special needs also includes those with visual or hearing impairments. Accommodating students with special needs, including those with visual or hearing impairments, ensures equal access to education. This

involves providing tailored resources and support, such as assistive technologies, specialized materials, and inclusive teaching methods, fostering an accessible and inclusive learning environment for all students.

The Academy should prioritize the completion of the new campus building to ensure it meets the growing demand for educational facilities. This involves constructing lecture rooms with adequate seating capacity to accommodate all students comfortably. A key aspect of this project is ensuring accessibility for students with special needs. This includes installing ramps, elevators, and accessible restrooms, as well as providing specialized seating and assistive technologies in lecture rooms. By doing so, the Academy will create an inclusive learning environment that supports all students, regardless of their physical abilities. Prioritizing the new campus building project will not only enhance the overall learning experience but also demonstrate the Academy's commitment to equity and inclusivity. This proactive approach will help attract and retain a diverse student body, ultimately contributing to the institution's reputation and success.

Also exists SEMS (student electronic management system) which has a positive effect on increasing the quality of management and communication with the student.

In the opinion of the evaluators, the resources for teaching and research need improvement, as there is currently only one large classroom amounting about 80 students. Other 4 lecture rooms are smaller for 40 people.

The equipment of the libraries is bad for all universities in Kosovo. It should be noted that legal literature as far as it relates to Kosovan law must be created in Kosovo itself.

Due to the documents provided as additional documents, the students have electronic access to the library, various eBooks and databases of other universities. Therefore, the possibilities for literature research are satisfactory, considering the Kosovar conditions. Nevertheless, to maintain Western European conditions, constant further improvement is required.

However, it is evident that the cost of a study place in the evaluated study programs has not been calculated. This lack of cost calculation can lead to budgeting issues, inefficient resource allocation, and challenges in determining appropriate tuition fees. Without this data, the institution may struggle to assess the financial sustainability of its programs, potentially impacting the quality of education and student services. Accurately calculating the cost of study places is essential for transparent financial planning and ensuring that the programs remain viable and competitive.

The growth in inflation rates has impacted tuition fee payments by increasing financial strain on students and their families. As the cost of living rises, the affordability of education decreases, potentially leading to higher dropout rates and financial hardship for those pursuing higher education.

The academy should prioritize monitoring its financial stability and implementing a robust risk management system. Since academy finances are heavily reliant on student enrolment and tuition fees, fluctuations in these areas can significantly impact financial health. By closely

tracking financial metrics and potential risks, the academy can proactively address issues such as declining enrolment or increasing costs. A comprehensive risk management system will help in identifying, assessing, and mitigating financial risks, ensuring long-term sustainability. This proactive approach will safeguard the institution's resources, maintain its educational quality, and support strategic planning and growth initiatives.

The academy has already recognized these problems itself and the experts are hopeful that the academy will solve the problems itself. The students could not report any major grievances.

Compliance level: Substantially compliant

ET recommendations:

- 1. Increase investment in learning resources for students with special needs;*
- 2. Ensure wheelchair access to all buildings by installing ramps, elevators, and automatic doors where necessary. This includes maintaining wide, unobstructed pathways, accessible restrooms, and appropriate signage to guide individuals with mobility challenges;*
- 3. The Academy should take as a priority to build ready the new campus building having enough seats at lecture rooms, and in this ensure the access for students with special needs;*
- 4. The academy should keep an eye on financial stability and establish an appropriate risk management system. Academy finances in particular are heavily dependent on the number of students and their tuition fees.*

3. FINAL RECOMMENDATION 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 academic staff is well trained and has a lot of potential to contribute to the establishment of a quality culture at the department level according to formal decisions. ET strongly recommends that decision making regarding the programme should:

- Create a short version of the reports on different surveys of students, and employers and make them publicly available;*
- Create on the KPI dynamics a clear and achievable plan of action with annual measurements and targets.*
- Research related to key performance indicators should be more concrete, supporting also visibility of research at least in one international research portal (e.g., Researchgate, Google Scholar, ORCID, Publons, Web of Science).*
- Increase investment in learning resources for students with special needs;*

- Follow the abovementioned recommendations in relationship to every standard.

Most of the recommendations can be considered within a short period of time of 1-3 years. Therefore, ET strongly considers that the Traffic and Transport Engineering, BA Professional study programme has the capacity to fix most of the issues raised and recommended.

Compliance level: *Substantially compliant*

Student quota recommended: 80 students / 5 Years

Expert Team

Member

Prof. Dr. Tauno Otto

(Print Name)



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14 June 2024

(Date)

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