



Republika e Kosovës
Republika Kosova - Republic of Kosovo



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

UBT COLLEGE
FACULTY OF MECHATRONICS MANAGEMENT

MECHATRONICS ENGINEERING, BSc

PROGRAM RE-ACCREDITATION

REPORT OF THE EXPERT TEAM

June 2022, Rijeka, Croatia/Bucharest, Romania



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1. INTRODUCTION

1.1. Context

Date of site visit:

May 25th, 2022

Expert Team (ET) members:

- *DSc Tea Marohnić, University of Rijeka, Faculty of Engineering, Rijeka, Croatia*
- *Artur Tventarnii, student expert, Romania*

Coordinators from Kosovo Accreditation Agency (KAA):

- *Flamur Abazaj, Senior Officer for Evaluation and Monitoring*
- *Ilijane Ademaj Ahmeti, Senior Officer for Evaluation and Monitoring*

Sources of information for the Report:

Documents provided in advance:

- *SER on Mechatronics Engineering, BSc*
- *Mechatronics Engineering, BSc program syllabi*
- *UBT Strategy*
- *UBT Quality Assurance Regulation*
- *UBT Stakeholder Survey 2020*
- *Technology and Educational Investment*
- *AI and Data Science Laboratory Equipment*
- *UBT Academic Titles Regulation*



- *Mechatronics Engineering program organogram*
- *Collaboration agreements*
- *Inter-institutional agreements*
- *Global UBT Fest 2020 Report*
- *Speakers Feedback – Global UBT Fest 2021 – form example*
- *UBT Mechatronics Engineering Code of Ethics*
- *Ethics Subcommittee of the Faculty – members list*
- *Industrial Board of the Faculty – members list*
- *Subcommittee on Appeals of the Faculty – members list*
- *Subcommittee on Quality Assurance of the Faculty – members list*
- *UBT Regulations on Student Complaint Procedure*
- *Erasmus+ Project 2019/2020 list*
- *UBT Guidelines for online exams organization*
- *Mechatronics lab equipment list*
- *UBT Handbook for academic staff*
- *UBT Handbook for students*
- *UBT Infrastructure (college level) (2 documents)*
- *UBT Employment contract template*
- *UBT Lecturer Performance and Course Evaluation Questionnaire*
- *UBT Regulation on Student Registration*
- *Teacher self-evaluation form (possible example)*
- *Mechatronics Engineering Regulations on Student Appeals Procedure*
- *Mechatronics Engineering list of international partners*
- *List of Publications*
- *Video materials on infrastructure*
- *Mechatronics Engineering Faculty Strategic Plan*
- *Academic staff CVs and List of Publications (where applicable)*

Documents additionally requested by the ET:

- *KPIs for the Mechatronics Management, BSc study programme at UBT College – provided*



- *annual report regarding QA including student survey, academic staff survey and administration survey – provided*
- *5-year report regarding QA, as above – the submitted documents do not substantiate the request*
- *copy of the last ISO 9001 certificate (till 2018) – provided*
- *copy of the last EFQM certificate (till 04/2022) – provided*
- *copy of the Register of the student enrolment to the study program 1st and 2nd year in last 5 academic years – provided*
- *certificates of the teachers' professional education in last 3 academic years and program descriptions – the submitted documents substantiate the request to some extent (no descriptions provided)*
- *standard 4.1. table with syllabi of concentrations properly filled-in – provided*
- *example of one scholarship support – the submitted documents substantiate the request to some extent*
- *regulations and decision example on homegrown intellectual property, industry engagement and the commercialization of the UBT generated research case – the submitted documents do not substantiate the request*
- *financial plan for 21/22 – provided*
- *list of agreements with agencies, associations and companies relevant for the study of interest – provided*
- *document that shows the last biannual revision of study program and document with changes to the program (according to standard 1.6) – provided*
- *print screen for the Moodle with educational materials available to the students (one course) – provided*
- *teaching schedule for academic year 21/22 – provided*
- *final exam schedule for academic year 21/22 – provided*
- *an agreement with the plagiarism detection software provider – provided*
- *example of antiplagiarism report for BSc thesis and/or the mentor's statement on particular BSc thesis compliance with UBT regulations and policies – the submitted documents substantiate the request to limited extent*
- *example of BSc thesis – provided*
- *example of the diploma – provided*
- *list of the books purchased in 20/21 and 21/22 – provided*
- *an agreement with the provider of academic databases – provided*



- *the usage report of the academic databases any from recent 3 years (if applicable) – not provided (N/A)*
- *example of a leaflet or poster for job fair and/or study programs fair – provided*
- *example of mobility agreement for one incoming and one outgoing student – provided*
- *example of mobility agreement for one incoming and one outgoing staff member – provided*

Quality measurement instruments and resulting documents:

- *example and overall results of student assessment of teaching, subject and resources - provided*
- *example and overall results of student's evaluation on support services – the submitted documents substantiate the request to limited extent (no example)*
- *example and overall results of student assessment for the academic staff – the submitted documents substantiate the request to limited extent (no example)*
- *example of the self-assessment form for the academic staff – provided*
- *example of report for every lecturer made by Deans' Office at the end of each semester – provided*
- *example and overall results for alumni (graduates) – the submitted documents substantiate the request to some extent (unclear whether the document is generated after site visit)*
- *example and overall results of questionnaires for external stakeholders – the submitted documents substantiate the request to some extent (unclear whether the document is generated after site visit)*

The documents listed in Regulations and Policies section on UBT College webpage (<https://www.ubt-uni.net/en/ubt-en/about-ubt/regulations-and-policies/>):

- *Regulation responsible for organizing the teaching process – provided*
- *Regulation related to the Board Activities – provided*
- *Regulation of Administering the Examinations – provided*
- *Regulation of pushing along the academic affairs and quality assurance – provided (year 2006 or 2008)*
- *Regulation related to student fees and payments – provided*
- *Regulation of the Senate Activities – provided*
- *Regulation of student enrolment – provided*



- *Regulation of studies and academic structure – provided*
- *The Charter of the Association of graduates (Alumni) – provided*
- *Regulation of Administrative management – provided*
- *Regulation of Internship – provided*
- *Regulation of archiving documents – provided*
- *Regulation of Library – provided*
- *Regulation of the Photocopy – provided*
- *Regulation of assurance of health of the employees and the work environment – provided*
- *Regulation of work relations and of the person responsible for performing the required tasks – provided*
- *Regulation of developing and structuring the thesis (master or bachelor) – provided*
- *Regulation of programing “work and study” – provided*
- *Regulation of Academic titles – provided*
- *Regulation of transfer from one academic institution to another – provided*
- *Regulation of preserving personal data – provided*
- *Regulation of merit and security discipline – provided*
- *Administrative Directive of involvement of students of UBT in workplaces – provided*
- *Administrative Directive of work timetable and infrastructure/stockpile – provided (year 2004)*
- *Administrative Directive of organizing lab courses – provided (year 2006)*
- *Administrative Regulation of Elections for Student Administration – provided (year 2006)*
- *Administrative Directive of determining the coefficient in the workplace and administration – provided (year 2006)*
- *Administrative Directive of the office for Quality Assurance – provided*
- *Handbook for Teachers – provided*
- *UBT Tutor Handbook – provided (not a handbook)*
- *Recruitment Procedure – provided (college Arber?)*
- *Procedure of Complaints – provided*
- *Procedure of Contracts – provided*
- *Procedure of discontinuing the Job Contract – provided*
- *Procedure of working hours and work attendance – provided*
- *Procedure of proof period – provided*



- *Procedure of Description of job tasks – provided*
- *Procedure of Evaluation of job – provided*
- *Procedure of Staff Files – provided*
- *Procedure of Equal Opportunities – not provided*
- *Procedure of Trainings – provided*

Certain number of documents were fully or partially written in Albanian.

Other:

- *Law No.04/L-037 on Higher Education in the Republic of Kosovo*
- *National Qualifications Framework, 2020*
- *Report of the ET in prior accreditation of UBT Mechatronics Management, Study program, 2016*

Criteria used for institutional and program evaluations

- *KAA Accreditation Manual, 2021*
- *KAA The Manual for External Evaluation of Higher Education Institutions, February 2021*

Abbreviations:

FMM – Faculty of Mechatronics Management

UBT – UBT College

KAA – Kosovo Accreditation Agency

ET – Evaluation Team

SER – Self-Evaluation Report



1.2. Site visit schedule

Site visit schedule is given in Table 1. It should be noted that due to pandemic meetings are held online.

Table 1 Site visit program

Time	Meeting
09:00 – 10:00	Meeting with the management of the faculty where the programme is integrated (Joint Meeting)
10:05 – 10:55	Meeting with quality assurance representatives and administrative staff (Joint Meeting)
11:00 – 11:50	Meeting with the heads of the study programme
11:50 – 12:20	Lunch break (provided at the evaluation site)
12:20 – 13:05	Meeting with teaching staff
13:10 – 13:55	Meeting with students
14:05 – 14:50	Meeting with graduates
14:55 – 15:40	Meeting with employers of graduates and external stakeholders (Joint Meeting)
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

UBT College was established in 2004 on the foundations of the Institute of Enterprise Engineering and Management (IEME). The College obtained license no. 808/02-1, dated 18.10.2004, from the Ministry of Education, Science and Technology to operate as a private bearer of higher education. The institution's philosophy has been to provide competitive educational programs that would base study programs on demands of the labor market and global trends. UBT offers programs based on demand, but it has also provided mechatronics and robotics courses where it believes that doing so will help Kosovo's long-term economic and social growth.



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UBT College operates in six different campuses on Kosovo. Around 17000 students attend 25 study programs at UBT's 19 faculties. There are around 500 permanent employees at UBT.

The organizational unit, namely Faculty of Mechatronics Management, where the study program of interest is conducted, is based at UBT Main Campus in Prishtina.



2. PROGRAM EVALUATION

Program study under re-accreditation is based on the study program *Mechatronics Management, BSc*, that was first accredited in 2009, and then re-accredited in 2010, 2013 and 2016. The organizational unit of UBT college that is responsible for conducting the study program is Faculty of Mechatronics Management. In this round of re-accreditation, for the study program of interest, there is an intention of UBT College to change the name of the study program to *Mechatronics Engineering, BSc* so the two names are used interchangeably in various documents, depending on the creation date. The name change is not addressed appropriately (or at all) in SER which raised certain questions between ET members. ET members consider the re-accreditation to be a process where a detailed evaluation of the past work is to be done and propositions for the future should be presented in comparison with the current state in order to clarify the direction of the study program, as well as the capability of the institution to conduct the study program in future. All of this should be supported by facts, currently valid documents etc. In that sense, ET requested, collected and checked an extensive amount of additional documentation, as listed in Chapter 1. As for the name change, it was actually unclear why the study program was named *Mechatronics Management, BSc* in the beginning since ET considers that for the currently valid, and also the proposed syllabi, the name *Mechatronics Engineering, BSc* is much more suitable, and comparable to similar study programs. So, in this report, the study program will be referred to as *Mechatronics Engineering, BSc* or simply, the study program.

Mechatronics Engineering, BSc is a three-year program carrying 180 ECTS credits and corresponds to Level 6 of the Kosovo NQF. Current enrolment quota is 130 with the intent to increase it to 200.



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2.1. Mission, Objectives and Administration

Standard 1.1. *The study program mission is in compliance with the overall mission statement of the institution.*

SER provides the mission, vision and objectives on the Faculty (FMM) level. According to SER the mission is the following: *Mechatronics Engineering Faculty is committed to high quality education and research in all areas of the faculty in order to prepare students for the challenges of life: work and professional contribution, and qualitative, scientific and competitive research.* Vision of the Faculty is that the *Faculty of Mechatronics Engineering will be recognized as one of the leading academies in the region in the fields of Mechatronics Engineering and other related fields, where quality, reliability, flexibility, and academic, as well as research and professional speed, will prevail.*

In comparison, UBT mission is: *...UBT is committed to enhance its participation as an active member of community by providing learning opportunities driven by teaching and research excellence, intellectual interaction and creativity. UBT is a preeminent center of intellectual and cultural activity in Kosovo, improving the region's quality of life through the skills, knowledge, experience and engagement of its faculty, staff, students and alumni;*

and UBT vision: *The UBT will be a modern and leading higher education institution in Kosovo, committed to apply excellence in teaching, learning and research within an inclusive student-centered environment through applying a multi-disciplinary approach that will contribute to the economic, social and cultural development of Kosovo and beyond.*

When comparing these two documents it can be seen that both are written rather generally and that there is a clear connection. However, the stated mission and vision are overall statements of the institution without program particularities, and there is no particular document that shows the mission of the study program. The study program mission should define goals and intended learning outcomes at the descriptive levels of the European Framework of Qualification.

Standard 1.2. *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.*

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SER states that learning outcomes (LOs) are in line with the National Qualifications Framework (NQF) and the Framework for Qualifications of the European Higher Education Area (EHEA). This is discussed in more detail in Standard area 4 – Content of the educational process.

When defining the learning outcomes, it is stated in SER that following considerations are taken into account:

- NQF, EHEA
- industry demand
- local and European standards and requirements
- good practice suggested by the Criteria for Accrediting Engineering Programs ABET and Association for Computing Machinery (ACM)
- industry, professors, alumni and students
- analysis of local and regional labor market through statistical reports and strategies, etc.
- comparison with other international programs in the EU and USA.

It is not completely clear by whom is the academic advice provided and to which international programs in USA is the study program comparable, however, this standard's compliance is sufficiently proven by the accessible documentation, conversations with various stakeholders (especially graduate employers and external stakeholders), and comparisons of the study program with comparable foreign programs in the area.

Standard 1.3. *The study program has a well-defined overarching didactic and research concept.*

SER states that a variety of teaching methods employed in study program: case-studies, project-based learning, problem-based learning, challenge-based learning, training and simulated learning. Industry visits and practice placements are included in teaching and learning process. Opportunities for interactive learning are reinforced through project-based learning, case study analysis, visiting speakers, group work and e-learning. Teacher-student ratio is favourable, classes are small according to SER (although discrepancy exists between the group size and enrolled students). Beside lectures, additional hours for consultations are mandatory for teaching staff. The study methods, along with all information regarding the



course, are included in course syllabus and provided to students in the beginning of the semester, which is confirmed by students. Students confirmed that teaching methods are aligned with assessment methods.

Management, heads of the study program and teachers are emphasizing the implementation of augmented and virtual reality platform in lectures, which was particularly helpful during COVID-19 pandemic and online lectures. Teaching staff confirmed they are trained sufficiently so they can implement the AVR to teaching.

Research concept is somewhat less clear and pronounced, as expected in BSc level. A small number of students participate in scientific conferences and publish papers in scientific/professional journals, 19 and 6 respectively in last 5 years.

Standard 1.4. *There are formal policies, guidelines and regulations dealing with recurring procedural or academic issues. These are made publicly available to all staff and students.*

There are number of formal policies, guidelines and regulations dealing with recurring procedural or academic issues available. However, at UBT website a lot of those are not publicly available to general population. During meetings ET was told that it's a technical error and that all documents are available on institutional intranet. ET requested and obtained all of the unavailable documentation, and during the interviews neither group of stakeholders complained that some documents are unavailable. Certain number of documents are quite old, for example *Administrative Directive of organizing lab courses* (year 2006).

Standard 1.5. *All staff and students comply with the internal regulations relating to ethical conduct in research, teaching, assessment in all academic and administrative activities.*

Compliance of staff and students with internal regulations relating to ethical conduct in research, teaching, assessment in all academic and administrative activities is confirmed in interviews. ET was informed that students are taught to properly reference literature (although it was not completely implemented in the thesis example ET received), usage of antiplagiarism platform Turnitin is enabled and also some similar platform in Albanian language.

Also, methods for preventing unethical behavior are implemented. Teachers confirmed that thesis must be checked for plagiarism (although there is no document that defines it as mandatory) and a statement must be signed that each thesis submitted complies with UBT ethics politics. Ethics Committee on UBT level regularly issues a report on disputes. Online



exams were held in such a manner (cameras etc.) that the best prevention of student cheating is performed.

Standard 1.6. *All policies, regulations, terms of reference and statements of responsibility relating to the management and delivery of the program are reviewed at least once every two years and amended as required in the light of changing circumstances.*

SER clearly describes hierarchy, rights, responsibilities of particular bodies and processes on both UBT and FMM level. QA Sub-Committee roles as monitoring the performance, producing quality enhancement measures at FMM level are stressed out. The body implements review and monitoring activities aimed at ensuring transparency in performance assessment and changes to the various fields of interest. Annual reports are made and submitted to Faculty Council, Dean, UBT QA Committee and further discussed with the goal of producing Improvement Plan in the framework of Annual Plan. FFM Faculty Performance Assessment Framework tracks the results and KPIs of interest. ET is presented an annual QA report regarding student survey, academic staff survey and administration survey. Also, last revision of the study program is presented in details, related to following re-accreditation process.

Compliance of the particular standards in standard area Mission, Objectives and Administration is presented in Table 2.

Table 2 Mission, Objectives and Administration – Overview of standard compliance

Standard	Compliant	
	Yes	No
<i>Standard 1.1.</i> The study program mission is in compliance with the overall mission statement of the institution.		X
<i>Standard 1.2.</i> 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.	X	



Standard 1.3. The study program has a well-defined overarching didactic and research concept.

X

Standard 1.4. There are formal policies, guidelines and regulations dealing with recurring procedural or academic issues. These are made publicly available to all staff and students.

X

Standard 1.5. All staff and students comply with the internal regulations relating to ethical conduct in research, teaching, assessment in all academic and administrative activities.

X

Standard 1.6. All policies, regulations, terms of reference and statements of responsibility relating to the management and delivery of the program are reviewed at least once every two years and amended as required in the light of changing circumstances.

X

Compliance level: Substantially compliant

ET recommendations:

- 1. ET recommends to generate study program mission so it should define goals and intended learning outcomes at the descriptive levels of the European Framework of Qualification.*
- 2. ET recommends that (majority of) regulations and policies should be publicly available at UBT website.*
- 3. ET recommends revising older document and issuing updated versions.*
- 4. ET recommends to prepare a document (or include in some of the existing) that addresses the obligation of mentors to check BSc thesis in antiplagiarism software, generate a report signed by mentor and formally attach the document to the thesis or student file.*



2.2. Quality Management

Quality Management at FMM is mainly determined by UBT Quality Assurance Regulation.

Standard 2.1. *All staff participate in self-evaluations and cooperate with reporting and improvement processes in their sphere of activity.*

It is stated in SER that all staff participate in self-evaluations and cooperate with reporting and improvement processes in their sphere of activity. However, the explanations following the statement provide no proofs of that.

ET requested and obtained example of such self-evaluation form, and also, participation in self-evaluations is confirmed by academic staff. Academic staff also confirmed that in the beginning of the academic year they can express the needs in teaching and research which are then considered (for example, software license) so it can be stated that to a certain amount staff cooperate with improvement processes

Standard 2.2. *Evaluation processes and planning for improvement are integrated into normal planning processes.*

The data generated using quality management tools such as surveys, annual meetings, study audit and quality meetings are part of annual monitoring of the programs or the 3-year cycle. Also, SER states that individual formats like roundtables with students and retreats behind closed doors that encourage exchange of teaching and learning quality are used and results lead to measures of further growth quickly put into action. Reports are made and further improvement plans are generated. ET was presented with report for the current academic year and 5-year report regarding student survey, academic staff survey and administration survey (generated possibly after the site visit). Annual report is mainly written in Albanian so ET could analyze it to limited extent. No improvement plan is presented so it is not clear how changes and improvements are implemented.

During interviews and from the obtained documentation, ET learned that this is implemented to a certain level. Various stakeholders confirmed that they regularly participate in these processes. Staff confirmed they are asked of their needs for the following academic year, regarding teaching resources, or workload distribution (teaching-research-administration).

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Annual reports for each lecturer are prepared by Dean's office taking into account teaching, research and administrative indicators. Academic staff performance is discussed within FMM bodies and if needed also with students so the most appropriate measures for improvement could be determined. External stakeholders' inputs are implemented in program development. Graduates are regularly asked for feedback.

Standard 2.3. Quality assurance processes deal with all aspects of program planning and delivery, including services and resources provided by other parts of the institution.

The quality assurance is described in the UBT Quality Manual. According to that document, the quality assurance process deals with: *Procedures for the design and approval of new programmes, subjects and modules, Procedures for student assessment, Procedures for ongoing monitoring of programs, Procedures for program evaluation, Procedures for selection, appointment, appraisal and development of staff, Procedures for evaluating premises, equipment and facilities, Procedures for evaluating student services, Procedures for evaluation the governance and quality assurance policy and Procedure for the evaluation of public information.*

Standard 2.4. 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.

In previous standard quality assurance procedures are stated that, if followed, can provide an overview of quality issues of the overall program and different components within the program. Student evaluations of academic staff as well as student assessments of the study program, administration, and infrastructure are evaluation tools that focus on concerns with overall program quality. It should be noted that these tools place a greater emphasis on inputs and processes than on outputs, and no data has been gathered to demonstrate that FMM current study program's outputs, including the progression rate, graduation rate, achievement of learning outcomes, and others, are systematically examined. For example, the number of students enrolled in 1st year of the study program in 2017/18 and 2018/19 are 133. Majority of these students should have graduated in 2019/20 and 2020/21, but the number of graduates for these years is 53 in total. With dropout rate of 8-9% as ET was informed in meetings, and no students transferring to other studies (UBT or outside UBT), this is less than 50% graduation rate. What happened to other students remains unclear.



Standard 2.5. Quality assurance processes ensure both that required standards are met and that there is continuing improvement in performance.

As is described in SER and given in UBT Quality Manual, quality assurance processes, if implemented, ensure the required standards are met and the continuous improvement in performance. SER constantly emphasizes that findings in various areas using different QA tools and processes are part of Annual QA Report and summarized into Improvement Plan for the subsequent year, however the example of Improvement Plan was not provided. It is from the other documentation and interviews with different stakeholders seen that this standard is met sufficiently.

Standard 2.6. Survey data is being collected from students, graduates and employers; the results of these evaluations are made publicly available.

Survey data is being collected from students, graduates and employers which was confirmed by documentation and in interviews, however, results are not publicly available to general population. The results are stored in internal database.

Standard 2.7. Results of the internal quality assurance system are taken into account for further development of the study program. This includes evaluation results, investigation of the student workload, academic success and employment of graduates.

Results of the internal QA system are taken into account for further development of the study program. This is mostly shown through interviews where it is confirmed that surveys are regularly performed, it is acted upon the results – for example, students confirmed that if lecturer's performance is not good, they are consulted and the best way for improvement is found. Graduates confirmed they are requested feedback (for example, they are asked about their employment), employees confirmed their advice is taken into account when improving study program, for example, adding automotive specialization, or more courses with contemporary content such as AI. However, graduates and employees indicated that until now, the feedback was requested via a personal connection between them and individual staff of the faculty, rather than an established link to the faculty. Graduates also confirmed they are well prepared for jobs in industry not only in engineering knowledge and skills but also human relations and other, which confirms the alignment of the study program with labor market needs.



Standard 2.8. *The institution ensures that reports on the overall quality of the program are prepared periodically (e.g. every three years) for consideration within the institution indicating its strengths and weaknesses.*

The SER states that reports on different aspects of QA are prepared periodically, mainly focusing on re-accreditation process and self-evaluation reports made for that purpose, and that is aligned with UBT Quality Manual. However, ET considers that not being adequate or sufficient since the intention of the standard is the continuous institutional review of the study program quality and the 5-year period that has passed from the last re-accreditation is too long. ET was not presented with other self-evaluation reports.

Standard 2.9. *The quality assurance arrangements for the program are themselves regularly evaluated and improved.*

QA arrangements for the program rely on UBT QA system which are updated periodically (for example, UBT Quality Manual dates from May 2019). Also there are internal and external audits. UBT holds a certificate of The European Foundation for Quality Management (EFQM) Excellence Model, and until 2018 it held ISO 9001:2008 certificate.

Compliance of the particular standards in standard area Quality Management is presented in Table 3.

Table 3 Quality Management – Overview of standard compliance

Standard	Compliant	
	Yes	No
<i>Standard 2.1.</i> All staff participate in self-evaluations and cooperate with reporting and improvement processes in their sphere of activity.	X	
<i>Standard 2.2.</i> Evaluation processes and planning for improvement are integrated into normal planning processes.	X	
<i>Standard 2.3.</i> Quality assurance processes deal with all aspects of program planning and delivery, including services and resources provided by other parts of the institution.	X	



Standard 2.4. 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.

X

Standard 2.5. Quality assurance processes ensure both that required standards are met and that there is continuing improvement in performance.

X

Standard 2.6. Survey data is being collected from students, graduates and employers; the results of these evaluations are made publicly available.

X

Standard 2.7. Results of the internal quality assurance system are taken into account for further development of the study program. This includes evaluation results, investigation of the student workload, academic success and employment of graduates.

X

Standard 2.8. The institution ensures that reports on the overall quality of the program are prepared periodically (e.g. every three years) for consideration within the institution indicating its strengths and weaknesses.

X

Standard 2.9. The quality assurance arrangements for the program are themselves regularly evaluated and improved.

X

Compliance level: Partially compliant

ET recommendations:

1. *ET recommends the biannual preparation of a self-assessment report on overall quality of the program for consideration with SWOT analysis, independently of re-accreditation process.*
2. *ET recommends adjustment of the quality assessment tools so that they would focus more on the outputs.*
3. *ET recommends public publishing of the results of surveys.*
4. *ET recommends public publishing of annual Improvement Plans.*



5. *ET recommends evaluating the opportunity to facilitate the creation of an alumnae organization, as a mean of maintaining a constant connection with the graduates for the purpose of obtaining feedback, as well as a way of better facilitating the networking between graduates.*
6. *ET recommends, in addition to the current relation with the employees, to organize periodical and structured consultations with them, in order to obtain a better informed and comparable feedback.*

2.3. Academic Staff

Standard 3.1. *Candidates for employment are provided with full position descriptions and conditions of employment. To be presented in tabular form data about full time (FT) and part time (PT) academic/ artistic staff, such as: name, qualification, academic title, duration of official (valid) contract, workload for teaching, exams, consulting, administrative activities, research, etc. for the study program under evaluation.*

Candidates for employment are provided with full position descriptions and conditions of employment, as seen in a very detailed employment contract template. The contracts are aligned with relevant laws and regulations in force in Republic of Kosovo. The contracts are automatically renewed if there are no requests for termination from either side.

Standard 3.2. *The teaching staff must comply with the legal requirements concerning the occupation of teaching positions included in the Administrative Instruction on Accreditation.*

The teaching staff complies with the legal requirements concerning the occupation of teaching positions included in the Administrative Instruction on Accreditation No. 15/2018 and rules pertaining to full time/part time staff. There are 50 fully employed academic staff members who are relevant for the study program Mechatronics Engineering, 37 hold PhD degrees, 7 are PhD candidates and 6 have master degrees. There are 3 part-time academic staff involved in study program - 1 PhD candidate and 2 with bachelor degree. Majority of CV's are presented to ET. It must be stated that academic staff are UBT employees directly, and they can cover various studies at other UBT faculties at the same time.



Standard 3.3. *Academic staff do not cover, within an academic year, more than two teaching positions (one full-time, one part-time), regardless of the educational institution where they carry out their activity.*

The FMM academic staff does not cover, within an academic year, more than two teaching positions (one full-time, one part-time), regardless of the educational institution where they carry out their activity. As was explained in previous standard, they have one employment contract, with UBT, but lecture at different organizational units. This is confirmed in interviews with employees.

Standard 3.4. *At least 50% of the academic staff in the study program are full time employees, and account for at least 50% of the classes of the study program.*

If visiting professors are taken into account, over 80% of the academic staff in the study program are full time employees. Also they account for more than 90% of the study program classes. The last percentage is taken from SER since it is not possible to calculate the percentage if exact number of hours per each professor is not known, but from the available documentation this sounds appropriate.

Standard 3.5. *For each student group (defined by the statute of the institution) and for every 60 ECTS credits in the study program, the institution has employed at least one full time staff with PhD title or equivalent title in the case of artistic/applied science institutions.*

SER stated four (4) full time staff members with PhD title addressed to this study program.

Standard 3.6. *Opportunities are provided for additional professional development of teaching staff, with special assistance given to any who are facing difficulties.*

According to SER and Staff development is an integral part of the Faculty strategic planning process. The institution recognizes that institutional excellence can only be achieved and maintained by appropriately skilled, experienced and motivated staff. Therefore, the Faculty is committed to: (a) resource staff development and require Departments to provide developmental plans as part of financial planning process, (b) establish performance indicators against staff performance be measured, (c) identify and provide selected and targeted development activities supporting each institutional strategy and the overall Faculty development. SER states that priorities are made in supporting the professional development of those in management roles within the institution, supporting staff in the professional development of lecturers and researchers, supporting e-learning activity, supporting staff in



technology and knowledge transfer. During previous years faculty member attended pedagogical skills training (student-centered learning, curriculum design, writing learning outcomes, lesson planning, design and delivery, group learning, problem based and project-based learning, E-learning, Assessment and integrating key skills into the curriculum).

The opportunities for professional development were confirmed with teaching staff, for example, proper support and training were provided for learning and implementing tools of AVR platform. ET was provided with training certificates of teaching staff. Teachers that obtain low scores at student evaluations are offered help for improvement. PhD student confirmed that the institution is very supportive in his efforts of obtaining PhD in other country. Teaching-research-administration balance is achieved, if staff members have need for other distribution than the usual 40-30-30 they can communicate the needs which is then reviewed by Dean.

Dean also makes annual quantitative reports for each member regarding teaching, research and administrative activities.

Standard 3.7. *The responsibilities of all teaching staff, especially full-time, include the engagement in the academic community, availability for consultations with students and community service.*

The responsibilities of the teaching staff are divided through all aspects of teaching including: course coordination, lectures, tutorials, organisation and teaching of performances, consultation with interested students, and workshops, field trips, the organisation of practicum, marking loads and student supervision, research, administrative work etc. Workload is made in consultation with the staff members and by taking into consideration that staff members skills and experience.

Students confirmed lecturers are regularly available for consultations. Community service engagement is unknown.

Standard 3.8. *Academic staff evaluation is conducted regularly at least through self-evaluation, students, peer and superiors' evaluations, and occur on a formal basis at least once each year. The results of the evaluation are made publicly available.*

The evaluation of academic staff is conducted regularly, twice each academic year (after each semester) through student evaluation, once a year through self-evaluations. Dean also makes annual quantitative reports for each member regarding teaching, research and administrative



activities. Results are available institutionally and discussed by various bodies, but not publicly available to general population.

Standard 3.9. Strategies for quality enhancement include improving the teaching strategies and quality of learning materials.

Strategies for quality enhancement do include improving of teaching strategies, as stated in UBT Strategy, and quality of learning materials. For example, effective pedagogical skills and training are provided at IDEAA Institute of UBT – Institute for Development of Education and Academic Affairs. Pedagogical skills training for the FFM has focused on the following topics: student-centered learning, curriculum design, writing learning outcomes, lesson planning, design and delivery, group learning, problem based and project-based learning, E-learning, Assessment and integrating key skills into the curriculum. Learning materials are improved, for example, using AVR platform which was of particular use during COVID-19 pandemic when lectures were organized remotely. Moodle platform is enforced, and other.

Standard 3.10. Teachers retired at age limit or for other reasons lose the status of full-time teachers and are considered part-time teachers.

According to SER, staff meets the legal requirements in the Administrative Instruction. The practice is that staff retire at age 65 but can be considered as part-time teachers up to age 70. FMM currently does not have such example.

Compliance of the particular standards in standard area Academic Staff is presented in Table 4.



Table 4 Academic Staff – Overview of standard compliance

Standard	Compliant	
	Yes	No
<i>Standard 3.1.</i> Candidates for employment are provided with full position descriptions and conditions of employment. To be presented in tabular form data about full time (FT) and part time (PT) academic/ artistic staff, such as: name, qualification, academic title, duration of official (valid) contract, workload for teaching, exams, consulting, administrative activities, research, etc. for the study program under evaluation.	X	
<i>Standard 3.2.</i> The teaching staff must comply with the legal requirements concerning the occupation of teaching positions included in the Administrative Instruction on Accreditation.	X	
<i>Standard 3.3.</i> Academic staff do not cover, within an academic year, more than two teaching positions (one full-time, one part-time), regardless of the educational institution where they carry out their activity.	X	
<i>Standard 3.4.</i> At least 50% of the academic staff in the study program are full time employees, and account for at least 50% of the classes of the study program.	X	
<i>Standard 3.5.</i> For each student group (defined by the statute of the institution) and for every 60 ECTS credits in the study program, the institution has employed at least one full time staff with PhD title or equivalent title in the case of artistic/applied science institutions.	X	
<i>Standard 3.6.</i> Opportunities are provided for additional professional development of teaching staff, with special assistance given to any who are facing difficulties.	X	
<i>Standard 3.7.</i> The responsibilities of all teaching staff, especially full-time, include the engagement in the academic community, availability for consultations with students and community service.	X	
<i>Standard 3.8.</i> Academic staff evaluation is conducted regularly at least through self- evaluation, students, peer and superiors' evaluations, and occur on a formal basis at least once each year. The results of the evaluation are made publicly available.		X
<i>Standard 3.9.</i> Strategies for quality enhancement include improving the teaching strategies and quality of learning materials.	X	



Standard 3.10. Teachers retired at age limit or for other reasons lose the status of full-time teachers and are considered part-time teachers.

X

Compliance level: Fully compliant

ET recommendations:

1. *ET recommends introducing peer-evaluation in order to enhance teaching and learning processes.*
2. *ET recommends making of the results of the undertaking evaluations publicly available taking into account privacy issues.*

2.4. Educational Process Content

Standard 4.1. *The study program is modelled on qualification objectives. These include subject-related and interdisciplinary aspects as well as the acquisition of disciplinary, methodological and generic skills and competencies. The aspects refer especially to academic or artistic competencies, to the capability of taking up adequate employment, contributing to the civil society and of developing the students' personality.*

The study program is modelled on qualification objectives and oriented towards education of experts who will acquire professional, administrative, ethical, productive and personal skills and competencies, within their area of interest, and be able to obtain adequate employment. In terms of professional competences, the fundamental courses provide essential knowledge of mechatronics through related disciplines.

Individual preferences of the student's interest are met through nine specializations that are chosen in the last semester of study (*Mechatronics Management, Industrial Automation and Process Control, Industrial Product Design, Intelligent Systems and Robotics, Biomedical Engineering, Electrical and Electronic Engineering, Telecommunications Engineering, Mechanical and Materials Engineering, Aerospace Engineering, Automotive Engineering*) and elective courses. Interdisciplinarity is somewhat pronounced, through mandatory courses Economics and Engineering Management, Industrial and Organisational Psychology, Project

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Management and elective course from management. Graduates confirmed that through these courses, which are business and management oriented, they obtained particularly useful skills for work environment, especially in human relations. Curriculum also includes mandatory subjects on law and ethics in engineering, as well as foreign languages.

Laboratory work is extracted from main courses and enforced as separate courses in 2nd, 3rd and 4th semester of study. It is hard to say if this is justified. However, from organizational point of view, and if those courses are taught by skilled laboratory employees it could show as successful. Probably the most significant added value of the program changes are courses such as Artificial Intelligence, Embedded Systems, Design and Implementation of Mechatronic Systems, Robotics, Smart Manufacturing, etc, as emerging fields.

Curriculum is comparable to similar studies abroad, mostly to Mechatronics Engineering of Istanbul Bilgi University and Eastern Mediterranean University in Turkey.

Overall, the study program seems promising in educating young professionals who will, as well as the previous graduates, not only obtain employment quickly after graduation, but also be prepared for the jobs in the field of interest.

Standard 4.2. *The study program complies with the National Qualifications Framework and the Framework for Qualifications of the European Higher Education Area. The individual components of the program are combined in a way to best achieve the specified qualification objectives and provide for adequate forms of teaching and learning.*

The study program complies with the National Qualifications Framework and the European Qualifications Framework for Higher Education. Three qualification cycles are defined in the framework of qualifications and the European Credit Transfer and Accumulation System (ECTS). An academic year corresponds to 60 points of ECTS credits. The awarding of ECTS and the appropriate hours of study are documented in SER and supplements (some information were added on ET request). This aligns with the Bologna declaration standards.

The individual components of the program are blended in such a way that specified qualification objectives are best achieved and adequate forms of teaching and learning are provided. Fundamental courses focus on lectures, individual or teamwork and discussions, while core subjects focus on student participation in projects and laboratory work.

Standard 4.3. *The disciplines within the curriculum are provided in a logical flow and meet the definition and precise determination of the general and specific competencies, as well as*

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the compatibility with the study programs and curricula delivered in the EHEA. To be listed at least 7 learning outcomes for the study program under evaluation.

The disciplines within the curriculum are provided in a logical flow and meet the definition and precise determination of the general and specific competencies. Framework for Qualifications of the EHEA depicts that qualifications that signify completion of the first cycle (BSc degree) are awarded to students who:

- have demonstrated knowledge and understanding in a field of study that builds upon their general secondary education, and is typically at a level that, whilst supported by advanced textbooks, includes some aspects that will be informed by knowledge of the forefront of their field of study
- can apply their knowledge and understanding in a manner that indicates a professional approach to their work or vocation, and have competences typically demonstrated through devising and sustaining arguments and solving problems within their field of study
- have the ability to gather and interpret relevant data (usually within their field of study) to inform judgements that include reflection on relevant social, scientific or ethical issues
- can communicate information, ideas, problems and solutions to both specialist and nonspecialist audiences
- have developed those learning skills that are necessary for them to continue to undertake further study with a high degree of autonomy.

The SER doesn't specify program LO per se but rather provides *knowledge and understanding, skills, other competencies and attributes* lists. It can be said that the *skills* part is written in a way that those define to LO – they define what will the student demonstrate in order to prove the achievement of the LO.

These are in compliance with abovementioned qualifications for a BSc graduate.

Standard 4.4. *The disciplines within the curriculum have analytical syllabuses which comprise at least the following: the discipline's objectives, the basic thematic content, learning outcomes, the distribution of classes, seminars and applicative activities, students' assessment system, the minimal bibliography, etc. The full course description/ syllabuses of each subject/ module should be attached only in electronic form to the self-assessment report for the study program under evaluation.*



The study program's syllabi are uniform and include general course information, purpose and objectives, expected learning outcomes (LO), a weekly schedule, teaching strategies, assessment system, resources and tools for learning, workload per type of activity, literature lists. LO are mainly written well i.e., they show what will the student demonstrate in order to prove the achievement of the LO. Students confirmed they are presented with syllabi content in advance.

Standard 4.5. *If the language of instruction is other than Albanian, actions are taken to ensure that language skills of both students and academic staff are adequate for instruction in that language when students begin their studies. This may be done through language training prior to the commencement of the program.*

It is stated in SER that the primary language of study is Albanian, but for the purpose of overall social advancement UBT organizes professional courses, as well as language courses for all. For visiting professor who are not fluent in Albanian, UBT takes measures to translate lectures simultaneously for students that do not have sufficient knowledge of foreign language. During interviews all participants showed very good English language skills, and certain amount of teaching staff state in their CVs fluency in other languages.

Standard 4.6. *The student-teacher relationship is a partnership in which each assumes the responsibility of reaching the learning outcomes. Learning outcomes are explained and discussed with students from the perspective of their relevance to the students' development.*

SER describes how prior to each academic year, students are introduced with Student Handbooks, and informed with general and program specific information in an introduction session with Dean. Student Handbook provides all information, rights and obligations. Course syllabi are presented in the beginning of each year, and their content is described in detail in Standard 4.4. LO are presented to students by each professor and their importance is explained in relations to the field of study and future profession.

Not much is said about student-teacher relationship, however, from the discussion with students, graduates and teachers this is confirmed. Students and teachers collaborate in reaching the LO – not only in direct teaching and performing tasks, but also in providing timely feedback and discussions, individual consultations etc. ET is particularly pleased with the way final thesis are handled since final thesis are a 'crown' of the three years' work where achievement of LO is to be shown in the best way, and responsibility for that lies quite a lot on student. Several very good examples were discussed in interviews.



Standard 4.7. *Teaching strategies are fit for the different types of learning outcomes programs are intended to develop. Strategies of teaching and assessment set out in program and course specifications are followed with flexibility to meet the needs of different groups of students.*

According to the SER, in recent years, UBT has adopted a Competency Based Approach in curriculum development employing a variety of teaching methods, including case studies, project work, problem-based learning and simulated learning. Additionally, the report indicates that the university provides opportunities for interactive learning, that are reinforced through project-based learning, case study analysis, visiting speakers, group work and e-learning. The discussion with the students revealed that they are satisfied by the teaching methods employed by the academic staff and that these are varied, based on the specifics of the courses. Additionally, as indicated by the SER, and shown in the provided documents, the course syllabi specify, and during the discussion with the evaluation team, the students confirmed that the teachers use innovative and flexible teaching methods.

Standard 4.8. *Student assessment mechanisms are conducted fairly and objectively, are appropriate for the different forms of learning sought and are clearly communicated to students at the beginning of courses.*

The discussion with the students revealed that the criteria for the assessment of the student performance, that are specified in the syllabi, are timely presented to the students, and are consequently followed by the professors. From the provided syllabi it can be ascertained that there is a variety of assessment methods used, based on the focus and specificity of different subjects, and the weight of each of them is calibrated based on the specifics of the course. The additional document No. 65 proves the existence of an established procedure of complaint and appeal for the students, regarding the examination, and this procedure has clear, fair and objective procedures for examination of the complaints. The students confirmed that they are aware of the existence of such procedure, but the ones present at the meeting with the evaluation team specified that they did not had the need to file a such complaint, and neither were not aware of a colleague filing a complaint, adding that it is common practice for the professors to have a discussion with the students, after the publication of the results in order to clarify any possible misunderstandings. Additionally, one of the students confirmed the existence of a procedure for any student to refuse the exam mark, and have another examination, if they are not satisfied with the results, as described by the SER.



Standard 4.9. *Appropriate, valid and reliable mechanisms are used for verifying standards of student achievement. The standard of work required for different grades is consistent over time, comparable in courses offered within a program, and in comparison, with other study programs at highly regarded institutions.*

According to the SER, the examinations of the student achievement consist of theoretical testing and practical testing, based on the specifics of each subject. As indicated in the SER and in the additional documentation **35. Regulation of Administering the Examinations**, there are defined standards regarding the requirements necessary for the attribution of a grade, and these are comparable to other grading systems used internationally. However, the ET noticed that an extensive number of syllabi has assessment system distributed in such a way that the final exam holds 60, 70, or 80% of the grade, while the rest part is mostly given for attendance. However, in Regulations of Administering the Examination, Article 4, it is written *In principle, the final exam result should be worth no more than 50% of the student's total grade, except in specific subjects and when the UBT Senate decides otherwise.* ET is aware that this is subject to interpretation, but counted over 30 courses where the final examination weights more than 50%. Additionally, there are some syllabi that do not have a final exam as part of their assessment methods, which appear to be in breach of the *Regulation of Administering the Examinations*.

Standard 4.10. *Policies and procedures include actions to be taken in to dealing with situations where standards of student achievement are inadequate or inconsistently assessed.*

According to the SER, the Faculty has established a set of criteria to help identify students at risk of non-completion, including the evaluation of the student learning styles and abilities with a view to proving appropriate pedagogical support. Additionally, as indicated by the SER and confirmed by the students, the Faculty has also established a mentor programme through which each student is assigned a mentor who can provide the student group with effective guidance and support. Additionally, the student confirmed that the professors have regular and/or permanent available for consultation time. Additionally, according to the SER, the video lectures of all courses are recorded on the MOODLE platform, and students have access all the time.

Standard 4.11. *If the study program includes practice stages, the intended student learning outcomes are clearly specified and effective processes are followed to ensure that those learning outcomes and the strategies to develop that learning are understood by students. The practice stages are allocated ETCS credits and the work of the students at the practical*



training organizations is monitored through activity reports; students during practice stages have assigned tutors among the academic staff in the study program.

As indicated in the SER and in the syllabi for the subjects, the practical represents a considerable part in respect of the teaching/learning methods and the evaluation. Additionally, it was revealed during the discussions of the ET with different stakeholders, that the faculty facilitates the connection between the students and employer in the perspective of practical stages. However, the discussions with the students, alumnae and employees revealed that currently, the bachelor program does not contain an integrated practice stage in the curricula, with a specified time and ECTS credits allocated for this. During the discussion with the ET, all the parties questioned in this regard appreciated that the introduction of practice stages in the curricula would be beneficial, and the employees declared their dispositive to collaborate in facilitating this.

Standard 4.12. *In order to facilitate the practice stages, the higher education institution signs cooperation agreements, contracts or other documents with institutions/organizations/practical training units.*

Although, as it appears from the discussion of the ET with the stakeholders, the program does not contain separate practice stages, the ET found out that there is a good collaboration between the faculty and different employees, for the facilitation of internships and future employment of the students. This is also confirmed by the existence of agreements between the university and relevant employers, as shown in the additional documentation ***11. list of agreements with agencies, associations and companies relevant for the study of interest.***

Compliance of the particular standards in standard area Educational Process Content is presented in Table 5.



Table 5 Educational Process Content – Overview of standard compliance

Standard	Compliant	
	Yes	No
<p><i>Standard 4.1.</i> The study program is modelled on qualification objectives. These include subject-related and interdisciplinary aspects as well as the acquisition of disciplinary, methodological and generic skills and competencies. The aspects refer especially to academic or artistic competencies, to the capability of taking up adequate employment, contributing to the civil society and of developing the students' personality.</p>	X	
<p><i>Standard 4.2.</i> The study program complies with the National Qualifications Framework and the Framework for Qualifications of the European Higher Education Area. The individual components of the program are combined in a way to best achieve the specified qualification objectives and provide for adequate forms of teaching and learning.</p>	X	
<p><i>Standard 4.3.</i> The disciplines within the curriculum are provided in a logical flow and meet the definition and precise determination of the general and specific competencies, as well as the compatibility with the study programs and curricula delivered in the EHEA. To be listed at least 7 learning outcomes for the study program under evaluation.</p>	X	
<p><i>Standard 4.4.</i> The disciplines within the curriculum have analytical syllabuses which comprise at least the following: the discipline's objectives, the basic thematic content, learning outcomes, the distribution of classes, seminars and applicative activities, students' assessment system, the minimal bibliography, etc. The full course description/ syllabuses of each subject/ module should be attached only in electronic form to the self-assessment report for the study program under evaluation.</p>	X	
<p><i>Standard 4.5.</i> If the language of instruction is other than Albanian, actions are taken to ensure that language skills of both students and academic staff are adequate for instruction in that language when students begin their studies. This may be done through language training prior to the commencement of the program.</p>	X	
<p><i>Standard 4.6.</i> The student-teacher relationship is a partnership in which each assumes the responsibility of reaching the learning outcomes. Learning outcomes are explained and discussed with students from the perspective of their relevance to the students' development.</p>	X	



<p><i>Standard 4.7.</i> Teaching strategies are fit for the different types of learning outcomes programs are intended to develop. Strategies of teaching and assessment set out in program and course specifications are followed with flexibility to meet the needs of different groups of students.</p>	<p>X</p>	
<p><i>Standard 4.8.</i> Student assessment mechanisms are conducted fairly and objectively, are appropriate for the different forms of learning sought and are clearly communicated to students at the beginning of courses.</p>	<p>X</p>	
<p><i>Standard 4.9.</i> Appropriate, valid and reliable mechanisms are used for verifying standards of student achievement. The standard of work required for different grades is consistent over time, comparable in courses offered within a program, and in comparison, with other study programs at highly regarded institutions.</p>	<p>X</p>	
<p><i>Standard 4.10.</i> Policies and procedures include actions to be taken in to dealing with situations where standards of student achievement are inadequate or inconsistently assessed.</p>	<p>X</p>	
<p><i>Standard 4.11.</i> If the study program includes practice stages, the intended student learning outcomes are clearly specified and effective processes are followed to ensure that those learning outcomes and the strategies to develop that learning are understood by students. The practice stages are allocated ETCS credits and the work of the students at the practical training organizations is monitored through activity reports; students during practice stages have assigned tutors among the academic staff in the study program.</p>		<p>X</p>
<p><i>Standard 4.12.</i> In order to facilitate the practice stages, the higher education institution signs cooperation agreements, contracts or other documents with institutions/organizations/practical training units.</p>	<p>X</p>	

Compliance level: Fully compliant

ET recommendations:

1. *ET insists that assessment distribution per course is adjusted in such a way that final exams do not hold more than 50% of the grade.*
2. *ET strongly encourages the faculty to evaluate the introduction in the curricula of separate practice stages, with specific learning objectives, time, and ETCS credits allocated.*



2.5. Students

Standard 5.1. *There is a clear and formally adopted admission procedure at institutional level that the study program respects when organizing students' recruitment. Admission requirements are consistently and fairly applied for all students.*

The university has a formally established procedure regarding the student admission and enrolment, that define the requirements for admission, who are consistent and fair. However, not all the relevant regulations are published in Albanian and English on the University's website.

Standard 5.2. *All students enrolled in the study program possess a high school graduation diploma or other equivalent document of study, according to MEST requirements.*

As published on its website, all students enrolled in the study program have to possess a high school graduation diploma or other equivalent document.¹

Standard 5.3. *The study groups are dimensioned so as to ensure an effective and interactive teaching and learning process.*

The discussion of the ET with the students revealed that the study groups are appropriately dimensioned to ensure a comfortable, effective and interactive process of teaching and learning. Furthermore, the students declared that during the practical and laboratory seminars, the study formations are appropriately dimensioned.

Standard 5.4. *Feedback to students on their performance and results of assessments is given promptly and accompanied by mechanisms for assistance if needed.*

The students confirmed that it is a common practice for the professors to hold a meeting after the examinations in order to give and receive feedback on the on their performance and results of assessments.

¹ <https://www.ubt-uni.net/en/study/new-students/>



Standard 5.5. *The results obtained by the students throughout the study cycles are certified by the academic record.*

According to the SER report, the university has an established regulation regarding the certification and registration of academic records obtained by the students. From the additional documents received, specifically document 19. *Example of the diploma*, it is not clear it also contains a diploma Supplement with the academic record of the student.

Standard 5.6. *Flexible treatment of students in special situations is ensured with respect to deadlines and formal requirements in the program and to all examinations.*

According to the SER, the students are consulted in the arrangement of examinations, especially regarding illness, special situations or other justified delays. The student confirmed that the relation with the teaching staff is very good, and their adequate requests are met, where possible. Additionally, the SER mentions that the university provides support for students with disabilities in order to assist the achievement of the educational goals.

Standard 5.7. *Records of student completion rates are kept for all courses and for the program as a whole and included among quality indicators.*

As indicated by the SER and the provided documents, the Faculty maintains a list of student records, including examination register, application, list of students taking the examination in the given examination period, examination report, students' logbook, student files containing information on students' re-examination activities and final grades earned during these activities. At least part of these information is managed through the Student Management Information System. Additionally, according to the SER and the QA Regulation, the student evaluation and progress are included as an indicator in the quality assurance processes.

Standard 5.8. *Effective procedures are being used to ensure that work submitted by students is original.*

The university has established regulations regarding the expected standards of behaviour during examination and written assignments, and specifically regarding the final thesis. As it was revealed during the discussions of the ET, the university uses an antiplagiarism software to verify the originality of the work submitted by the students, however, it was not clear if this verification is used for all the papers produced by the students, or only for the final thesis. Additionally, the additional documents showed that the university has an active licence for an antiplagiarism software.



Standard 5.9. *Students' rights and obligations are made publicly available, promoted to all those concerned and enforced equitably; these will include the right to academic appeals.*

The SER report and the provided documents indicate that the university has appropriate regulations regarding the students' rights and obligations, including the right to academic appeal. However, at the time of the evaluation, on the relevant pages on the university's website^{1,2} not all of the existing regulation are freely available to present and future students.

Standard 5.10. *The students' transfer between higher education institutions, faculties and study programs are clearly regulated in formal internal documents.*

As indicated by the SER, the university has a formal established procedure of transfer between higher education institutions, faculties and study programs, in accordance with the specific applicable regulations.

Standard 5.11. *Academic staff is available at sufficient scheduled times for consultation and advice to students. Adequate tutorial assistance is provided to ensure understanding and ability to apply learning.*

During the discussion with the ET, the students declared that the academic staff has a specifically allocated time for consultation, and added that often the professors are available also outside of this time. Additionally, as indicated by the SER and confirmed by the students, there is a mentor programme through which each student is assigned a mentor who can provide the student group with effective guidance and support.

Compliance of the particular standards in standard area Students is presented in Table 6.

¹ <https://www.ubt-uni.net/sq/studimi/studentet-aktual/politika-dhe-rregullat-e-studimeve/rregullat/>

² <https://www.ubt-uni.net/sq/ubt/per-ubt/politikat-rregulloret/>



Table 6 Students – Overview of standard compliance

Standard	Compliant	
	Yes	No
<i>Standard 5.1.</i> There is a clear and formally adopted admission procedure at institutional level that the study program respects when organizing students' recruitment. Admission requirements are consistently and fairly applied for all students.	X	
<i>Standard 5.2.</i> All students enrolled in the study program possess a high school graduation diploma or other equivalent document of study, according to MEST requirements.	X	
<i>Standard 5.3.</i> The study groups are dimensioned so as to ensure an effective and interactive teaching and learning process.	X	
<i>Standard 5.4.</i> Feedback to students on their performance and results of assessments is given promptly and accompanied by mechanisms for assistance if needed.	X	
<i>Standard 5.5.</i> The results obtained by the students throughout the study cycles are certified by the academic record.	X	
<i>Standard 5.6.</i> Flexible treatment of students in special situations is ensured with respect to deadlines and formal requirements in the program and to all examinations.	X	
<i>Standard 5.7.</i> Records of student completion rates are kept for all courses and for the program as a whole and included among quality indicators.	X	
<i>Standard 5.8.</i> Effective procedures are being used to ensure that work submitted by students is original.	X	
<i>Standard 5.9.</i> Students' rights and obligations are made publicly available, promoted to all those concerned and enforced equitably; these will include the right to academic appeals.		X
<i>Standard 5.10.</i> The students' transfer between higher education institutions, faculties and study programs are clearly regulated in formal internal documents.	X	
<i>Standard 5.11.</i> Academic staff is available at sufficient scheduled times for consultation and advice to students. Adequate tutorial assistance is provided to ensure understanding and ability to apply learning.	X	

Compliance level: Fully compliant



ET recommendations:

1. *The university should make available all the regulations regarding the admission, student activity, examination, student rights and obligations etc., on its website, in Albanian, and if possible, in English.*
2. *If not already practiced, the university should provide, together with the diploma, a diploma supplement, containing the student's academic record, in accordance with the EHEA standards.*
3. *The university should ensure that all the work papers produced by the students are original, including through the use of a specific software.*

2.6. Research

Standard 6.1. *The study program has defined scientific/applied research objectives (on its own or as part of a research center or interdisciplinary program), which are also reflected in the research development plan of the institution; sufficient financial, logistic and human resources are allocated for achieving the proposed research objectives.*

SER states that the study process is based on scientific methods and closely linked to the research themes of the institution – Robotic and Control Engineering, Low-Cost Automation, Modelling and Simulation of Mechatronics Systems and Artificial Intelligent. ET can agree on that. In interviews it was mostly shown that FMM has contemporary equipment for teaching and research activities. Staff did not object to logistic and human resources, however some concerns are raised about financial support. Most times public funding for research is not available to private institutions which they find penalizing. ET was presented with a list of ongoing Erasmus+ projects but it is not clear whether FMM staff participates in these projects. From financial plan for academic year 2021/22 it is seen that research funds are reduced by almost 40% when compared to year 2019/20, although total income and expenses are similar (totals for 2019/20 are not correctly presented). In future (year 2024) the amount of money for research should increase 4x when compared to 2021, due to planned increase in incomes by double. However, majority of the income increase is based on student fee. This can be done only through increase of student enrolment or increase in studying fee.



Standard 6.2. *Expectations for teaching staff involvement in research and scholarly activities are clearly specified, and performance in relation to these expectations is considered in staff evaluation and promotion criteria.*

Expectations for teaching staff involvement in research and scholarly activities are clearly specified, and performance in relation to these expectations is considered in staff evaluation and promotion criteria. Research-teaching-administration workload is balanced, in coordination with Dean and Faculty Council, depending on specific needs and performance of staff member. Annual reports on staff performance are made and results are considered in in promotion criteria. Regulation for academic advancement defines the criteria to be met for each position.

Standard 6.3. *Clear policies are established for defining what is recognized as research, consistent with international standards and established norms in the field of study of the program.*

There are two ways SER addresses the recognition of research, through outcomes:

- Articles published in indexed journals
- Conference papers
- Proceedings and
- Books.

and through KPIs:

- Publications in the indexed journals, books and book chapters.
- Conference participations and publishing in the proceedings.
- Summer schools.
- Guest invitations from industry.
- Guest lecturers from government.
- Guest lecturers from EU / USA.
- Student competition awards in business plans etc.

It is not particularly clear why research projects are not included since research are not only the outcomes (such as papers) but also all the activities that lead to the publications. It is also



not completely clear how are guest lecturers treated as research indicator. In terms of FMM, research is emphasized as academic papers, attendance of international conferences and publishing in conference proceedings, organization of conferences and other.

Policies and regulations on research are addressed as separate documents (for example, Regulation on Scientific Research and Publication) or partially in other documents.

Standard 6.4. *The academic staff has a proven track record of research results on the same topics as their teaching activity.*

As presented in SER and through checking track record it can be said that teaching activity is aligned with research topics. This is a big advantage of UBT policy that a staff members teach courses from their expert area at various organizational units of UBT College.

Standard 6.5. *The academic and research staff publish their work in specialty magazines or publishing houses, scientific/applied/artistic products are presented at conferences, sessions, symposiums, seminars etc. and contracts, expertise, consultancy, conventions, etc. are provided to partners inside the country and/or abroad.*

Argumentation in SER that addresses this standard has no relation to it. Some members of the staff do publish in specialty magazines, however, large number of latest publications is related to UBT organized conference and IFAC-PapersOnLine. ET was not presented with expertise, consultancy or similar work done by academic and research staff.

Standard 6.6. *Research is validated through: scientific and applied research publications, artistic products, technological transfer through consultancy centers, scientific parks and other structures for validation.*

Along with the previous standard it can be said that at the moment there are no sufficient proofs presented to ET that this standard is met.

Standard 6.7. *Each academic staff member and researcher has produced at least an average of one scientific/applied research publication or artistic outcome/product per year for the past three years.*

Trough thorough and very demanding cross-checking of staff track record in the last years in various platforms (Scopus, Google Scholar, Web of Science) and provided documents, it is shown that this standard is not met.



Standard 6.8. *Academic and research staff publish under the name of the institution in Kosovo they are affiliated to as full-time staff.*

ET checked the staff track record and this standard is met.

Standard 6.9. *Academic staff are encouraged to include in their teaching information about their research and scholarly activities that are relevant to courses they teach, together with other significant research developments in the field.*

Based on the information obtained from the interviews, the ET trusts that the teaching staff is integrating own research outcomes into teaching, especially when it comes to new technologies and contemporary approaches.

Standard 6.10. *Policies are established for ownership of intellectual property and clear procedures set out for commercialization of ideas developed by staff and students.*

UBT College established UBT Technology Transfer Center (TTC) that supports staff and students of UBT with protecting homegrown intellectual property, industry engagement and the commercialization of the UBT generated research. As is stated on UBT website: *The office reaches out to industry and the business community to develop partnerships which enable industry to benefit from the world leading teaching, research and infrastructure within UBT. The Centre supports and enables the research community at UBT to translate innovative research excellence into outputs for maximum societal and economic impact.*

ET requested documentation on regulations and decision example on homegrown intellectual property, industry engagement and the commercialization of the UBT generated research case, however, the submitted document (decision on establishment of Institute for Legal Support and Intellectual Property Rights) does not substantiate the request.

Standard 6.11. *Students are engaged in research projects and other activities.*

According to SER, essential means in linking teaching and research will be:

- raising awareness of research by embedding a program of staff research presentations within research methods-based module helps to raise awareness of staff research activities, but is also be used to promote discussion of the research process and knowledge construction,



- encouraging students to conduct mini-research projects, give students the freedom to choose, design and carry out a research project with tutor guidance and support at each of the processes,
- promote students' engagement as consultants for industry - small teams of students work with organizations on issues important to the organization, students make recommendations for action to the clients and companies.,
- engage students as research assistants in research projects - develop links with local businesses and employers to provide students with the opportunity to work on 'live projects' with real clients,
- organize annual student conference - where undergraduates can present their research projects and
- engage students in problem-based learning - this learning and teaching approach encourages students to construct their own knowledge through reading and research. The Professor's role is as their guide, to facilitate their understanding and engagement with the research process, rather than imparting knowledge to them.

All of these sound well, but also quite ambitious at BSc level (for example, students' engagement as consultants for industry).

Students are engaged in various activities. Students have possibilities to use student exchange program, have paid internships in local companies and attend training and certification for performed activities, and to perform experimental work. Students also participate in Conferences organized by UBT or other institutions. The number of those students is small (19 in last 5 years) as is the number of students that published papers in scientific journals (6 in last 5 years) but ET considers the number to be reasonable at BSc level.

Compliance of the particular standards in standard area Research is presented in Table 7.



Table 7 Research - Overview of standard compliance

Standard	Compliant	
	Yes	No
<i>Standard 6.1.</i> The study program has defined scientific/applied research objectives (on its own or as part of a research center or interdisciplinary program), which are also reflected in the research development plan of the institution; sufficient financial, logistic and human resources are allocated for achieving the proposed research objectives.	X	
<i>Standard 6.2.</i> Expectations for teaching staff involvement in research and scholarly activities are clearly specified, and performance in relation to these expectations is considered in staff evaluation and promotion criteria.	X	
<i>Standard 6.3.</i> Clear policies are established for defining what is recognized as research, consistent with international standards and established norms in the field of study of the program.	X	
<i>Standard 6.4.</i> The academic staff has a proven track record of research results on the same topics as their teaching activity.	X	
<i>Standard 6.5.</i> The academic and research staff publish their work in specialty magazines or publishing houses, scientific/applied/artistic products are presented at conferences, sessions, symposiums, seminars etc. and contracts, expertise, consultancy, conventions, etc. are provided to partners inside the country and/or abroad.		X
<i>Standard 6.6.</i> Research is validated through: scientific and applied research publications, artistic products, technological transfer through consultancy centers, scientific parks and other structures for validation.		X
<i>Standard 6.7.</i> Each academic staff member and researcher has produced at least an average of one scientific/applied research publication or artistic outcome/product per year for the past three years.		X
<i>Standard 6.8.</i> Academic and research staff publish under the name of the institution in Kosovo they are affiliated to as full-time staff.	X	
<i>Standard 6.9.</i> Academic staff are encouraged to include in their teaching information about their research and scholarly activities that are relevant to courses they teach, together with other significant research developments in the field.	X	



Standard 6.10. Policies are established for ownership of intellectual property and clear procedures set out for commercialization of ideas developed by staff and students.

Standard 6.11. Students are engaged in research projects and other activities.

		X
	X	

Compliance level: Partially compliant

ET recommendations:

- ET recommends detailed planning of research funds – amounts, sources, allocation of funds etc.*
- ET recommends publishing of the list of research projects and list of staff members from FMM that participate in those projects. Valuable information are missed if overall UBT results are given.*
- ET recommends that most significant publications in the last 5 years for each staff member should be clearly presented and summarized in one document. To categorize publications as: 1. Indexed in the Web of Science with Impact Factor (International Publisher or National Publisher) and designated quartiles; 2. Indexed in the Web of Science without Impact Factor (International Publisher or National Publisher); 3. Articles in conference proceedings; 4. Other conference abstracts and non-peer reviewed conference papers.*
- ET recommends creating or updating profiles on Google Scholar platform for each teaching and research member.*
- ET recommends the introduction of an award system for scientific excellence as an incentive to staff members for increasing the number of quality papers published in quality journals or other types of publication.*
- ET recommends encouraging staff members to present papers at renowned international scientific conferences. ET is aware of visa restrictions for Kosovo citizens, however, the latest pandemic trend with online or hybrid conferences may overcome this problem.*



2.7. Infrastructure and Resources

Standard 7.1. *The adequate long-term implementation of the study program is ensured in quantitative terms as regards premises, human resources and equipment. At the same time, it is guaranteed that qualitative aspects are also taken into account.*

The SER and the attached documents (including 23. Infrastructure, 20. Mechatronics Lab Equipment List) indicate that the university has adequate resources both in quantitative and qualitative terms, regarding the availability of spaces, equipment, and human resources. Since the evaluation was conducted without an on-site visit, the factual existence of the facilities and equipment, can only be observed through the video attached to the documents, which exemplifies an array of adequate spaces and equipment. Additionally, in the discussion with the ET, the students declared that to their experience, the spaces used for the course are in very good conditions and can adequately be used by different study groups, based on the needs, and that there is sufficient equipment for their use in laboratories and other practical learning.

Standard 7.2. *There is a financial plan at the level of the study program that would demonstrate the sustainability of the study program for the next minimum three years.*

According to the SER, the projected income and expenditure for the next three years demonstrates a balanced perspective that shows the sustainability of the study program. Moreover, the additional document (10. Financial plan for 21_22), show that the results for the previous three years 2019-2021, has shown a positive balance. However, according to the SER, over 70% of the projected income is expected to be generated by the student fees. Considering that the available information indicates a very high rate of drop-out, the failure to enroll and maintain the expected number of students could negatively affect the sustainability of the study program.

Standard 7.3. *The higher education institution must demonstrate with adequate documents (property deeds, lease contracts, inventories, invoices etc.) that, for the study program submitted for evaluation it possesses the following, for the next at least three years:*

- a) *owned or rented spaces adequate for the educational process;*



- b) owned or rented laboratories, with the adequate equipment for all the compulsory disciplines within the curriculum, wherever the analytical syllabus includes such activities;*
- c) adequate software for the disciplines of study included in the curriculum, with utilization license;*
- d) library equipped with reading rooms, group work rooms and its own book stock according to the disciplines included in the curricula.*

According to the SER and other documents provided (26. UBT Infrastructure, 23. Infrastructure), the university owns and rents adequate number of spaces for the educational process. Of these, for the needs of the study program under evaluation, are allocated 7 rooms, 2 IT Labs, 2 Mechatronic Labs, Rooms 2 Energy Efficiency Lab, 1 VR Laboratory, 1 Physics Lab, 1 Chemistry Lab, and 1 AI and Data Science Lab. Additionally, according to the document 23. Infrastructure, the university has an adequate number of software licenses for the IT equipment. Moreover, according to the SER, the university has an adequate library and reading rooms necessary for the students.

Standard 7.4. *The number of seats in the lecture rooms, seminar rooms and laboratories must be related to the study groups' size (series, groups, subgroups); the applicative activities for the specialty disciplines included in the curricula are carried out in laboratories equipped with IT equipment.*

According to the SER, the course rooms and laboratories allocated for the study program has a number of seats that is adequately used in relation to the study groups. Furthermore, in the discussion with the ET, the students confirmed that the lecture and seminar rooms, and laboratories are adequate in size and available equipment, for their needs.

Standard 7.5. *The education institution's libraries must ensure, for each of the study programs:*

- a) number of seats in the reading rooms corresponding to at least 10% of the total number of students in the study program;*
- b) a number of seats in the group work rooms corresponding to at least 10% of the total number of students in the study program;*
- c) their own book stock from Albanian and foreign specialty literature, enough to cover the disciplines within the curricula, out of which at least 50% should represent book titles or specialty courses of recognized publishers, from the last 10 years;*



- d) *a book stock within its own library with a sufficient number of books so as to cover the needs of all students in the cycle and year of study the respective discipline is provided for;*
- e) *a sufficient number of subscriptions to Albanian and foreign publications and periodicals, according to the stated mission.*

According to the SER, the university has the largest library in the region, which has over 400 square meters of space and is stocked with about 80000 titles, including over 1,600 books compressive of 500 titles related to the study fields, being an important resource for academic staff, scientific research and students. Moreover, according to the additional document *20. list of the books purchased in 20_21 and 21_22*, in the last year the university library was completed with about 40 titles in the STEM field, totalling about 200 books. Additionally, as demonstrated also by the additional document *21. an agreement with the provider of academic databases*, the university also has an electronic library, where students and academic staff have access to online libraries such as: EBSCO host, J-Store, Sage journals etc., that allows students to access newer scientific articles that they can use for their research studies. In the discussion with the ET, the students declared that overall they had a sufficient access to necessary books, journals and scientific articles, necessary for their studies, although some of them added that sometimes, they had to resort to their personal methods, in order to obtain some unavailable sources.

Standard 7.6. *The infrastructure and facilities dedicated to the implementation of the program is adapted to students with special needs.*

The SER and the attached documents do not contain a clear assessment regarding the state of the infrastructure and facilities dedicated to the study program, in relation to students with special needs. However, from the video presentation, it appears that the infrastructure is modern and adequate at least for some of the students with special needs. Additionally, the SER mention the existence of a UBT disability support service, which aims to provide support for students with disabilities and to assist the achievement of educational goals.

Compliance of the particular standards in standard area Infrastructure and Resources is presented in Table 8.



Table 8 Infrastructure and Resources – Overview of standard compliance

Standard	Compliant	
	Yes	No
<i>Standard 7.1.</i> The adequate long-term implementation of the study program is ensured in quantitative terms as regards premises, human resources and equipment. At the same time, it is guaranteed that qualitative aspects are also taken into account.	X	
<i>Standard 7.2.</i> There is a financial plan at the level of the study program that would demonstrate the sustainability of the study program for the next minimum three years.	X	
<i>Standard 7.3.</i> The higher education institution must demonstrate with adequate documents (property deeds, lease contracts, inventories, invoices etc.) that, for the study program submitted for evaluation it possesses the following, for the next at least three years: a) owned or rented spaces adequate for the educational process; b) owned or rented laboratories, with the adequate equipment for all the compulsory disciplines within the curriculum, wherever the analytical syllabus includes such activities; c) adequate software for the disciplines of study included in the curriculum, with utilization license; d) library equipped with reading rooms, group work rooms and its own book stock according to the disciplines included in the curricula.	X	
<i>Standard 7.4.</i> The number of seats in the lecture rooms, seminar rooms and laboratories must be related to the study groups' size (series, groups, subgroups); the applicative activities for the specialty disciplines included in the curricula are carried out in laboratories equipped with IT equipment.	X	



Standard 7.5. The education institution’s libraries must ensure, for each of the study programs:

- a) a number of seats in the reading rooms corresponding to at least 10% of the total number of students in the study program;
- b) a number of seats in the group work rooms corresponding to at least 10% of the total number of students in the study program;
- c) their own book stock from Albanian and foreign specialty literature, enough to cover the disciplines within the curricula, out of which at least 50% should represent book titles or specialty courses of recognized publishers, from the last 10 years;
- d) a book stock within its own library with a sufficient number of books so as to cover the needs of all students in the cycle and year of study the respective discipline is provided for;
- e) a sufficient number of subscriptions to Albanian and foreign publications and periodicals, according to the stated mission.

X

Standard 7.6. The infrastructure and facilities dedicated to the implementation of the program is adapted to students with special needs.

X

Compliance level: Substantially compliant

ET recommendations:

1. *The ET encourages the university and the faculty to constantly monitor the needs of the teaching staff and students, in relation to the bibliographical and scientific resources, and provide access to new books and articles, including resources in Albanian language.*
2. *The ET encourages the university to assess the status of the infrastructure and facilities dedicated to the study program, in relation to students with special needs, and take adequate measure in order ensure that the potential needs are covered. Additionally, the university is encouraged to actively address and advertise their programs to students with special needs, including through scholarships, and therefore facilitate their personal development and social inclusion.*
3. *The ER recommends to evaluate the motives that cause the high drop-out rate and mitigate them, including for the purpose of assuring the financial sustainability of the study program.*



3. FINAL RECOMMENDATION OF THE ET

ET recommends that each Standard provided in SER should have a rather analytical than descriptive character, data should be presented clearly and many can be supported in tabular form. SER should be direct analysis of the current situation and be fully supported with evidence (documented facts). When writing report in a descriptive way, especially if amount of text is extensively (and unnecessary) inflated, lots of important information can be missed. For example, a lot of standards could be covered with simple explanations and attached documents. Especially important when evaluators could not be present physically at premises.

Expert team wants to take the opportunity and explain the decision on number of students to be enrolled to the program. The institution asks for increase of 73% i.e. from 130 to 200. ET considers this to be completely excessive and unnecessary. It is recommended to use current human and other resources and increase the number of graduates since it was shown that small percentage of students actually graduate within 3 years of study. Also, not directly related, but important, is to increase the number of students continuing education in MSc studies since interviews with external stakeholders and employees showed that they lack personnel with MSc qualifications.

Table 9 provides an overview of compliance on standard areas and overall compliance.

Table 9 Overview of compliance on standard areas and overall compliance

Standard Area	Compliance level
1. Mission, Objectives and Administration	<i>Substantially compliant</i>
2. Quality Management	<i>Partially compliant</i>
3. Academic Staff	<i>Fully compliant</i>
4. Educational Process Content	<i>Fully compliant</i>




5. Students	<i>Fully compliant</i>
6. Research	<i>Partially compliant</i>
7. Infrastructure and Resources	<i>Substantially compliant</i>
Overall compliance	<i>Substantially compliant</i>

The most frequent compliance level across all general areas is Fully compliant – three out of seven (42,8%) standard areas are Fully compliant while the other four are rated as Substantially or Partially compliant (two of each). Expert Team considers that according to that the study program cannot be rated as Fully compliant but instead proposes that the study program **Mechatronics Engineering, BSc** offered by Faculty of Mechatronics Management, UBT College is **Substantially compliant** with the standards included in the KAA Accreditation manual.

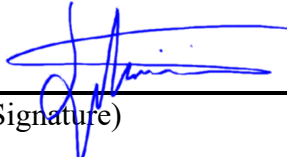
The Expert Team recommends **to accredit** the study program for a duration of **3** years with a number of **140** students to be enrolled in the program.

Expert Team

Member

	Tea Marohnić	June 27 th 2022
(Signature)	(Print Name)	(Date)

Member

	Artur Tventarnii	June 27 th 2022
(Signature)	(Print Name)	(Date)