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Republika Kosova - Republic of Kosovo



Agjencia e Kosovës për Akreditim  
Agencija Kosova za Akreditaciju  
Kosovo Accreditation Agency

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*University of Prishtina*

**Faculty of Mechanical Engineering  
Study Program: Construction and Mechanization  
Bachelor Level (BSc)**

***REACCREDITATION***

**FINAL REPORT OF THE EXPERT TEAM**

*15.05.2019, Graz*



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## 1. INTRODUCTION

### 1.1. Context

**Date of site visit: 23. April 2019**

#### **Expert Team (ET) members:**

- *Prof. Dr. Herwig Grogger FH Joanneum GesmbH, A*
- *Ao.Univ.-Prof. Dr. Peter Sturm, Graz University of Technology, A*

#### **Coordinators from Kosovo Accreditation Agency (KAA):**

- *Avni Gashi, Acting Director of KAA*
- *Shkelzen Gerxhaliu, Senior Officer for Evaluation and Monitoring*
- *Arianit Krasniqi, Senior Officer for Evaluation and Accreditation*

#### **Sources of information for the Report:**

- *UP, FME, Study Program Construction and Mechanization, Level Bachelor – BSc, Reaccreditation, Self-Evaluation Report, Prof. Dr. Ahmet Shala, February 2019*
- *Evaluation Report of the University of Prishtina, Faculty of Mechanical Engineering, H. Grogger, T. Otto, P. Sturm, R. Tuokko, D. Martsinkevichus; in charge of Kosovo Accreditation Agency; June 2016*
- *Information gained at site visit during discussions with different members of the faculty according to site visit schedule*
- *Sample of course evaluations of 4 assistants (in Albanian, provided at site visit)*
- *Students evaluations of lectures (in Albanian, provided at site visit)*
- *FME Response to the draft version of the reaccreditation report (documents 427 19.pdf and 428 19.pdf), provided by KAA May 12<sup>th</sup> 2019*

#### **Criteria used for institutional and program evaluations**

- *KAA Accreditation Manual – July 2018*



## 1.2. Site visit schedule

- Schedule as provided by KAA, times as meeting have taken place. The site visit was accompanied by Avni Gashi, (KAA, partly), Arianit Krasniqi (KAA) and Shkelzen Gerxhaliu (KAA, partly).*

*Monday, 22<sup>th</sup> April 2019*

Time	Agenda
19:45	Meeting at the reception of Hotel AFA
20:00	Working dinner for the expert team(Sturm and Grogger) with representative of KAA (Shkelzen Gerxhaliu)

*Tuesday, 23<sup>th</sup> April 2019*

Time	Agenda
8:45	Meeting at the reception of hotel AFA
9:00 – 9:45	Meeting with the management of the faculty where the programme is integrated (free discussion, no slide presentation)
9:50-10:45	Meeting with the head of the study programme
11:00 – 12:00	Meeting with quality assurance representatives
12:00 – 12:30	Meeting with teaching staff
12:30 – 13:30	Lunch break
13:45 – 14:30	Visit of the facilities and new laboratory building
14:30 – 15:15	Meeting with students
15:15 - 16:00	Meeting with graduates and employers of graduates
16:00 – 17:00	Closing meeting with the management of the faculty and program



### 1.3. A brief overview of the institution and program under evaluation

The following section containing the description of the institution under evaluation is taken from the Self Evaluation Report (SER), dated February 2019.

*(Start of citation)* The foundation of technical studies including, those of machinery was set on 20 October 1961 following the opening of Technical Graduate School in Prishtina. The school offered three main areas of study: *Machinery, Electronics and Construction*.

After four successful years of the Higher Technical School, efforts were launched to open the Pristina Technical Faculty. This was due to the time requirements, the enormous needs and the importance of educating the staff of various technical profiles for the fastest development of Kosovo's industry.

The Technical Faculty, containing only the Construction Department was opened on 9 November 1965. School started on 10 December 1965 and the 138 enrolled students were taught by 5 lecturers and 5 assistants. Lessons were conducted in two rooms with a capacity of 40 people each and also an auditorium of 202 seats.

Development of teaching history in the Faculty of Machinery can be split into 6 phases each with its own specific characteristics:

***The first phase*** (1967-1979) includes the period from foundation until 1979, a year when the Technical Faculty was transformed into Three Main Working Groups. (TMWG)

***The second phase*** (1979-1988) consists of the period from establishment of TMWG Machinery to the separation (full independence) of the Technical Faculty into three faculties including that of Machinery.

***The third phase*** of development (1988-1991) starts from the independence of the faculty until 1991 when the faculty premises were forcefully confiscated by the police.

***The fourth phase*** starts from 1991, when following a decision of organisms of the Republic of Kosovo and the University of Prishtina (UP), lessons would take place at home or other private premises.

***The fifth phase*** is that of return to the Faculty of Machinery premises on 18.05.1998.

***The sixth phase*** is being experienced currently where we move from current system of education to an education system based on the Declaration of Bologna, the curriculum of which is explained later.



In 1982 the Faculty obtained new premises of 11455 m<sup>2</sup> which are dedicated to the needs of Machinery. In January 1985 the laboratories of Electrotechnics and Constructions were obtained with an area of 4205 m<sup>2</sup> and 5.650 m<sup>2</sup> respectively.

Under new circumstances teaching was carried out successfully and prosperously as well as with fast steps. A great number of textbooks, book volumes, and exercise books or summaries of authorised speeches were written and published. These closed the gap of the teaching process, a gap that was felt especially amongst Albanian students.

On 28 September 1988 the Technical faculty was transformed for the second time in its life as a result of being split into three independent faculties: Faculty of Machinery, Faculty of Electronics and Faculty of Construction and Architecture.

The current denomination of the Faculty of Machinery now is the Faculty of Mechanical Engineering. The Faculty of Mechanical Engineering is located in the Technical Faculty Building, Sunny Hill n.n., 10 000 Prishtina, Republic of Kosovo.

*(End of Citation)*

The Faculty of Mechanical Engineering (FME) has 6 study programs at Bachelor level and 5 at Master level according to Figure 1. Currently the accreditation of the MSc program of Construction and Mechanization is suspended, due to lack of staff.

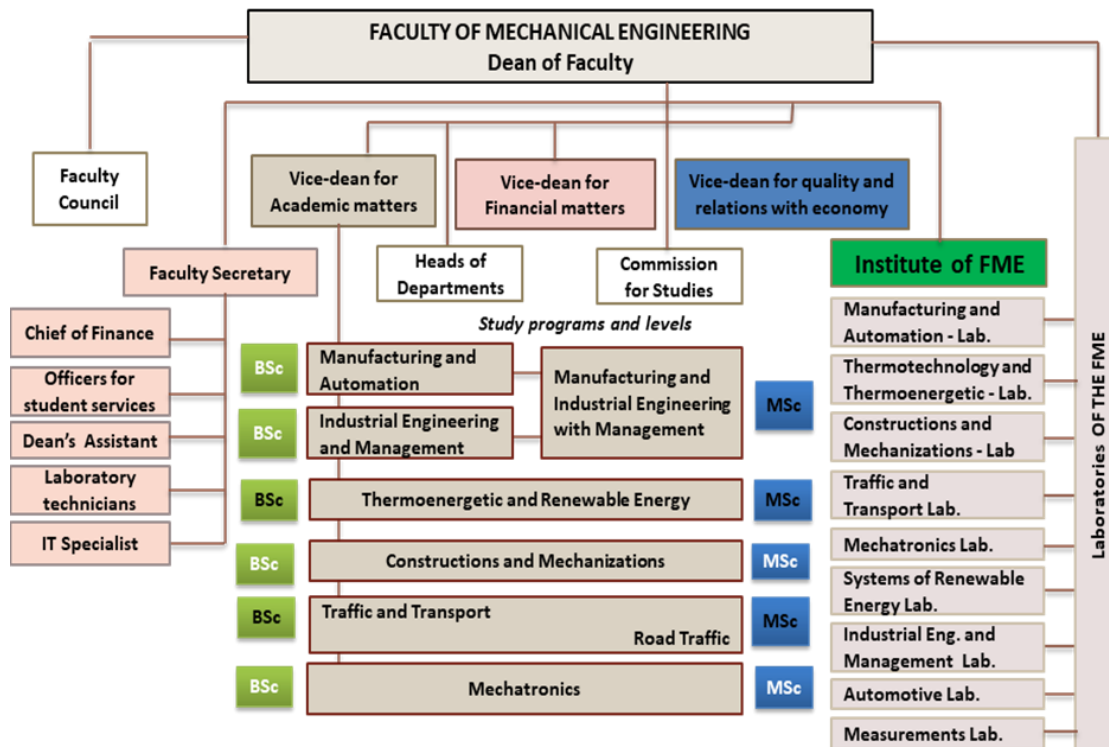


Figure 1: Study programs of UP-FME (taken from SER)

## 2. PROGRAM EVALUATION

The current evaluation concerns the re-accreditation of the BSc program “Construction and Mechanization”.

### General comments on the SER

KAA requested a new format of the SER (new template) containing Standards, Performance Indicators and a SWOT analysis for various topics (sections 2.1 to 2.7 of the SER). This new structure created apparently some problems for UP-FME, as on one hand a careful definition of standards and performance indicators was made, but they failed to draw clear conclusions of the performance indicators or the SWOT. E.g. performance indicators like number of students are mentioned, but information about how this number evolved during the years is not given, the high drop-out rate is mentioned, but no numbers are given and especially no trend over the last years is shown. Weaknesses and threats in the SWOT are clearly defined, but no indication how to handle these issues (actions based on the SWOT) is given. Sometimes, totally



contradictory information is given. E.g. the adequate and sufficient infrastructure is a weakness (section 2.1) and a strength in section 2.2.

There is clearly a deficit in understanding the new structure of the KAA format of the SER and how to handle performance indicators and SWOT. This concerns also unclear descriptions in the KAA manual for report preparation.

Generally, a lot of qualitative information is given, but almost no quantitative data e.g. templates concerning the evaluation of lectures but no results and no description of the process how to handle the evaluation procedure from beginning (questionnaire) to the end (actions resulting from the evaluation including information to staff and students) is included.

Another problem occurred with section 3 of the SER “Recent Evolution and Developments recorded since the previous evaluation”. According to the understanding of the expert team (ET) this section should contain the progress which was made since the last evaluation, based on the recommendations from KAA/ET. Unfortunately, the report contains only a copy of replies made from FME in June 2016 based on the draft report of the ET from April 2016. No progress since this time is reported.

It has to be mentioned that the schedule of the site-visit was very tight. Hence, many issues – mainly concerning the rating of the individual Performance Indicators (PI) or the SWOT analysis could not be discussed at all during the site-visit. Hence the current evaluation report is based on qualitative information given in the SER, backed up by qualitative information received during the site-visit. Quantitative information allowing for a more detailed evaluation is/was sparse.

## **2.1. Mission, objectives and administration**

The SER contains some information regarding the evaluation of this topic. However, important statistical information is not included in the SER in order to fully evaluate the achievement of objectives etc. This lack of information was partly covered during the site-visit by personal information, however a full judgment concerning the achievement of the individual standards cannot be made.

### Mission:





The current program is in line with the mission statements as given in the SER, which are teaching students in the field of mechanical engineering especially adjusted to the needs of the local labour market. Contribution to the scientific development and research are given and documented in the SER chapters 4.6 and following.

#### Objectives:

The objectives of the Faculty of Mechanical Engineering as the academic unit of the University of Prishtina "HASAN PRISHTINA" are given in Table 1

*Table 1: Objectives of the FME as listed in the SER*

Objective	Fulfilment	Remark
Improving the quality of teaching at the level of higher education	partly	See evaluation process
Improvement of scientific-research work in engineering fields	yes	See publication list in SER
Preparing students for the job market	yes	BSc graduates enter the market
Care for integrated development of FME students and employees		No information
Rational use of financial resources	yes	
Increasing cooperation with the economy and public institutions	partly	Info from graduates, but could be improved
Cooperation with other higher education institutions at the national, regional and international level	yes	See mobility scientific staff (section 4.7 SER)
Cooperation in projects with local and international institutions		No information
Development of technology and innovations		No information
Adaptation to European standards	partly	Improvements compared to last visits, further ECTS adjustments required

#### Administration:

Support by administration is given. No complaints were mentioned during the site visit, neither from management nor from teaching staff.

Compared to the last evaluation some procedures like evaluation of lectures have been improved (electronic evaluation SEMS) but unfortunately attendance to this procedure was on



a non-representative level. IT supports the procedure, but it is task of the faculty and professors to implement it on a broad level.

SER should contain sufficient statistical information to allow for a qualitative check of compliance with objective. These data have to be provided by administration.

Based on the information given in the SER as answers to the standards 1.1 to 1.6, one could conclude, that the standards are adequately met. The Performance Indicators (PI) are addressed qualitatively, but the SER fails to give quantitative results for the individual PIs. E.g. PI 1.1 needs to be backed up by data and moreover in PI 1.4 it is indicated, that data on the indicators is reported periodically, but nothing is included in the SER.

**Compliance level:** Substantially compliant

**ET recommendations:**

1. *SER report should contain a quantitative analysis of the performance indicators and actions resulting from SWOT, results of evaluations etc.*
2. *Participation in a workshop or similar concerning preparation of (new version of) SER including SWOT etc.*
3. *The title of the study program is somewhat outdated as both subjects “construction” and “mechanization” do not really describe the content of the study program. A more appropriate translation into English like “design” instead of “construction” etc. might be considered (in case a name change do not jeopardize the accreditation itself).*

## 2.2. Quality management

As a reply to standard 2.1 in the SER, a quality improvement process, which has been established at UP, and consequently at FME, is described. It is based on 4 instruments, namely questionnaires of academic and administrative staff, as well as course evaluations and student questionnaires. Reports based on those instruments are processed to the Academic Development Office, which coordinates further actions.

Course evaluations of four assistants were provided to the ET during the site visit (in Albanian), which at least document the working of the quality management process. In addition, it is unclear to the ET, what are the differences of questionnaires for course evaluations and student evaluations. Samples of both are given in the appendix of the SER, but they contain similar questions.



Further it is not clear to the ET, how results of student evaluations are implemented in the quality improvement process, since they do not exist.

Unfortunately, the SER does not contain the results of those evaluations, although their information would be very appreciated by the ET to assess the quality management of FME.

According to the SER the Standards 2.1 to 2.9 are met. This is contrary to our findings (see above). However, when looking e.g. the PI 2.1 and 2.2 and utilizing the information got from students, graduates and members of the faculty, it appears, that changes had been made on paper but not introduced properly into the curriculum.

Small Remark: PI 2.3 is missing already in the KAA Accreditation Manual; version July 2018 and subsequently also in the SER.

Quality of SER needs to be improved and checked by QM before being sent to KAA and ET. Evaluation of lectures has improved since last site visit (2016). However, the participation rate of students is insufficient (2019 only 1 to 4 students participated in evaluation of lectures). The procedure of evaluation is now electronically, the procedure how to deal with the evaluation results is not described in the SER. No publication for students is currently foreseen.

The SER reports the establishment of an alumni organisation (ALUMNI) as a strength in the SWOT analysis. Since no further information about that organisation is included in the SER, and no information was given by the quality management during the site visit, it is assumed that the alumni organisation is not yet in working order.

**Compliance level:** Partially compliant

**ET recommendations:**

1. *Quality check of SER before sending to KAA and ET*
2. *Publication of lecture evaluation results in the SER as well as to the students*
3. *Check of correct ECTS allocation and inquire corrections from teaching staff where allocation is incorrect*
4. *Follow-up of changes in study program if required by KAA (on basis of ET recommendations already proposed in 2016)*
5. *Establishing an alumni organisation to strengthen the contacts to industry*



*In a response of FME to the draft version of the evaluation report it is explained that an alumni-organization has been established by the University. There exists a web site where all alumni of UP may register. This information could be provided in the SER, since it is related to the quality of the study program.*

### **2.3. Academic staff**

The academic staff is highly motivated. They participate in professional development on scientific basis by actively taking part in international conferences and publishing in Journals within the possibilities of existing resources.

Unfortunately, vacant positions of Professors have a negative impact on the curriculum (cancellation of a MSc course).

Knowledge of foreign languages (in special English) is in general given, but in a few cases, it should be improved in order to facilitate the usage of international scientific literature and international contacts.

The missing PhD program restricts the academic career of academic assistant staff, nevertheless the achievement of a PhD at a recognised foreign University is highly welcomed.

Standard 3.9 requires a strategy for quality enhancement including improvement of teaching strategies and quality of learning materials. A major tool for fulfilling this standard is the evaluation process of lectures and lecturers. Apparently, this process was started on an electronic basis, however the participation from students was on a very low level.

**Compliance level:** Substantially compliant

#### **ET recommendations:**

- 1. Keeping the motivation of the staff at the high level like it is now*
- 2. Offering professional English courses to the staff*
- 3. Optimization of the evaluation procedure to attract students to participate more actively*
- 4. Filling the vacant positions for Professors as soon as possible*



*5. Establishing a PhD program at Faculty level (doctoral school for mechanical engineering)*

*In a response of FME to the draft version of the evaluation report, it is claimed that FME tries to motivate students to participate in the evaluation of lectures. The experts are convinced that the participation would be much higher, if the results would be available to the students.*

## **2.4. Educational process content**

In general, the study program is in accordance with the Framework for Qualifications of the European Higher Education Area. This concerns the basic knowledge fields which are required for a study course at Bachelor level in Mechanical Engineering. The courses make up a consistent program educating students in different theoretical, applied and practical disciplines, and prepare them well for the labour market as well as for further Master study programs.

Nevertheless, there are some issues that were already raised in the last evaluation report in 2016 and have up to now not been implemented to sufficient extent. Those issues are addressed in the following:

- In the evaluation report of the study program 2016 the implementation of various courses was proposed. The proposed lectures are now to be found in the curriculum as elective lectures, but were apparently not held due to various reasons. The feedback gained during the site visit from the graduates as well as from the students pointed clearly out that the subject of economics is highly needed in the labour market. The reasons why this subject has not been dealt with are very unclear to the E.C. (contradicting information from students, management and head of program). Especially the feedback of the graduates as well as any comparison with international curricula lead to the conclusion that such a subject is required on a mandatory basis within the study course (this was already strongly proposed during the evaluation in 2016).
- The only substantial changes made since the Evaluation 2016 were the merging of the two profiles (although the mandatory subjects of both profiles still remain as mandatory) and the implementation of Engineering Statistics in favour of some other older elective subjects.
- Another issue already remarked in the evaluation report 2016 concerns the allocation of ECTS points to the various subjects. In comparison with international experience, it



turns out that the relation between attendance in classes and allocated ECTS is too generous at UP-FME (although knowing that attendance in a class is only one part of ECTS allocation). Remark: adjustments in a correct direction were made for Mathematics I+II, but not for the majority of the other subjects. There is no logic behind the fact that each lesson within the curriculum has at minimum 5 ECTS (this is a faculty wide phenomenon and needs to be addressed at faculty level). E.g. the mandatory subject “foreign language I (E, G, F) contains of 2+1 hours in classes and result in 5 ECTS. In comparison to that allocates the University of Applied Sciences in Graz (FH-Joanneum) 2 ESTC points to 2 hours in class. A more appropriate allocation of ECTS points to hours needed for fulfilling the subject would allow much more flexibility in designing/adapting the study program for current demands (e.g. implementing new courses within the 180 ECTS).

- The ET considers a sound knowledge of professional English of utmost importance for the students. In order to facilitate English knowledge it is strongly proposed to enlarge the current options by either including English II as a mandatory subject (with appropriate number of ECTS) or to give existing lessons in English language. As a further positive aspect it should be mentioned that textbooks of any subject written in English can be used, for which a high number of excellent texts are available. The necessity to translate them into Albanian could be reduced strongly.

**Compliance level:** Partially compliant

**ET recommendations:**

1. *Including a subject concerning “Basics in Economics and Project Management” as a mandatory course into the curriculum (could be in combination with a similar subject from another study course) – already requested in Evaluation report 2016*
2. *Reallocation of ECTS points strongly recommended – already recommended in Evaluation report 2016*
3. *Enlarging the extend of English as a working language within the study program (under consideration of Standard 4.5)*
4. *Encourage students to write the BSc thesis in English language*
5. *The curriculum shall be clearer about where and to which extend laboratory exercises are included in the specific subjects*
6. *Focus on English as a mandatory subject and evaluation of the necessity of having other foreign languages as elective subjects*





7. *Concentration on English has high priority, offering multiple foreign languages is a welcomed opportunity for students, however in terms of usage of the limited resources a careful evaluation of the necessity of other languages than English is proposed (e.g. offering French or German on a bi-annual basis).*

*Cf. 2: In a response to the draft version of the evaluation report, FME claims that ECTS are constantly checked and evaluated. But the recommendation of the ET is not only to check the ECTS, but also to ADAPT THEM to international standards.*

*Cf. 5: In a response to the draft version of the evaluation report, it is promised to establish the course “Basics in Economics and Project Management” as a mandatory subject in Semester V with 5 ECTS. As a consequence, only one subject may be chosen as an elective one.*

*Cf. 7: In a response to the draft version of the evaluation report, FME proposes to establish a mandatory English language course (“English language II”) in Semester III, which is highly appreciated by the ET. Unfortunately, the former compulsory subject “Fluid Mechanics” has been shifted to be elective. **The ET regards basic knowledge on fluid mechanics as a must for engineers, especially in the light of the new study mission “Automotive Engineering”.** We propose to cut down the overestimated ECTS-points of the other subjects in Semester V and to keep “Fluid Mechanics” mandatory, as well as the proposed mandatory English lecture. **The ET does not agree with a shift of the subject Fluid Mechanics towards an elective subject.***

## 2.5. Students

The interviews with the students resulted in the following comments:

In general, the students showed up for the interview made a satisfied impression concerning the study programs. Major claims were made concerning:

- Getting the results of the evaluation of the lessons (the ET considers this as absolutely necessary!)
- Lessons about Economics and/or Project Management were not offered at all or it was not possible to register (single statement: no lecturer showed up in order to explain the content of the lecture)
- More project work already at an earlier stage (project based learning)



- Level of education in the different subgroups of exercises (e.g. in Mathematics) was not the same, which resulted in the fact that for one group a special topic was not covered at all in the exercises but was content of the exam
- Engineering English would be needed

**Compliance level:** Substantially compliant

**ET recommendations:**

1. *Publication of the Evaluation Results for the students, even at low participation rate*
2. *Project based learning already at an earlier stage (end of first year)*
3. *Level of education in the various subjects must be comparable to level of exams*
4. *Focus on professional Engineering English in addition to the subject Foreign Language I*

## 2.6. Graduates

For the first time, graduates and employers of graduates have been invited for discussion. Approximately 8 graduates and one employer of graduates were present and could be interviewed by the ET.

In retrospect, the graduates were very satisfied with their education at FME. As points to be improved they mentioned:

- More practical work during the studies (also applicable to the Master program)
- Lecture on economics
- The importance of students exchange
- Better mentoring of students during internship

Based on the discussions, the following recommendations are given.

**ET recommendations:**

1. *Establishing an alumni organization for closer contact with companies (student internships, third party contracts, research projects).*
2. *Taking care for better company mentoring during internship.*





## 2.7. Research

This topic is not of major concern for a study program on Bachelor level. The answers given to this topic in the SER (section 2.6) concerns mainly the scientific staff. The topic of the scientific quality was already dealt with in section 2.3. Beyond the information given in the SER chapter 2.6, some projects were demonstrated during the site visit for which a positive outcome was claimed (standard 6.10). However, it was not fully clear whether all the projects shown concerned the study program “construction and mechanization”.

The number of publications from academic staff is compliant to the requirements given in the manual.

**Compliance level:** Fully compliant

### ET recommendations:

1. *No further actions needed*

## 2.8. Infrastructure and resources

There have been big improvements in laboratory facilities since the last site visit in 2016 due to very active acquisition of faculty members (e.g. new laboratory building, additional equipment, etc.). The ET was impressed by these achievements and encourage the academic staff in keeping this high level of acquisition of equipment.

This is now a good prerequisite to achieve at an international level, however big investments will still be needed. There is some good equipment in the field of mechatronics, automotive engineering etc. In order to involve more (all) students in good quality laboratory work, more equipment for students for self-studies is required.

The existing facilities should be used for acquisition of third-party contracts for high quality research projects and further equipment.

The SWOT analysis (section 2.7 of the SER) highlights possibilities with the new equipment as a strength and also indicate in section 2.1 the lack of fund for infrastructure as a weakness.



It will be a big challenge for the management of FME to continue with the improvement of the labs despite of the lack of funds for infrastructure.

**ET recommendations:**

1. *Further improvement in the quality of laboratory equipment*
2. *Application to national and international research funds for projects*
3. *Establishing of third-party contracts*

### **3. OVERALL EVALUATION AND RECOMMENDATION OF THE ET**

The overall evaluation and recommendations are based on the information provided in the SER of the UP-FME as well as on the information gained during the site visit. In addition, the ET wants to mention that both members of the ET were already involved in the previous reaccreditation of the study program and hence are aware of the general situation of the Faculty as well as of the study course and the evolution since that time.

It has to be noted positively that there is a constant improvement within the FME. The staff is highly motivated, laboratory facilities and equipment renewed and enlarged and positive changes in the curriculum for the study program “Construction and Mechanization” achieved. From the administrative part of view implementations like the electronic possibility of evaluation of lectures have to be acknowledged. The ET strongly encourages the FME members to follow their path and to keep the positive momentum which was noticed during the site visit.

However, there are some problems which have to mentioned:

- The definition of the new requirements for the SER (as well as the new template) resulted apparently in problems for the responsible persons of the SER in fully understanding the content and needs of the new SER (how to deal with performance indicators and the SWOT analysis). Due to this problem they did not deliver a report in the same quality as in the previous years. Many of the performance indicators are not backed up by statistical data, the SWOT analysis doesn't result in any actions and the most critical point is that there is no solid information available concerning the evolution of the recent evolution and developments recorded since the previous evaluation, which was held in 2016 (chapter 3 of the SER). In fact, the information given there was already given to the ET in 2016.



- Concerning the study program, it has to be mentioned, that the requested merging of the two profiles which were originally content of the curriculum was made. The requested additional topics, i.e. engineering statistics, basics of economy and project management, chemistry, can be found in the new curriculum. However, only engineering statistics has been implemented as a mandatory subject, whereas the other two apparently have not been offered at all to the students.
- As already requested in 2016 a check of the appropriateness of the ECTS allocation (i.e. and to be clear: a more realistic relation between workload in class and ECTS credits is required in order to be on an internationally comparable level) within the individual subjects has not been made (or at least documented). The situation concerning this issue has not changed substantially since the last evaluation report. It is not clear why each subject has at least 5 ECTS (gained mainly due to a lot of hours for homework and contacts with teachers).

The current BSc programme is established and runs now already for a long time. Nevertheless, a permanent adjustment to current needs and international standards is proposed. This concerns the following items:

1. Implementation of a lecture in “basics of economy and project management” as a mandatory subject
2. Re-evaluation of the ECTS allocation within the various subjects
3. Increase the participation rate in the evaluation procedure for lectures and publish the results to the students
4. Improvement of the quality of the SER report according to the new requirements from KAA
5. Stronger involvement of the QA responsible persons into topics like statistical data provision, ECTS allocation, follow-up of advices given by KAA, SER preparation, etc. Direct reporting to the Dean.

The ET considers the abovementioned bullet points 1 and 2 as very critical and would propose to categorize these “recommendations” as “conditions” for the next accreditation period.

*In a response to the draft version of the evaluation report, FME promises to implement the recommendations proposed by the ET. The expert team is looking forward to evaluating their implementations in the next accreditation period.*



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In conclusion, the Expert Team considers that the study program Construction and Mechanization offered by University Pristina, Faculty of Mechanical Engineering is

***Substantially compliant***

with the standards included in the *KAA Accreditation manual* and, therefore, recommends to *accredit* the study program for a duration of

***3 years***

with a number of 90 students to be enrolled in the program.

#### Expert Team

##### Chair

(Signature)

**Peter Sturm**

(Print Name)

**May 15<sup>th</sup> 2019**

(Date)

##### Member

(Signature)

**Herwig Grogger**

(Print Name)

**May 15<sup>th</sup> 2019**

(Date)



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#### 4. APPENDICES

- Folder of study course “Automotive Engineering” of University of Applied Sciences FH Joanneum as an example for allocation of ECTS points. Please note that all listed subjects are compulsory.

# Bachelorstudium

## FAHRZEUGTECHNIK / AUTOMOTIVE ENGINEERING

Das Bachelorstudium bildet technikbegeisterte junge Menschen zu weltweit erfolgreichen Ingenieurinnen und Ingenieuren aus. Kernthema der Ausbildung ist die Entwicklung umweltfreundlicher und innovativer Technologien auf dem Gebiet der Mobilität von morgen.

### Das erwartet Sie im Studium:

- Fahrzeugindustrie verstehen
- Mobilitätstechnik der Zukunft gestalten
- Autonomes Fahren erforschen
- Artificial Intelligence einsetzen
- Project Based Learning
- Englisch kommunizieren
- Interdisziplinär arbeiten
- Social Skills erweitern

Intensive Kontakte mit Wirtschaft und Partnerhochschulen erleichtern unseren Studierenden den Zugang zu einem Praktikum und / oder einem Auslandssemester und sichern ihnen so einen ausgezeichneten Start ins Berufsleben.

### Organisation

„Fahrzeugtechnik / Automotive Engineering“ ist ein Vollzeit-Studium, das heißt die Lehrveranstaltungen finden an 15 Wochen pro Semester, in der Regel von Montag bis Freitag ganztägig, an der FH JOANNEUM statt. Den genauen Stundenplan erhalten Sie jeweils zu Semesterbeginn.

### Berufsfelder

Fahrzeugtechnikingenieurinnen und Fahrzeugtechnikingenieure sind in der Lage, das System Fahrzeug gesamtheitlich zu erfassen und technische Innovationen voranzutreiben. Die beruflichen Kompetenzfelder unserer Absolventinnen und Absolventen reichen von Systementwicklung, Versuch und Erprobung über Daten- und Signalverarbeitung bis hin zu Konstruktion, Modellentwicklung und Simulation. Ihnen steht also ein breites Tätigkeitsfeld in der Fahrzeugindustrie offen – national wie international.

### FACTS



Bachelor of Science in Engineering (BSc)



Vollzeit



6 Semester / 180 ECTS



FH JOANNEUM Graz



Unterrichtssprache: Deutsch

- 54 Studienplätze pro Jahr

- Studiengangsleiter:  
FH-Prof. DI Dr. Kurt Steiner

- Studiengebühren: keine für Studierende aus der EU, dem EWR und der Schweiz

- Alle Infos zu Terminen, Bewerbung und Aufnahmeverfahren finden Sie online.

- [www.fh-joanneum.at/fzt](http://www.fh-joanneum.at/fzt)

### Wussten Sie, ...

... dass wir top-ausgestattet sind? Moderne Prüfstände, Konstruktionsstudios und Mobilitätslabors stehen Ihnen im Studium jederzeit zur Verfügung.



„Dank der hohen Qualität der Lehre konnte ich bereits im Bachelorstudium wissenschaftliche Arbeiten publizieren. Dadurch sicherte ich mir einen Platz am Imperial College London, einer der weltweit besten Universitäten, für mein Masterstudium.“

Das Bachelorstudium legt zweifelsohne sowohl für eine akademische als auch für eine technisch-wirtschaftliche Laufbahn einen soliden Grundstein.“

Andreas Zwölfer, BSc, Absolvent

CURRICULUM: 180 ECTS (30 ECTS pro Semester)

1. Semester	LV-Typ	SWS	ECTS
Ingenieurmathematik 1	ILV	4	5
Informatik	ILV	2	2
Chemie	VO	2	2
Physik	VO	2	2
Technisches Zeichnen und CAx Einführung	ILV	3	5
Technisch-technologische Grundlagen mit Übungen	ILV	3	3
Technische Mechanik 1 (Statik)	ILV	4	5
Schriftliche Kommunikation und Seminararbeit 1	SE	2	2
Einführung in die Fahrzeugtechnik	ILV	1	2
English Foundation_Bachelor's	SE	2	2
		25	30

3. Semester	LV-Typ	SWS	ECTS
Ingenieurmathematik 3	ILV	4	5
Technische Mechanik 2 (Kinematik)	ILV	3	4
Festigkeitslehre 2	ILV	3	4
Thermodynamik 1	ILV	4	5
Elektrische Maschinen und Inverter	ILV	2	3
Werkstoffkunde 2	VO	2	2
Elektronische Systeme	ILV	2	3
Elektroniklabor	LB	2	2
English for Automotive Engineers 2	SE	2	2
		24	30

5. Semester	LV-Typ	SWS	ECTS
Fahrdynamik	ILV	2	2
Fahrwerktechnik	ILV	2	2
Strömungsmechanik	ILV	4	5
Getriebebau	VO	2	2
Fahrzeug, Industrie und Umwelt	VO	2	2
Kolben- und Verbrennungskraftmaschinen 2	ILV	2	3
Elektrische und physikalische Messungen im Fahrzeug	ILV	4	4
CAx2	ILV	3	4
Motor- & Getriebeversuch	LB	3	2
Karosserie- und Sicherheitstechnik	VO	2	2
The Global Workplace 2	SE	2	2
		28	30

2. Semester	LV-Typ	SWS	ECTS
Ingenieurmathematik 2	ILV	5	6
Festigkeitslehre 1	ILV	3	4
SW-Entwicklung	ILV	2	3
Einführung in die Elektrotechnik	ILV	3	4
Werkstoffkunde 1	VO	2	3
Projekt „Programmieren“	PR	1	3
Projektmanagement	SE	1	1
Betriebswirtschaftslehre	ILV	2	2
Recht	VO	2	2
English for Automotive Engineers 1	SE	2	2
		23	30

4. Semester	LV-Typ	SWS	ECTS
Maschinenelemente	ILV	3	4
Technische Mechanik 3 (Kinetik)	ILV	4	5
Thermodynamik 2	ILV	4	5
Regelungstechnik	ILV	2	2
CAx1	ILV	3	4
Kolben- und Verbrennungskraftmaschinen 1	VO	3	2
Einführung Qualitätsmanagement	ILV	1	1
Mechatroniklabor	LB	2	2
Logistik in der Automobilindustrie	ILV	1	1
Fahrzeugversuch	LB	3	2
The Global Workplace 1	SE	2	2
		28	30

6. Semester	LV-Typ	SWS	ECTS
Berufspraktikum	PR	2	14
Bachelorarbeit	BA	2	14
Bachelorprüfung	BA	0	1
Wissenschaftliches Arbeiten	SE	1	1
		5	30

BA = Bachelorarbeit, ILV = Integrierte Lehrveranstaltung, LB = Labor, PR = Praktikum, SE = Seminar, VO = Vorlesung, SWS = Semesterwochenstunden, ECTS = Europäisches System zur Übertragung und Akkumulation von Studienleistungen