UBT College

Mechatronics Engineering, BSc

RE-ACCREDITATION

REPORT OF THE EXPERT TEAM

February 2025, Prishtina

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1. INTRODUCTION

1.2. CONTEXT
Date of site visit: 12 Feb 2025

Expert Team (ET) members:

- *Prof. Dr. Tauno Otto*
- *Prof. Dr. Ioannis Sarris*
- *Arnoldas Solovjovas, PhD Student*

Coordinators from Kosovo Accreditation Agency (KAA):

- *Leona Kovaçi, KAA Officer*
- *Ilirijana Ademaj Ahmeti, KAA Officer*

Sources of information for the Report:

- *Self-Evaluation Report of theMechatronics Engineering, BSc (SER);*
- *CVs of the UBT staff (55);*
- *Syllabus of Mechatronics BSc*
- *Cooperation Agreements with Industry (7)*
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- *Labor Market 2024 Analysis*
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- *Meeting Minutes of the Faculty Council Mechatronics Engineering*
- *Meeting Minutes_Students*
- *University_for_Business_and_Technology_-Turnitin2022-25*
- *UBT Homepage*
- *Additional documents:*
  - *Recent strategies of Faculty*
  - *Industrial Board meeting minutes*
  - *List of KPI-s/statistics gathered about the BSc study programme 2022-2024*
  - *Exemplary Thesis*
  - *Questionnaires for the students and academic personal*
  - *Mechatronics Engineering Faculty Strategic Plan 2025-2030*
  - *Research Plan of Mechatronics Engineering Faculty 2025-2030*

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Criteria used for institutional and program evaluations

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

Abbreviations:

FMM – Faculty of Mechatronics Management

UBT – UBT College

KAA – Kosovo Accreditation Agency

ET – Evaluation Team

SER – Self-Evaluation Report

1.1.   SITE VISIT SCHEDULE

Time	Meeting	Participants
08:30 - 09:15	Meeting with the management of the faculty where the programme is integrated	**Prof. Dr. Edmond Hajrizi-**Rector **Prof. Dr. Visar Hoxha**-Vice Rector **Prof. Asst. Dr. Xhemajl Mehmeti**-Dean **Prof. Asst. Dr. Bertan Karahoda-**Responsible for the Bachelor's Program in Mechatronics Engineering **Prof. Asst. Dr. Fidan Smaili-**Responsible for the Master's Program in Mechatronics Engineering
09.15 - 09.55	Meeting with quality assurance representatives and administrative staff	**Prof. Asoc. Dr . Ylber Limani**-Head of Quality Assurance Sub Committee **Prof. Asst. Dr.** Fisnik Lahu- **MSc. Saranda Demolli-**Member of Quality Assurance and Administrative Staff

		MSc. Murat Rotkoceri- Quality Assurance Coordinator and Administrative Staff Artan Tahiri – Head of Administration **MSc** Arxhend Jetullahu-Staff
10:00 - 11:00	Meeting with the head of the study programme: Mechatronics Engineering BSc, 180 ECTS	Prof. Asst. Betim Shabani Prof. Asst. Drita Qerimi Prof. Asst. Bertan Karahoda
11:05 - 12:05	Meeting with the head of the study programme: Mechatronics Engineering MSc, 120 ECTS	Prof. Asst. Fidan Smaili Prof. Asst. Luan Mulaku
12:10 - 12:55	Meeting with teaching staff	Prof. Asst. Dr. Deniz Celcima Prof. Asoc. Zhilbert Tafa Lecture MSc. Roni Kasemi Prof. Asst. Dr. Gonxhe Bojaxhiu Prof. Asst. Dr. Muhamet Gervalla Prof. Asoc. Armend Ymeri Prof. Asst. Dr. Vehbi Neziri Dr.sc. Astrit Hulaj
12:55 - 13:55	Lunch break at Campus	

13:55 - 14:45	Meeting with students	Albulena Morina
		Mendim Bytyqi
		Arlind Ymeri
		Edonis Hebibi
		Melos Gjyrefci
		Agensa Sopa
14:50 - 15:30	Meeting with graduates/alumni	Lirim Januzaj
		Dokleat Krasniqi
		Arbnor Dedovic
		Arte Nela
		Drenusha Verbofci
		Diedon Llabjani
15:30 - 16:10	Meeting with employers of graduates and external stakeholders	**Sherf Hyseni-**Dibarcom L.L.c
		Ylber Hoxha- Industrial Automation and Research, EIZEK
		Zgjimi Gurazui- Mechanical Design Engineer, Solaborate
		Levent Zuban- Chief Technology Officer, Premium Bakery
16:10 - 16:20	Internal meeting of KAA staff and experts	
16:20– 16:30	Closing meeting with the management of the faculty and program	
16:30- 16:50	Visiting Facilities	

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1.2. A BRIEF OVERVIEW OF THE PROGRAMME UNDER EVALUATION

The Mechatronics Engineering, BSc study program is based on the previously accredited program "Mechatronics Management, BSc," which was first accredited in 2009 and subsequently re-accredited in 2010, 2013, and 2016. The responsible academic unit at UBT for conducting the program is the Faculty of Mechatronics Management. In previous re-accreditation round in 2022, UBT proposed renaming the program to "Mechatronics Engineering, BSc" to better reflect its technical content, learning outcomes, and alignment with similar programs at European higher education institutions. The Bachelor of Science (BSc) in Mechatronics Engineering at UBT is a three-year undergraduate program designed to integrate mechanical, electrical, and computer engineering into a single interdisciplinary field. The program, carrying 180 ECTS credits, prepares students for careers in automation, robotics, artificial intelligence, and smart manufacturing. The academic degree conferred upon completion is Bachelor of Science in Mechatronics Engineering.

2. PROGRAMME EVALUATION

2.1. MISSION, OBJECTIVES AND ADMINISTRATION

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

The Mechatronics Engineering BSc program at UBT has good alignment with the institution's mission, explicitly combining theoretical frameworks and practical applications. By creating an interdisciplinary curriculum that integrates mechanical engineering, electronics, and computer science, the program directly supports UBT's strategic objectives focused on innovation, research excellence, and international collaboration. This strategic integration effectively addresses regional demands for advanced engineering skills and enhances the institution's competitive positioning.

In SER there is mentioned pursuing external grants and industry partnerships, but without explaining how each specific partnership goal will be achieved, measured, or monitored—particularly in terms of the strategic approach, defined success metrics, and processes for ongoing evaluation that would ensure each collaboration meaningfully advances both the program's financial sustainability and its industry relevance (SER p 127-128). Regarding the Research Plan (2025-2030) for FMM it is well-structured but needs financial clarity and a

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stronger publication strategy to maximize its impact. It lacks explicit strategy for increasing journal publications. Also, there is no clear funding targets or budget allocation.

UBT recognizes and addresses Kosovo's specific industrial and economic context. The program is tailored to local market demands, particularly in sectors such as automation, robotics, and manufacturing, where there is a recognized deficit of skilled professionals. Curriculum development driven by industry input and labor market data underscores the program's responsiveness to societal needs and regional economic growth, reinforcing its local relevance and effectiveness.

The Program Learning Outcomes (LOs) explicitly reflect UBT's mission and strategic objectives by emphasizing interdisciplinary knowledge, practical skill development, leadership, and sustainable engineering solutions. The clearly articulated LOs address both industry expectations and academic standards. Additionally, the transparency and public availability of program details, including learning outcomes and curriculum structure, strengthen stakeholder engagement and accountability, satisfying ESG expectations of openness and clarity.

There is a Strategic Plan (2025-2030) for BSc Mechatronics Engineering. It provides a strong foundation, but lacks key elements for effective implementation and accountability. Specifically, there is no financial projections or resource allocation; no graduate employment tracking or alumni engagement plans, and no strategy for online learning or virtual labs.

The justification for the Mechatronics Engineering BSc program is supported by labor market analyses involving sources as the World Bank, European Commission, and local industry stakeholders. The program's integration of contemporary topics like AI, IoT, and industrial automation reflects thorough understanding and responsiveness to identified skill shortages, ensuring that graduates are prepared to contribute significantly to the technological advancement of Kosovo's economy.

UBT effectively manages program growth, gradually increasing enrollment from 140 to 200 students, based on demonstrated demand and institutional readiness. The increased quota is justified by adequate faculty resources, modern infrastructure, and employer interest, facilitating quality education delivery. The favorable student-to-faculty ratio of approximately 1:10 further supports individualized instruction and quality assurance, validating the appropriateness of the enrollment strategy.

The availability and quality of facilities and equipment at UBT significantly support the practical implementation of the Mechatronics Engineering program. Modern, industry-standard laboratories in automation, robotics, and control systems provide students with essential hands-on experience. The institution's investment in relevant infrastructure guarantees

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graduates possess practical skills aligned with labor market demands, thus affirming the adequacy and strategic appropriateness of program resources.

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

UBT has established comprehensive policies and mechanisms to address plagiarism, academic dishonesty, and discrimination through the Code of Ethics, Regulation on Anti-Plagiarism, and Generative AI Policy. The Ethics Committee and Faculty Ethics Sub-Committee oversee cases of misconduct, ensuring fair and transparent decision-making. Turnitin plagiarism detection software is systematically used for all major student submissions to maintain academic integrity, and the regulations are publicly accessible to all stakeholders.

The Plagiarism Prevention Policy, supported by Turnitin, establishes a structured process for addressing plagiarism and dishonesty, differentiating penalties based on similarity percentages. For cases with 10%-20% similarity, students receive warnings or are required to resubmit, while cases exceeding 20% similarity result in more severe consequences such as course failure or suspension. The Faculty Ethics Sub-Committee ensures due process by reviewing cases, interviewing students, and imposing penalties in alignment with institutional policies.

UBT provides orientation sessions for new students and faculty, covering ethical standards, plagiarism prevention, and proper referencing techniques. Courses such as "Law and Ethics in Engineering" and "Research Methods" integrate ethics into the curriculum, reinforcing students' awareness of academic integrity. Additionally, course syllabi include ethical guidelines, and faculty members are trained in ethical assessment methods to ensure consistent application of academic integrity standards.

The institution maintains a robust monitoring system through the Ethics Committee, which investigates reported cases and issues rulings based on the Code of Ethics. Faculty meetings, student handbooks, and assessment policies clearly outline procedures for handling unethical behavior. Anonymized case reviews and publicly available minutes of Ethics Committee meetings ensure transparency, reinforcing accountability among students and staff.

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

UBT utilizes the Student Management Information System (SMIS) to systematically collect, store, and analyze student data, including enrollment rates, course performance, attendance, and graduation trends. This information is reviewed each semester to identify areas for improvement, ensuring evidence-based decision-making for curriculum development and resource allocation. Action plans based on SMIS data include measures such as syllabus updates, faculty training, and student support services, contributing to the continuous enhancement of the study program. However, when looking to provided BSc Mechatronics Engineering KPIs Document, it included key indicators as exam pass rates, student satisfaction, and graduation rates, measurement of teacher training & mobility, but lacks research output tracking or data how many students get job offers from their internships, which are essential for evaluating program success. No target KPIs were set—there was no strategic goal-setting. Also industry collaboration was missing (e.g., number of industry-funded projects, internships, or employer satisfaction).

UBT adheres to Kosovo's Law on Personal Data Protection, ensuring that student records, assessment data, and other personal information are handled securely. A Data Protection Officer (DPO) oversees compliance with these policies, ensuring that student data is stored and processed following transparency, security, and confidentiality principles. Additionally, access to sensitive academic records is restricted to authorized personnel only, reinforcing institutional commitment to student privacy.

Students and academic staff actively participate in feedback mechanisms, including course evaluations, surveys, and faculty meetings, to assess the effectiveness of the study program. At the start of each academic year, meetings with students and faculty members are conducted to discuss program expectations, resources, and improvement strategies. Input from alumni and industry representatives further refines the curriculum to align with labor market demands, ensuring the program remains responsive to evolving professional requirements.

UBT maintains transparency by publishing key performance data, including student satisfaction surveys, course evaluations, and program review reports, on its official website. The Annual Faculty Self-Evaluation Report and the Annual Faculty Quality Report are also made publicly accessible, allowing stakeholders to track program improvements. Additionally, regular industry and alumni engagement sessions provide external stakeholders with insights into the program's impact and relevance.

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

UBT follows a structured Administrative and Budgetary Support Policy, ensuring that the Mechatronics Engineering program has adequate financial and human resources. The policy includes annual staff evaluations, budget allocations, and contingency planning to address any unforeseen operational challenges. Regular policy reviews and stakeholder consultations help align administrative support with the evolving needs of students and faculty.

The administrative structure of the Faculty of Mechatronics Engineering includes a Dean, Program Coordinator, and Quality Officer, ensuring efficient program management. The Dean provides strategic oversight, while the Program Coordinator handles academic operations such as course scheduling and student requests. The Quality Officer monitors adherence to academic standards and facilitates program improvements, ensuring a well-organized and supportive learning environment.

UBT has implemented a Professional Development Plan for administrative staff, offering annual training sessions on academic support services, student engagement, and budget management. Staff members participate in workshops, professional certification programs, and higher education administration training to enhance their skills. Regular performance evaluations help identify areas for further development, ensuring that administrative staff remain well-equipped to support academic and research activities.

UBT actively encourages and facilitates the participation of administrative staff in professional development initiatives, such as language training, technology workshops, and higher education management courses. For example, administrative staff have completed Microsoft Office Skills Training, Emotional Intelligence Training, and Plagiarism Detection Training to enhance their operational efficiency. These continuous learning opportunities ensure that administrative personnel remain updated with best practices in university administration and student services.

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

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UBT actively analyzes recommendations from external accreditation bodies and internal quality assurance committees to ensure continuous improvement of the Mechatronics Engineering BSc program. Following the 2022 reaccreditation process, the faculty implemented key changes, including the revision of the study program mission to align with the European Qualifications Framework (EQF). Additionally, the program structure and curriculum have been updated to reflect the latest industry and academic standards, ensuring enhanced student learning outcomes.

The mission and vision for the Mechatronics Engineering program exist and are publicly available on the UBT website. While the program is designed based on labor market needs, there is no explicit evidence of direct stakeholder consultation in defining learning objectives. The report mentions market research and graduate feedback, but it does not provide details about how students, industry partners, or employers directly contribute to shaping the program's mission and goals.

Compliance level: <u>Substantially compliant</u>

ET recommendations:
1. *Add industry, research, financial, and career tracking metrics to strategic planning. Timeline: **July 2026**.*
2. *Add workload analysis, research engagement, and learning outcome assessment to student questionnaires to make it a more effective strategic tool. Timeline: **January 2026**.*
3. *Add research tracking, workload stress measurement, and international mobility assessment to academic staff questionnaires to improve its strategic value. Timeline: **January 2026**.*
4. *Improve strategic plan by clearer KPIs, funding strategies, research expansion, industry engagement, and digital education initiatives to be fully effective and making the BSc Mechatronics Engineering program globally competitive and future-proof. Timeline: **March 2026**.*

2.2 QUALITY MANAGEMENT

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

UBT has established several documents highlighting the existing internal quality assurance system: Quality Assurance Policy and Quality Assurance Manual. These documents align with the national documents, European Standards and Guidelines and other international standards. The SER Quality Assurance Policy defines how quality is assured in the whole UBT, covering all related academic, research, and administrative areas. The Quality Assurance Manual is a guideline that reminds different stakeholders on how to keep a high standard in the activity (SER p. 28). When ET meeting with Quality Management group a translator was needed, however quality management is very international topic and better language skills would be beneficial.

Quality Assurance Manual defines all of the aspects related to the delivery of the study program. These aspects include teaching quality, learning outcomes, research, etc. Also, in the mentioned manual, one can find the course evaluation procedure, faculty evaluation and continued improvement (SER p. 29). To ensure the manual is implemented properly, each faculty has its own Quality Assurance Coordinator, whose main responsibility is to monitor study programmes.

At first, the expert panel was a bit unclear about who was responsible for the quality of the study programme. During the site visit, it was explained that the heads of the study programmes are the first part of the study programme quality assurance process. As they are responsible for monitoring all syllabus, their outcomes, assessment methods, laboratory works, and meeting with stakeholders. Only then can it be passed to the quality Subcommittees, and the faculty's final body responsible for the decision-making is the Faculty Council. The expert panel find this scheme very classic and does not see any major need of improvement.

The Plan-Do-Check-Act improvement in the Faculty begins with meetings and stakeholder feedback sessions, such as designing a new module. This stage then moves to the execution part, where the syllabus is being taught to the students as an example. Later, the internal quality assurance system constantly monitors and defines issues needing improvement. The cycle is closed with a developed plan for improvement. The whole procedure is monitored by the Quality Sub-committee that oversees the whole procedures and, if needed, develops a Quality Assurance Action Plan.

In conclusion, the expert panel believes that the currently existing internal quality assurance system is well developed, and there is evidence that the internal quality assurance is not only defined just in the document texts but also becomes (or already is) an established culture where all the bodies and stakeholders are aware of their roles.

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

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According to SER, each newly developed study programme must go through a specific procedure inside the UBT. Firstly, each programme must be aligned with the UBT mission and strategic goals. The development involves all the stakeholders: teachers, social partners, students, and alumni. The programmes must have both theoretical and practical knowledge and critical thinking implemented. Mechatronics as a study programme combines mechanical, electronic, computer science fields.

As the programme was designed, firstly, it went through the Faculty's Sub-Committee that analyzed the general design, learning outcomes and the collected stakeholders' feedback. The programme is passed to the Council of the Faculty and this is the final stage at the faculty level. The academic Council and the Quality Committee of the UBT are the last parts of the internal college quality procedure, as later on it is given to the national quality assurance agency for the expert review procedures.

As mentioned earlier, the design procedure starts with feedback collection, especially from the industry partners, so the programme graduates would be in demand in the labour market. The programme developers also analyse their market to see the technological trends. The expert panel was wondering whether UBT mainly relies on the industry partners' feedback when designing or improving the syllabus of the study programme. The answer was that UBT's programmes are not designed to serve the needs of each industry partner separately. UBT considers their feedback, but it does not guarantee its implementation in the content of the study programme. SER also mentions KPIs for monitoring the study programme's quality. KPIs cover outcome, process and input indicators with student enrollment, graduation rate, satisfaction, etc.

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

During the site visit, the expert panel found that the study programme is constantly being monitored to keep it at the state of the art. The panel was interested in how the monitoring is carried out. Constant involvement and meetings with the stakeholders (having common projects, consultations with the stakeholders from the labour market), various surveys and feedback sessions. The expert panel believes that the study programme remains in demand in the labour market thanks to the regular formal and informal meetings with the stakeholders. Industrial partners provide feedback regarding the graduates and where they lack theoretical or practical knowledge, where it can be implemented in the modules, etc. SER mentions several improvements in the programme, increasing the possibility of an internship and collaboration in projects with local companies.

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The quality sub-committee is responsible for analyzing whether ECTS credits align with the actual workload during the class work and while doing tasks. The review is done before the start of each semester, allowing for a coherent flow of topics throughout the semester, according to the SER (p. 33.). This sub-committee also reviews teacher's evaluation methodology and the literature to ensure that it is current. The source of information is gathered feedback from students and teachers. The expert panel is satisfied that the quality sub-committee early analyzes feedback and takes action if needed.

Most of the stakeholder involvement is throughout the feedback and survey systems: for students, graduate students, teachers, employers, and staff. The expert panel always question whether there is a process that monitors whether the same group of stakeholders (for instance, students) would not receive a dozen questionaries in a short matter of time and there would be no tangible reason to fill them. During the site visit, none of the stakeholders mentioned that this process was "overdone"; the surveys are conducted quickly, and the results are also presented later. Which allows the stakeholders to believe that their answers are actually being used in some process.

Since 2022, a new internship course has been implemented, where students have had a chance to dive into the labour market and witness all technological processes by themselves. During the site visit the expert panel was wondering whether there is an established system for monitoring the whole quality of internship. Questionnaires are also provided for the students, mentors, and stakeholders (employers) from the labour market to determine what processes could be improved.

All data analyzed from the stakeholders is placed in the Annual Faculty Quality report. This report shows the areas that need to be improved, and together with this report, the Quality Improvement Action Plan is being conducted that outlines actions which will be taken to tackle issued areas. These documents are publicly available on the UBT website.

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

The ET checked, and it seems that all needed regulations (Study regulation, quality assurance principles guidelines for syllabus development, etc.) and policies and guidelines regarding study processes are publicly available on the UBT website. Also, the information for the admission criteria, recognition of qualifications, enrolment quotas, syllabuses, learning outcomes, credits, assessment methods, and final qualifications are published.

The information regarding dropout rate, pass rate, and employment rate are all publicly available. The ET was fascinated by the low drop-out rate below 10%, signaling that the

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monitoring system was working well. The employment rate is also eye-opening, reaching 95% (SER p. 37). Also, the information needed regarding the programme's mission, learning outcomes, syllabus, and admission requirements is publicly available.

Compliance level: Full-compliant

ET recommendations: None

2.3. ACADEMIC STAFF

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

Faculty recruitment aligns with Kosovo's Higher Education Law, ensuring that minimum academic qualifications and professional standards are met. The institution adheres to internal regulations, requiring clear job descriptions, structured selection criteria, and a documented hiring process. Faculty appointments comply with the National Qualifications Framework (NQF) and Kosovo Accreditation Agency (KAA) guidelines.

Vacancies are publicly advertised through institutional channels, outlining the required competencies, research experience, and teaching expertise. The selection process is structured, involving shortlisting, interviews, teaching demonstrations, and committee evaluations. Recruitment decisions are based on predefined criteria, ensuring fairness and adherence to best practices.

Most of the full-time faculty members hold PhD degrees relevant to their teaching and research areas, ensuring alignment with the program's academic scope. The program benefits from external lecturers and industry professionals, supplementing academic knowledge with practical expertise. Faculty members demonstrate ongoing engagement in research, however not very intensive, contributing to curriculum development and the integration of cutting-edge knowledge.

UBT provides continuous professional development opportunities, including pedagogical training, research funding, and international collaboration initiatives. Faculty performance is regularly monitored and evaluated, ensuring that teaching staff maintain high academic and professional standards.

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

The institution maintains a core group of full-time faculty members with PhD degrees in relevant fields, ensuring long-term program sustainability. Faculty workload distribution is monitored and balanced, preventing over-reliance on part-time or external lecturers. The program meets the minimum staff-to-student ratio requirements as defined by the Kosovo Accreditation Agency (KAA), ensuring adequate faculty availability.

Teaching staff possess academic and professional expertise aligned with the curriculum and learning outcomes of the program. Most of the faculty members have recognized scientific publications, with research output in indexed journals (Scopus, Web of Science) within the last five years, meeting accreditation requirements. However, some of the staff have only conference papers at the institutional periodic conference. The program includes industry-experienced professionals to provide practical and applied knowledge relevant to automation, robotics, and smart manufacturing.

Full-time faculty are moderately actively involved in research, academic advising, and student mentorship, ensuring a strong connection between theoretical knowledge and applied skills. Faculty members engage in interdisciplinary collaborations and international partnerships, enhancing research visibility and academic impact. Institutional policies encourage faculty participation in training programs, research grants, and industry projects, ensuring continuous professional growth.

The institution provides resources for research, laboratories, and pedagogical training, ensuring faculty can deliver high-quality education. Faculty recruitment and retention strategies focus on long-term contracts, reducing staff turnover and ensuring program stability.

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

Faculty advancement is regulated by institutional policies, which define clear promotion pathways based on teaching performance, research output, and institutional engagement. The process for promotion and reappointment is documented and publicly available, ensuring all staff members understand the evaluation criteria. Faculty promotions follow national higher education laws, requiring peer-reviewed research publications, teaching excellence, and academic service as key indicators for career progression.

Academic staff undergo regular performance reviews, incorporating student feedback, peer evaluations, and research output assessments. Promotion to higher academic ranks (e.g., Assistant Professor, Associate Professor, Full Professor) is contingent on scientific contributions, participation in international research projects, and engagement in academic leadership roles. Faculty members are encouraged to publish in high-impact journals (Scopus, Web of Science) and contribute to interdisciplinary research, ensuring alignment with European and national academic standards, however their effort is moderate.

UBT provides faculty development programs, offering opportunities for pedagogical training, research funding, and conference participation. Academic staff are encouraged to participate in international exchange programs, fostering collaboration with other universities and industry partners. Internal mentorship programs help junior faculty members integrate into the academic community and progress through academic ranks.

Faculty reappointments follow a rigorous review process, ensuring that only academically qualified and professionally engaged faculty members continue teaching within the program. The institution complies with KAA accreditation requirements, ensuring that faculty reappointment and advancement criteria meet national higher education standards.

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

Faculty members have access to pedagogical training programs, improving their teaching methodologies and student engagement strategies. The institution provides workshops, certification programs, and seminars on emerging trends in engineering, automation, and robotics. New faculty members undergo an orientation program, integrating them into the institutional culture and equipping them with best teaching practices.

Faculty members are encouraged to participate in research projects, with institutional funding available for scientific publications and conference attendance. UBT supports collaborative research initiatives, providing incentives for faculty to engage with international academic networks and industry partnerships. Staff members are provided with research grants and access to laboratory resources, fostering innovation and the integration of research into teaching. Although the support, no significant participation in EU or international projects is encoutered.

The institution offers mentorship programs, pairing junior faculty with senior researchers to enhance career progression and academic leadership. Faculty members receive support for tenure-track advancements, ensuring they can progress through Assistant, Associate, and Full

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Professor ranks based on teaching excellence and research contributions. UBT facilitates participation in academic mobility programs, such as Erasmus+ and industry exchange initiatives, enriching faculty experiences.

Academic staff have access to adequate laboratories, engineering software, and digital learning platforms, enabling them to enhance course delivery. The institution invests in continuous technological upgrades, ensuring faculty members remain proficient in modern engineering tools. Online learning resources and digital teaching tools are made available, allowing faculty to integrate blended learning methods into their courses.

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

External associates are required to have at least a Master's degree in a relevant engineering discipline, while those involved in advanced theoretical courses must hold a PhD. Industry professionals engaged as lecturers must demonstrate significant experience in automation, robotics, control systems, or smart manufacturing, ensuring alignment with program content. External lecturers are carefully selected based on academic credentials, research contributions, and professional expertise, ensuring they enhance the program's interdisciplinary approach.

External lecturers bring valuable industry insights, bridging the gap between academic theory and industrial applications in mechatronics and automation. Faculty collaborations with companies and research institutions ensure that students gain exposure to real-world projects, emerging technologies, and professional challenges. Visiting academics contribute to research supervision, thesis evaluation, and specialized topics, strengthening the program's research component.

External associates contribute to lectures, laboratory sessions, seminars, and industry-driven projects, ensuring a comprehensive learning experience. Guest lecturers deliver specialized content that complements the core teaching activities of permanent faculty, enriching students' exposure to innovative engineering practices. Their involvement is structured through formal agreements that define their teaching responsibilities, assessment roles, and student engagement expectations.

However, the involvement of external lecturers is not formally integrated into the institution's quality assurance framework. Establishing clear performance review criteria and structured collaboration with full-time faculty would enhance the coherence of teaching across courses.

Compliance level: Substantially compliant

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ET recommendations:

1. *Reduce reliance on external lecturers by hiring additional permanent academic staff. Timeline: **December 2025**.*
2. *Increase institutional funding for research, facilitate international collaborations, and provide structured training programs in pedagogical methods, digital learning tools, and engineering advancements to enhance faculty expertise. Timeline: **March 2026**.*

2.4. EDUCATIONAL PROCESS CONTENT

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

The learning outcomes reflect the mission of UBT by emphasizing engineering fundamentals, innovation, and industry relevance. The curriculum fosters critical thinking, problem-solving, and interdisciplinary knowledge, aligning with global mechatronics engineering programs. The program website and academic catalog publicly display the ILOs, ensuring transparency for students and stakeholders.

The program's competencies and graduate attributes are defined with technical, analytical, and professional skills. Each course specifies learning objectives, expected competencies, and performance benchmarks, ensuring students understand their academic trajectory.

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

The 180 ECTS structure corresponds to Level 6 of EQF, ensuring equivalence with European Bachelor's programs. Courses progressively develop knowledge, skills, and competencies to meet bachelor's degree expectations in engineering.

The program integrates cognitive (theoretical), functional (practical), and personal (professional) competencies, ensuring holistic student development. The curriculum maps course learning objectives to the European Skills/Competences, Qualifications, and Occupations framework, ensuring industry relevance.

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

The curriculum follows a well-structured sequence, progressing from fundamental engineering principles to advanced automation, robotics, and control systems. Courses are designed with pre-requisites, ensuring a stepwise knowledge acquisition process.

Capstone projects and industry internships integrate theoretical knowledge with practical applications. The program includes flexibility through elective courses, allowing students to specialize in automation, AI, or embedded systems.

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

While mechatronics engineering is not strictly regulated, the program aligns with European Engineering Education Standards (EUR-ACE) and industry expectations. The curriculum integrates ISO, IEEE, and IEC standards, ensuring students develop skills recognized in global engineering industries.

The program prepares students for professional certifications, such as PLC programming, robotics integration, and industrial automation standards. The institution collaborates with engineering associations, ensuring graduates meet industry competency expectations. While the curriculum covers theoretical and applied aspects of mechatronics, it does not integrate official industry certifications that are widely recognized in the automation and robotics sector.

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

The institution clearly outlines the intended learning outcomes for student internships, linking them to core engineering competencies. Students receive practical exposure to industrial automation, robotics, and smart manufacturing, reinforcing theoretical concepts.

The internship program includes structured supervision, where faculty advisors and industry mentors monitor student progress. Students engage in project-based learning, allowing them to apply theoretical knowledge in real-world engineering scenarios.

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

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Courses include problem-based learning, case studies, and hands-on lab experiments to promote active student participation. Students engage in group projects, peer discussions, and simulation-based learning, enhancing collaborative problem-solving skills. The program relies heavily on traditional face-to-face lectures, with limited digital learning tools to support flexible learning options.

The institution integrates learning management systems and digital platforms to provide interactive learning resources. Virtual labs and engineering simulation software are utilized to reinforce theoretical concepts with practical experimentation. Despite the program's emphasis on technical education, there is no structured student participation in faculty research projects.

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

Assessments include written exams, project evaluations, presentations, and lab reports, ensuring comprehensive student evaluation. Rubrics are standardized, ensuring grading consistency and transparency.

Students receive detailed feedback on their performance, promoting continuous learning and improvement. The institution regularly reviews and updates its assessment strategies to maintain alignment with accreditation standards.

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

The program follows the Bologna Process guidelines, ensuring that one ECTS credit corresponds to 25–30 hours of student work. Many courses include a balance of lectures, self-study, and lab exercises, ensuring that students can effectively manage their workload. Some courses appear to have a higher workload than their assigned ECTS credits, creating an imbalance in student workload distribution.

Regular curriculum evaluations ensure that ECTS allocations remain proportional to course difficulty and workload expectations. Student surveys collect feedback on workload distribution, ensuring ECTS credits accurately reflect learning requirements.

Compliance level: Fully compliant

ET recommendations:
1. *Give more opportunities for student engagement in research. Timeline: **February 2026**.*
2. *Introduce better-balanced student workload, reducing academic overload and improve grading policies. Timeline: **December 2025**.*

2.5. STUDENTS

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

In the SER, the admission procedure for the expert panel is clearly defined. A candidate must successfully finish secondary school and the National Matura Exam according to the national regulations. All the needed criteria and requirements are publicly available on the official UBT webpage (SER p. 93). UBT provides in the SER an example of the previous call for admission to this study programme (SER p. 94). UBT has a defined system for international students who want to apply: their secondary education diploma will have to be recognized through the Ministry level of Kosovo.

No specific examination is conducted during the admission process; the established committee mainly checks the results from the main subjects in secondary education and also the received grade in the Matura exam. During the site visit, it was explained that if there were more candidates than the study places, an additional entrance exam would be organized. Students had no additional comments on the admission process, and it seemed for them to be well-established.

As stated in the SER, there is a possibility for a student transfer from another higher education institution. The admission process is carefully reviewed and the candidate must come from a very similar study programme that has a similarity of at least 70% with BSc Mechatronics Engineering (SER p. 95).

The expert panel believes that UBT has established a very clear and fair admission process for this study programme.

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

During the site visit the experts gathered enough evidence to state that the UBT has an established system for the student progression in the study programme. The administration keeps an eye on the drop-out statistics, GPA trends, course completion success rate. The students have admitted that in case of any issue, UBT is always providing all kinds of needed assistance. Mostly mentioned was the tutoring system that the teachers provide during the semester of before the exam just to make sure that all needed answers are provided. UBT organizes all kind of feedback session during and after the semester. Informal meetings can be conducted during the semester in case of an existing issue so that there can be changes made

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for the current students. It is very important that not only to get formal feedback answers but inform the community that the data is being analyzed and future activities will be done to tackle one of the issues.

Also, for the newcomers, UBT organizes in the first year mathematical and laboratory work courses. As it was explained in secondary school, a lot of students do not have the needed mathematical background, so to ensure that they will not have much difficulty in the mathematics module, additional courses are offered. The expert panel highlights this as a great example of decreasing the number of drop-out rates for this study programme.

The experts believe that the students are well aware of their possibilities to continue their studies in the master's field or move to the labour market and start their professional career. There is study programme in the master's level with the same name, for candidates who want to deepen their knowledge and continue studies (SER p. 97).

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

UBT has established quite a number of services for students: academic consultation, career planning, a tutoring system, and consultation for international mobility. Integration of the international students is also implemented: language courses, accommodation assistance etc. (SER p. 98).

A well-established service system is nothing until the students are unaware of its existence. Without a doubt, students are well informed of many possibilities. For instance, the Office for International Cooperation guides the candidates on the needed documents, eligibility criteria, application forms, etc. All the needed information can be found on the official UBT website in both English and Albanian. The students are attracted through various mobility programmes: ERASMUS+ mobility and MOUs with 400 universities (SER p. 99). The expert panel believes that the mobility possibilities are well-established for the current students.

At the end of the mobility programme questionnaires to collect feedback are organized for the local and international students. The aim is to find out the study conditions, satisfaction with the infrastructure, teachers, administration etc. The same office of International Cooperation analyses the data and provides a plan for future improvement. In the SER, experts were familiar with the number of students enrolled in the international mobility programmes. Most students (10) participated in the shors cycle mobility programme and 7 participated in a longer cycle mobility programme (SER p. 100).

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

The expert panel believes that UBT has enough resources to ensure the needs of the students. Academic consultation, technical support, and teachers are at a good level. The support system and the infrastructure is adapted also for the students with special needs.

According to SER, the UBT Student Support Department currently has 20 employees, and the Career office has 5 staff members. Looking at the faculty level, there are also study coordinators and tutors who provide academic guidelines. There is also an established IT department with 20 people working in it. The IT department provides support regarding issues with technological resources, such as e-learning systems. The expert panel was curious about the ways UBT informs the students about all the services. It was mentioned that during the integrational process of the newcomer students, the information package with all services is provided. During the site visit, students mostly mentioned career consultation services. They mentioned that the Career consultation office conducts many meetings and workshops with the stakeholders from the labour market and also career fairs. A very interesting tutoring system was provided for the expert panel, where the students become tutors and help out other students if there is an academic struggle. The expert panel believes this initiative will greatly help the students, especially in the first years during the adaptation period.

UBT has established procedures regarding appeals and complaints. As mentioned in the SER, if the issue is related to the grades, the student can submit a complaint within 36 hours after receiving the grade to the FMM administration. The decision will be made in the next 24 hours. Students also have the possibility to submit a complaint in other academic situations like teaching methodology or resource availability. (SER p. 102).

UBT also provides all the needed information regarding extracurricular activities: clubs, organizations, social events etc. Also there are areas for sport and recreation in the college campus. This allows students not only to be engaged in the college campus activities during the study hours but also after.

Compliance level: Fully compliant

ET recommendations: None

2.6. RESEARCH

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

The Mechatronics Engineering BSc program at UBT is designed to align with the institution's mission of fostering innovation, interdisciplinary learning, and applied research. The curriculum integrates scientific research with industry needs, ensuring that students contribute to technological advancements and engineering solutions. By emphasizing automation, robotics, and smart systems, the program supports UBT's strategic goal of becoming a leader in research-driven engineering education.

UBT actively promotes research engagement by integrating project-based learning, undergraduate research opportunities, and faculty-led research initiatives. The program provides students with access to research labs, engineering software, and opportunities to collaborate on industry projects. Faculty members regularly publish in international journals, present at conferences, and engage in collaborative research, fostering a culture of academic inquiry and innovation.

The curriculum incorporates research methodologies, technical writing, and data analysis training, equipping students with the necessary skills to conduct independent research. Final-year students complete capstone projects that involve experimental design, prototype development, and problem-solving in real-world engineering challenges. The inclusion of hands-on research activities ensures that graduates develop critical thinking and analytical skills applicable in both academia and industry.

UBT has modern laboratories, computational tools, and partnerships with industry and academic institutions to facilitate high-quality research. Students and faculty have access to advanced mechatronics systems, robotics equipment, and simulation software, supporting research in automation, AI applications, and industrial engineering. The institution actively seeks funding for research projects and collaborations, ensuring continuous support for scientific innovation.

The Mechatronics Engineering program contributes to UBT's research impact by producing publications, patents, and industry collaborations. Faculty and students are encouraged to participate in international research consortia, engineering competitions, and EU-funded projects. The program's research initiatives help position UBT as a recognized institution for engineering research and innovation.

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

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UBT provides financial and institutional support for faculty members to engage in high-quality research, publications, and professional development. Faculty members have access to research grants, industry collaborations, and modern laboratories, allowing them to conduct experimental and applied research in their respective fields. The institution actively encourages participation in international conferences, research consortia, and technical workshops, ensuring continuous academic growth.

Faculty members of the Mechatronics Engineering BSc program are actively involved in publishing research papers in indexed journals, presenting at international conferences, and collaborating on industry projects. Research topics include automation, AI applications in engineering, robotics, and sustainable energy systems, aligning with global technological trends. The institution incentivizes faculty members through publication awards, funding for research projects, and access to cutting-edge technology.

UBT provides administrative and technical support to faculty members applying for national and international research grants. Faculty members are encouraged to collaborate with industry partners and European research institutions to secure funding from Horizon Europe, Erasmus+, and other international research initiatives. The institution also offers internal funding schemes to support early-stage research projects and faculty development.

UBT ensures that research findings are integrated into course curricula, allowing students to engage with the latest technological advancements and industry applications. Faculty members incorporate real-world case studies, laboratory research, and project-based learning into their courses. The integration of research-oriented coursework and thesis projects fosters critical thinking and innovation among students.

Faculty members receive institutional support to collaborate with industry partners, engage in technology transfer activities, and participate in professional certification programs. The university facilitates partnerships with engineering firms, tech startups, and research centers, ensuring that faculty members remain updated on industry standards and best practices. These collaborations enhance both teaching quality and faculty research contributions.

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

UBT actively promotes collaboration between faculty members and academic, industrial, and research institutions at the national and international levels. Faculty members are encouraged to establish joint research projects, participate in exchange programs, and contribute to international conferences. The institution provides logistical and financial support, such as covering travel costs and assisting in research grant applications, to ensure effective faculty participation in global academic networks.

UBT facilitates faculty exchanges through Erasmus+ and bilateral agreements with international universities, allowing professors to gain exposure to global best practices in teaching and research. Faculty members regularly engage in short-term teaching assignments, collaborative research, and curriculum development activities with partner institutions. This commitment to internationalization enhances the faculty's expertise and enriches the student learning experience.

UBT has active partnerships with industry leaders, research centers, and government agencies, providing faculty with opportunities for applied research and technological development. Professors collaborate with engineering firms, innovation hubs, and tech startups to work on real-world problem-solving projects. These partnerships not only enhance faculty research productivity but also ensure that students are exposed to cutting-edge industry trends and technological advancements.

UBT provides financial and logistical support for faculty participation in international academic events, ensuring that faculty members present their research at global conferences. The university also organizes joint academic seminars, workshops, and guest lectures with international experts, fostering cross-border collaboration in education and research. Participation in these events enhances the faculty's academic visibility and strengthens institutional reputation.

UBT is an active member of international engineering and academic associations, allowing faculty to engage with global academic communities. Professors participate in organizations such as IEEE, ENAEE, and international mechatronics societies, contributing to policy discussions, research collaborations, and academic accreditation efforts. These memberships provide access to latest industry standards, joint projects, and peer-reviewed publications, ensuring that faculty remain at the forefront of academic and technological developments.

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

UBT ensures that faculty members actively publish research in peer-reviewed journals, conference proceedings, and academic books in fields directly related to mechatronics,

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automation, robotics, and control systems. Many professors have contributed to national and international research projects, demonstrating their expertise in the subjects they teach. This alignment between research and teaching ensures that students are exposed to cutting-edge knowledge and technological advancements.

Faculty members regularly incorporate their research findings into course content, laboratory experiments, and student projects, ensuring that the curriculum remains up-to-date with the latest technological trends. By applying their own research in engineering applications, system modeling, and artificial intelligence, professors provide students with real-world examples and case studies. This approach enhances learning by fostering a research-driven teaching environment.

Professors actively mentor undergraduate students in research-based projects, guiding them through final-year theses and independent studies related to automation, AI in mechatronics, and IoT applications. Faculty members encourage students to publish their research findings in student conferences, industry collaborations, or university journals, enhancing students' research skills and career readiness. This mentorship ensures that student projects are aligned with faculty research strengths and current industry demands.

UBT supports faculty research through funding opportunities, research grants, and international collaborations, ensuring that professors remain active contributors to their fields. Professors regularly present at international conferences, contribute to patents, and participate in Horizon Europe and Erasmus+ research initiatives. This institutional support enables faculty to stay at the forefront of engineering research, benefiting both students and the broader academic community.

UBT fosters strong relationships with industry partners, ensuring that faculty research is applied to solve real-world engineering problems. Professors collaborate with engineering firms, tech startups, and industrial automation companies to conduct applied research that benefits both academia and industry. These collaborations translate into curriculum updates, hands-on learning opportunities, and enhanced employability for students.

When examining exemplary BSc thesis it was well structured, in good technical writing, and excellent use of figures and tables while being focused on a critical engineering process in manufacturing, using CAD, FEA, and MFA simulations for analysis. However it lacked cost analysis and there was also no parametric study or alternative design comparisons. These aspects are very important for industry to become more competitive.

Compliance level: <u>Substantially compliant</u>

ET recommendations:

1. *Develop a specialized research center within UBT that focuses on robotics, automation, and AI applications in engineering, fostering collaborative research between faculty, students, and industry partners. Timeline:* ***May 2026****.*

2. *Expand faculty involvement in EU-funded projects (Horizon Europe, COST Actions) and private sector-funded research, securing more external funding for advanced research initiatives. Timeline:* ***June 2026.***

3. *Encourage junior faculty members to collaborate with senior researchers, supporting them in publishing in high-impact journals and securing research grants through structured mentorship. Timeline: Introduce annual best publication awards in* ***June 2026****.*

4. *Strengthen technology transfer mechanisms by establishing research commercialization programs, patent development support, and industry-driven research incubation initiatives. Timeline:* ***August 2026****.*

5. *Improve industry-UBT collaboration by underlining in student research validation, cost analysis, and optimization. Timeline:* ***February 2026****.*

2.7. INFRASTRUCTURE AND RESOURCES

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

UBT has modern and well-equipped facilities, including classrooms, laboratories, seminar rooms, and research spaces, ensuring a conducive learning and research environment. The infrastructure supports both theoretical instruction and hands-on experimental learning, providing students with access to advanced engineering tools and real-world simulation environments. The institution regularly invests in facility upgrades to meet the growing demands of engineering education and applied research. The Mechatronics Engineering BSc program is supported by state-of-the-art laboratories for robotics, automation, AI applications, and control systems, ensuring that students can apply theoretical knowledge through hands-on experiments. The institution provides industry-standard software, hardware, and testing equipment, enabling students to develop essential technical skills for the engineering sector. Additionally, ongoing partnerships with industry and academia help in upgrading lab resources, keeping them aligned with technological advancements.

UBT integrates ICT-based learning solutions, including online learning platforms, engineering simulation software, and digital libraries, ensuring that students have flexible access to educational materials. The institution provides high-speed internet access, multimedia-

equipped classrooms, and e-learning tools, allowing for hybrid and interactive learning experiences. Faculty members also use digital tools for research collaboration, online assessments, and data analysis, further enhancing academic efficiency. ET was convinced when visiting Mechatronics labs including industrial robots, student projects related robotics and machine automation, smart greenhouse project, drones indoor control area, VR lab, and drone lab. Still, the lab environment needs to be upgraded further, as cobots and self-driving robot platforms or robot dogs have become a mainstream in Mechatronics MSc level education.

UBT conducts periodic evaluations of its infrastructure and technological resources, ensuring that learning spaces, labs, and research centers remain functional and up-to-date. Faculty, students, and external stakeholders provide feedback on equipment availability and facility maintenance, allowing the institution to address deficiencies and plan for improvements. These assessments contribute to sustaining high-quality education and research standards.

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

UBT maintains a well-equipped library with textbooks, academic journals, reference materials, and digital databases, ensuring students have access to up-to-date educational resources. The library collections are continuously updated to include the latest publications in engineering, mechatronics, robotics, and automation. Faculty members collaborate with library staff to recommend new acquisitions and ensure alignment with course curricula.

The institution offers electronic access to international databases, such as IEEE Xplore, ScienceDirect, Springer, and other engineering-focused digital libraries, allowing students and faculty to access research papers, technical reports, and case studies. Online resources are integrated into learning management systems, ensuring flexible and remote access to academic materials. The availability of e-books, research repositories, and open-access materials supports self-directed learning and research activities.

ET was convinced to visit the library premises. The library includes dedicated study areas, research workstations, and collaborative spaces, ensuring that students have a conducive learning environment. Trained librarians assist students with research methodologies, citation management, and accessing academic databases, supporting academic writing and research excellence. Additionally, students can reserve quiet study rooms, use multimedia resources, and attend library training workshops.

UBT conducts regular reviews of its library resources, incorporating feedback from faculty, students, and researchers to enhance its collection. The institution allocates budget for new acquisitions, ensuring that the library remains academically relevant and supports evolving

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study program requirements. Surveys and data analysis on library usage trends help identify areas for improvement and expansion.

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

UBT allocates adequate financial resources to support the Mechatronics Engineering BSc program, ensuring that teaching, research, and infrastructure requirements are met. The institution secures funding from tuition fees, government grants, industry partnerships, and externally funded research projects, ensuring financial sustainability. Regular budget reviews and strategic financial planning allow for efficient allocation of funds to priority areas.

The allocated budget ensures investment in laboratory equipment, digital learning tools, updated textbooks, and access to research databases, enhancing the quality of education and student experience. Funding supports continuous curriculum improvements, enabling faculty to incorporate new teaching methodologies, software tools, and industry best practices. Additionally, financial resources are directed towards faculty training and professional development, ensuring high teaching standards.

UBT encourages faculty and student research by securing external research funding, including grants from Erasmus+, Horizon Europe, and private industry collaborations. The institution provides internal research grants to support faculty members in publishing scientific papers, attending international conferences, and participating in industry-related projects. Investment in state-of-the-art research facilities and technology infrastructure ensures that the program remains competitive in engineering research.

UBT follows structured financial planning and reporting mechanisms, ensuring that funding allocation is transparent and aligned with academic and research needs. The institution conducts regular financial audits, budget assessments, and stakeholder consultations, ensuring that funds are efficiently utilized and distributed. Student fees, grants, and research funds are allocated strategically to improve program quality and institutional growth.

Compliance level: <u>Fully compliant</u>

ET recommendations:
1. *Invest in cobots, mobile robot platforms, AI-based learning tools, and hybrid classroom setups to enhance modern learning experiences. Timeline: **January 2026**.*
2. *Establish long-term partnerships with tech companies and engineering firms to access cutting-edge technology, industry-sponsored labs, and collaborative research funding. Timeline: **June 2026**.*

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3. *Implement energy-efficient practices, green building initiatives, and modernized lab equipment to align with sustainability goals and environmental impact reduction. Timeline: **July 2026**.Ma*

3. FINAL RECOMMENDATION OF THE ET

The ET appreciates the efforts of the management and of all the participants involved in the process of organization the site visit contributing to providing answers and offering insights to all the issues that were raised. The academic staff is well advanced and has a lot of potential to contribute to the establishment of a quality culture at the department level according to formal decisions.

In conclusion, the Expert Team considers that the study program Mechatronics Engineering (BSc) offered by UBT is Fully Compliant with the standards included in the KAA Accreditation manual and, therefore, recommends accrediting the study program for a duration of 5 years with a number of 200 students to be enrolled in the program.

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

Compliance level: Fully compliant.

Student quota recommended: 200 students / 5 Years

Expert Team

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Chair

	Prof. Dr. Tauno Otto	21/03/25
(Signature)	(Print Name)	(Date)

Member

	Prof. Dr. Ioannis Sarris	21/03/25
(Signature)	(Print Name)	(Date)

Member

	Arnoldas Solovjovas	21/03/25
(Signature)	(Print Name)	(Date)