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UNIVERSITY OF PRISHTINA, "HASAN PRISHTINA" FACULTY OF MECHANICAL ENGINEERING

Engineering Design and Vehicles, MSc

RE-ACCREDITATION

REPORT OF THE EXPERT TEAM

February 2025, Prishtina



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INTRODUCTION

1.1. CONTEXT

Date of site visit: 11 Feb 2025

Expert Team (ET) members:

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

Coordinators from Kosovo Accreditation Agency (KAA):

- Ilirjane Ademaj Ahmeti, KAA Officer
- Shpresa Shala, KAA Officer

Sources of information for the Report:

- Self-Evaluation Report of the Design Engineering & Vehicles, MSc (SER);
- *CVs of the UP staff (15);*
- Syllabi of 26 disciplines.
- Additional documents:
 - o Exemplary MSc Thesis with presentation and technical drawings
 - Exemplary research paper based on the MSc Thesis published in International Scientific Journal Mathematical Modeling
 - Strategic action plan of FME 2023-2025
 - o Strategic Plan 2023-2025: Strategy of the University of Prishtina
 - FME Advisory Board protocols
 - Exemplary internship reports
 - Student assessments of the subjects and teaching at the faculty
 - Questionnaires

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.

1.2. SITE VISIT SCHEDULE

Time	Meeting	Participants
09:00 – 09:40	Meeting with the management of the faculty where the programme is integrated	 Prof. Dr. Mirlind Bruçi -Dean Prof. Asst. Dr. Arlinda Rrecaj, Vice- Dean Dr. Miftar Shala, Faculty Secretary
09:45 – 10:25	Meeting with quality assurance representatives and administrative staff	 Asst. Dr. Blerina Bylykbasha, Academic Development Coordinator Prof. Asst. Dr. Bukurije Hoxha, Vice- Dean Msc. Liridon Bytyqi, IT Officer Bsc. Fatlum Grisholli, Assets and Logistic Officer
10:30 - 11:30	Meeting with the program holders of the study programme	 Prof. Dr. Ilir Doçi Prof.Asst. Dr. Riad Ramadani
11:30 - 12.30	Lunch break	1 Prof. asoc. Dr. Xhevahir Bajrami, Vice-Dean
12:30 – 13:15	Visiting facilities	 Prof. asoc. Dr. Xhevahir Bajrami, Vice-Dean Other FME Lab's Dr. Arben Avdiu MSc. Mexhait Ristemi MSc. Mehmet Zeqiraj
13:15 – 13:55	Meeting with teaching staff	 Prof. Dr. Naser Lajqi Prof. Dr. Beqir Hamidi Prof. Dr. Ahmet Shala Prof.Asoc. Dr. Shpetim Lajqi Prof. Dr. Shaban Buza Prof. Asst. Dr. Halil Demolli Ass. Dr. Riad Morina
14:00 – 14:40	Meeting with students	 BSc. Flamuri Sejdiu BSc. Blerind Rexhepi BSc. Gentian Maliqi BSc. Liridona Maliqi
14:45 – 15:25	Meeting with graduates	 MSc. Arber Avdiu MSc. Rizah Zeqiri MSc. Burim Vrajolli
15:30 - 16:10	Meeting with employers of graduates and external stakeholders	 MSc. Shpend Imeri MSc. Valon Cakolli MSc. Fitim Bajrami
16:10 - 16:20	Internal meeting of KAA staff and experts	

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16:20 – 16:30	Closing meeting with the management of the faculty and program	 Prof. Dr. Mirlind Bruçi -Dean Prof. Asst. Dr. Arlinda Rrecaj, Vice- Dean Prof. Asoc. Dr. Xhevahir Bajrami, Vice-Dean Prof. Asst. Dr. Bukurije Hoxha, Vice- Dean
		5. Dr. Mijiar Shala, Faculty Secretary

1.3. A BRIEF OVERVIEW OF THE PROGRAMME UNDER EVALUATION

The Master of Science (MSc) in Engineering Design and Vehicles (EDV) at the Faculty of Mechanical Engineering (FME), University of Prishtina "Hasan Prishtina" (UP), is a two-year program designed to equip students with specialized expertise in engineering design, mechanical design, motor vehicles, industrial transport vehicles, mechanization, robotics, and computer-aided design (CAD). The program integrates theoretical knowledge with practical applications, ensuring that graduates are well-prepared to address industry challenges.

This MSc program was first accredited in 2022 for a three-year period. The program structure emphasizes 50% practical work and 50% theoretical coursework, enhancing students' ability to apply scientific principles to real-world engineering problems.

The curriculum is structured to provide advanced training in engineering analysis, vehicle design, computational modeling, and mechanical system diagnostics, integrating modern technologies and methodologies. Students engage in specialized courses covering areas such as finite element analysis (FEA), reverse engineering, artificial intelligence applications in mechanical engineering, and vehicle safety standards. Additionally, a mandatory professional internship and a master's thesis further reinforce hands-on learning and research experience. Through its emphasis on innovation, industry collaboration, and alignment with European higher education standards, the MSc in EDV plays a crucial role in preparing graduates for careers in research institutions, product development, automotive engineering, transport systems, robotics, and mechanical diagnostics.

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 MSc in Engineering Design and Vehicles (EDV) program is well aligned with the mission and strategic goals of the University of Prishtina "Hasan Prishtina" (UP). The program emphasizes quality education, research excellence, and the preparation of graduates for successful careers. It responds to societal needs by equipping students with industry-relevant competencies through contemporary teaching methodologies and advanced technologies. The integration of theoretical knowledge and practical skills underscores scientific research, innovation, and ongoing professional development.

The EDV program adheres closely to UP's strategic objectives, fulfilling standards set forth by the National Qualifications Framework and the European Higher Education Area (EHEA). The faculty's strategic development initiatives continuously refine the curriculum, ensuring alignment with evolving industry requirements and societal demands.

The program addresses societal needs by meeting the growing demand both in Kosovo and internationally for specialized engineers in vehicle engineering and mechanical design. It serves the transportation, manufacturing, and automotive sectors, preparing graduates for careers in research institutions, technical design bureaus, manufacturing facilities, and transportation companies. In ET meeting with Management it was discussed, that 100% of current MSc students on the study program are also working part-time.

The curriculum is structured to offer foundational and specialized knowledge in mechanical design, vehicle dynamics, computational analysis, and homologation. Extensive practical training, including laboratory sessions, research projects, and internships, enhances student employability and readiness for industry.

Transparency is ensured through public availability of comprehensive information about the MSc EDV program, such as admission criteria, curriculum structure, learning outcomes, and assessment methods, via the university's website and official documentation. Policies related to academic integrity, including plagiarism prevention and ethical guidelines, are defined and enforced by the UP Ethics Council.

Additionally, transparency extends to the provision of student support services, academic resources, mentoring, and career guidance. Regularly published data on student progression, graduation rates, and employment outcomes offer clear insights into the program's effectiveness for prospective students and stakeholders.

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

The MSc EDV program adheres well to policies and procedures aimed at maintaining academic integrity and preventing all types of unethical behavior. The program complies with regulations

established by the UP and KAA, including mechanisms designed to prevent plagiarism, cheating, and other forms of academic misconduct. Enforcement of these policies is overseen by the UP Ethics Council, responsible for ensuring ethical compliance among students and academic staff.

To uphold academic integrity, the university utilizes anti-plagiarism software to systematically monitor and evaluate student work, such as theses, research papers, and coursework. Faculty members are required to maintain high research integrity standards, adhering to both national and international ethical guidelines regarding intellectual property and responsible authorship.

The EDV program promotes academic freedom, enabling faculty and students to engage openly and independently in research and discussions without risk of censorship or undue influence. Academic staff are encouraged to pursue research within their fields, respecting ethical guidelines governing intellectual property rights.

Transparent and fair academic operations are supported by accessible grievance mechanisms, allowing both students and staff to confidentially report ethical concerns. The UP Ethics Council, elected by the UP Senate every four years, reviews reported cases and ensures appropriate measures are taken to uphold integrity standards.

General mechanisms of monitoring unethical behavior have been mentioned. Students receive training on ethical research practices through seminars, workshops, and integrated course syllabi, providing clear guidelines on citation, referencing, and plagiarism avoidance. Informational sessions are regularly organized to keep students and faculty informed about updates and changes to academic integrity policies.

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)

The EDV program employs systematic processes for collecting, analyzing, and utilizing relevant information to ensure effective management and continuous improvement. Data collection involves various sources, such as student feedback, faculty evaluations, graduate employment outcomes, and employer insights on industry requirements. This comprehensive approach identifies program strengths, highlights areas needing enhancement, and informs curriculum development.

The Student Electronic Management System (SEMS) is utilized to gather real-time data on student performance, retention, and course completion rates. Analysis of this data enables informed decisions regarding curriculum adjustments, faculty workload management, and optimal resource allocation.

Active stakeholder engagement—including students, academic staff, alumni, and industry representatives—plays a crucial role in evaluating the relevance and quality of the EDV program. Periodic student surveys, focus groups, and consultations with employers ensure course content and teaching methodologies remain aligned with industry needs and technological advancements. Regular meetings involving students and faculty facilitate feedback on teaching quality, assessment methods, and research opportunities, all of which directly influence strategic planning within the FME.

Transparency is ensured through the public availability of essential program information via the university website, official publications, and student handbooks. Documented details on admission criteria, learning outcomes, curriculum structure, and evaluation methods are updated regularly. Statistical data, including pass rates, employment statistics, and graduate career trajectories, are made publicly accessible, providing valuable insights into program effectiveness for prospective students and stakeholders.

Accreditation reports and internal quality assessment outcomes are also openly shared with external evaluators and the academic community, demonstrating the institution's dedication to accountability. These transparency measures foster trust among students, employers, and policymakers, creating an informed and robust academic environment.

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

The EDV program is supported by robust and comprehensive administrative infrastructure, ensuring the achievement of teaching, learning, research, and community service objectives. The FME provides dedicated administrative personnel responsible for program coordination, student affairs, financial management, and research support. These administrative units facilitate smooth academic operations, including course scheduling, compliance with accreditation standards, and efficient handling of student needs. University has also invested 5 mln EUR into laboratory resources to improve teaching and research.

Administrative support extends to student services, such as assistance with enrollment procedures, course selections, internship placements, and accessibility of academic resources. The use of digital platforms, particularly the Student Electronic Management System (SEMS), allows students and faculty to conveniently monitor academic progress, submit assignments, and access essential learning materials.

The administrative framework supports faculty in their pursuit of teaching excellence and research innovation. Faculty members receive assistance in securing research grants,

organizing scientific conferences, and publishing research findings. Administrative resources also facilitate participation in international mobility programs like Erasmus+ and Ceepus, promoting valuable academic collaborations.

The FME maintains modern laboratories equipped with state-of-the-art technology and software for design, simulation, and computational analysis. The administrative team ensures these facilities are maintained and accessible, supporting students' coursework and thesis projects.

The MSc EDV program actively contributes to community service and industry partnerships through structured administrative support. Formal agreements with local and international companies provide students with internship opportunities, industry projects, and practical training experiences. The administration efficiently coordinates these partnerships and organizes related networking events.

Additionally, administrative resources enable the successful planning and execution of outreach initiatives, including seminars, workshops, and public lectures, connecting students with industry professionals and researchers. These efforts significantly enhance student professional development and contribute positively to the wider engineering community.

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)

Substantial progress has been made regarding previous recommendations, with further refinement required particularly for precise yearly KPI targets in the strategic planning documents. The EDV program actively implements recommendations for quality improvement from internal and external quality assurance processes. Internal evaluations conducted by the FME and the UP systematically collect feedback from students, academic staff, and industry stakeholders, guiding continuous refinement of the program. Recent enhancements based on internal feedback include updates to course content, improvements in laboratory facilities, and a greater emphasis on industry-relevant competencies. The FME strategic plan outlines the implementation of Key Performance Indicators (KPIs), including performance evaluation forms and regular performance assessments. However, it does not explicitly specify that these KPIs or related results will be openly shared with all academic staff. Instead, it mentions the development and implementation of KPIs, but lacks clarity on their accessibility to all academic staff beyond management and responsible staff

The faculty has established structured mechanisms for gathering and analyzing student feedback through periodic surveys and focus groups. The findings from these analyses are

reviewed by the academic council, leading to targeted improvements in curriculum design, teaching methodologies, and assessment strategies, thereby enriching the overall educational experience. There is a strategic action plan 2023-2025 in implementation with supportive financial budget and targets. Protocols of FME Advisory board on 02.02.2024 and 20.09.2024 prove working structure of quality assurance system. The strategic plan defines the aim of fully integrating electronic resources and e-learning methods through platforms like SEMS, Moodle, and similar tools. It specifically emphasizes placing all teaching materials online and developing modules for student interaction and electronic course management. However, the KPIs are still without yearly target values related to the study program. Although annual monitoring and evaluation mechanisms are in place, including defined timelines, activities, and staff responsibilities, explicit, yearly target values specific to each study program are not clearly provided.

Externally, the program has effectively addressed recommendations provided by the KAA and other external evaluators, aligning closely with standards of the European Higher Education Area (EHEA). A significant improvement resulting from external evaluations is the enhanced integration of research within the curriculum, ensuring that students consistently engage in scientific research and practical projects throughout their studies.

Additionally, responding to external recommendations, the faculty has expanded academic staff development initiatives, including workshops focused on modern teaching techniques and opportunities for securing research funding. These initiatives strengthen faculty capabilities, promoting high-quality instruction and effective student mentorship. However, there are still missing strategic goals and enablers for the study program to cover all obligatory courses by supportive e-learning materials/courses.

The FME maintains quality enhancement through regular monitoring and evaluation of implemented changes. A formal review process ensures continuous follow-up on prior recommendations, making further refinements as needed. Reports detailing these quality improvement actions are publicly available, demonstrating the program's transparency and accountability.

The faculty plans further improvements by strengthening international collaborations, expanding student mobility opportunities, increasing research funding, and upgrading laboratory infrastructure. These initiatives are aimed at further elevating the academic rigor and practical effectiveness of the MSc EDV program.

ET recommendations:

- 1. Define annual, programme-level KPIs with measurable targets to enhance accountability and facilitate continuous improvement, and incorporate these specific targets within yearly self-assessment reports to ensure ongoing monitoring and improvement. Timeline: Develop and formally adopt KPIs by September 2025; first annual report in July 2026.
- 2. Establish mechanisms to regularly share KPI results and other performance metrics openly with all teaching staff through periodic workshops and involve academic staff in analyzing results and determining action points based on KPI performance data. Timeline: Establish periodic workshops and presentations by October 2025; ongoing annually.
- 3. Strengthen faculty development and recruitment by implementing targeted professional training programs and recruitment strategies to attract and retain highly qualified academic staff, particularly in emerging technological fields. Timeline: Training programs and recruitment strategies developed by October 2025; training programs initiated January 2026; ongoing annual evaluation starting December 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)

During the site visit, it was presented that the currently established internal quality assurance system is by the national legislation and with the European Standards and Guidelines (ESG). A specific document called the Quality Assurance and Evaluation Regulations covers procedures related to the specific quality standards of each study program (SER p. 12).

The SER presents all the bodies of the internal quality assurance procedures: the University Senate, the Rector Central Commission for Quality Assurance, the Office for Academic Development, the Dean, and the Commission for Quality Assurance and Assessment at the faculty level (SER p. 12-13). Also, the responsibilities are identified, which prevents the experts from misunderstanding the roles. During the site visit, the ET wondered whether the established bodies were aware of their written roles and connections. The ET was pleased to find that the internal quality assurance culture was being implemented systematically, and no major issues were identified.

The involvement of the stakeholders is visible to the expert panel. Teachers also receive regular feedback from the currently enrolled students who have to fill in the surveys and provide

feedback. Graduates and industrial partners considered external stakeholders are also involved in the regular internal quality assurance process. The experts were pleased that, based on the student feedback, the administration could provide an example of what changes were made then. This is a great method of showing students that it is important to fill in surveys as the improvement plans later on are being conducted based on the results.

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

As stated in the meetings, this study program aligns with the University's mission and strategic goals: to prepare highly qualified specialists for the local and international labour markets. As stated in the SAR, the academic unit, the Vice-rector for quality assurance and the office for Academic Development navigate the whole internal accreditation process. The process starts from the faculty level and then moves to the bodies' approval at the central level (SER p. 14).

In the assessment several indicators must be included to define the quality of the study program. For instance, teaching methodology, learning outcomes, international cooperation, gathered feedback from the students and employees, quality of the provided service, etc. The evaluation must be conducted at least once per 5 years. Based on the provided information, the ET does not see any evidence where the internal study program accreditation process has a major issue.

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)

The ET has no doubt that the current MSc study program goes under regular monitoring to remain relevant for the labour market. This is achieved through constant meetings with industrial partners, former students, and current academic stakeholders in various forms: meetings, questionnaires, research collaboration, etc. In various meetings, the ET was convinced that the stakeholders are well involved in the quality assurance process. The ET was also wondering on how often the stakeholders receive questionnaires and do they actually fill in them honestly. Surprisingly, the questionnaire strategy is well developed in the University, and there is not a case where the same group of people receive dozens of questionnaires at a very close time. Some questionnaires are prepared by the central office, mainly targeting internal stakeholders. Some of the questionnaires are designed by the faculty, for instance, for the graduates. However, in panel meeting with Quality Group, it was become evident, that drop-out rate was not monitored.

The SER presents the content of each questionnaire. For instance, for university administration, the questions cover the fields of the nature of their jobs and responsibilities in the workplace.

For students, the questions aim to find out how the teaching and learning process is going on, infrastructure review, provided services etc. In general, the expert team sees that the questionnaires are well-developed and target the needed audience with the accurate fields of interest. For the expert panel, it was great to hear that the questionnaires were analyzed afterwards and an action plan was provided based on the answers. These activities are communicated to the stakeholders publicly and raise awareness.

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

After reviewing the official website and the SER, experts confirmed that all necessary documents related to the study procedure are publicly available. Key data, including regulations on admissions, dropout rates, and employability—essential for assessing the program's performance—are also accessible on the official website. When meeting with Quality Group it become evident, that students can use also physical "complain boxes" to make any inquiries regarding study program.

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)

The study program is supported by a qualified teaching staff recruited through a transparent, objective, and legally compliant process. The recruitment process follows the Higher Education Law of Kosovo and the internal regulations of the UP, ensuring that minimum academic and professional qualifications are met. Vacancies are publicly advertised through the university's official communication channels and national job platforms, ensuring equal access and transparency in the recruitment process. The job descriptions clearly specify the required academic qualifications, professional experience, and research credentials aligned with the program's objectives. Shortlisted candidates are assessed through a structured evaluation process involving interviews, teaching demonstrations, and academic review by a selection committee composed of senior faculty members and program coordinators.

The majority of the full-time faculty members hold PhD degrees in fields directly related to engineering design, mechanical engineering, and automotive engineering. This ensures that the teaching staff possesses the necessary expertise to deliver advanced theoretical knowledge and practical training. The recruitment process places a strong emphasis on research output (publications in indexed journals such as Scopus and Web of Science) and professional experience in industry, aligning faculty expertise with the program's learning outcomes.

While the recruitment process follows objective and transparent criteria, there is room for improvement in balancing the composition of permanent and part-time faculty. Some specialized courses, especially those related to vehicle diagnostics, artificial intelligence in design, and computational modeling, are taught by external lecturers or industry professionals. Expanding the permanent faculty base in these areas would improve teaching consistency and strengthen research continuity.

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 study program is supported by a core team of permanent academic staff with advanced qualifications in mechanical engineering, automotive engineering, and computational design. Most permanent academic staff hold PhD degrees in fields relevant to the program's curriculum, such as vehicle dynamics, mechanical design, mechatronics, and computational mechanics. Faculty members have established research credentials, with publications in high-impact journals indexed in Scopus and Web of Science. Their expertise ensures that students are exposed to advanced theoretical knowledge and state-of-the-art industry practices.

The program is designed to ensure that each course is delivered by faculty members with direct expertise in the subject matter. The permanent faculty is responsible for developing and updating the curriculum, ensuring that learning objectives align with both academic standards and industry requirements. Faculty members are actively involved in student supervision, guiding thesis projects, and facilitating research collaborations with industry and research institutions. Their involvement in professional organizations and international research networks further strengthens the program's academic and industry relevance.

While the number of permanent staff is sufficient to deliver the core curriculum, some specialized areas such as vehicle automation, smart manufacturing, and artificial intelligence rely on external lecturers. This reflects a gap in specialized permanent expertise that could affect the program's ability to maintain consistency and depth in those fields. Increasing the number of permanent faculty members with expertise in emerging fields would enhance the program's ability to address industry trends and technological advancements.

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)

The advancement and reappointment of teaching staff in the study program follow a structured and transparent process aligned with Kosovo's national higher education legislation and the university's internal regulations. The criteria for faculty promotion and reappointment are clearly defined and based on academic qualifications, teaching performance, research output, and professional engagement. Faculty members are aware of the promotion and reappointment process, which is outlined in official institutional documents and communicated through faculty meetings and administrative channels.

The reappointment process is conducted through a faculty evaluation committee, which reviews teaching performance, research contributions, and participation in institutional and professional activities. Peer reviews, student evaluations, and research impact are considered to ensure a comprehensive and fair assessment. The process is governed by the university's academic policies and national higher education guidelines, ensuring that decisions are free from bias and personal influence.

The institution supports faculty advancement through structured professional development programs and research incentives. Faculty members are encouraged to attend international conferences, apply for research grants, and engage in cross-institutional collaborations. Participation in COST and Erasmus+ programs, industry research partnerships, and academic mobility initiatives is facilitated to strengthen faculty expertise and broaden research exposure.

Despite the established advancement framework, some challenges remain. The promotion process places a heavy emphasis on research output in indexed journals, which may disadvantage faculty members who are more focused on teaching and professional practice. Introducing balanced criteria that also recognize teaching excellence and industrial collaboration would encourage a more comprehensive evaluation of faculty contributions. Additionally, there is limited institutional support for early-career faculty in terms of research funding and mentorship, which may hinder their ability to meet promotion requirements.

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

The academic staff delivering the study program have access to a range of professional development opportunities supported by institutional policies and funding. The university

provides structured programs designed to enhance teaching effectiveness, research capacity, and industry engagement. Faculty members are encouraged to participate in international conferences, training workshops, and research projects to stay updated with advancements in engineering design, vehicle technology, and computational modeling.

The institution facilitates participation in international exchange programs such as Erasmus+ and Ceepus, enabling faculty to engage in academic collaborations with European universities and research centers. These programs allow faculty to expand their research networks, adopt best practices from leading institutions, and bring innovative teaching methods and research findings back to the program. Participation in these programs is supported through financial grants and administrative assistance.

Professional development in teaching is supported through pedagogical training and digital learning workshops. Faculty members receive training on modern teaching methodologies, including the use of simulation tools, online learning platforms, and student-centered teaching strategies. The university offers access to online educational resources and professional certifications, ensuring that faculty members remain current with advancements in engineering education.

Despite the availability of professional development programs, participation rates are moderate due to heavy faculty workload and limited scheduling flexibility. The university's support for professional development is primarily focused on research, while structured support for enhancing teaching methodologies and curriculum innovation remains limited. Expanding targeted training on student engagement, assessment strategies, and digital learning tools would strengthen the program's educational framework.

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)

The study program benefits from the involvement of external associates who possess strong academic credentials and professional experience in fields relevant to the program's objectives. External lecturers are carefully selected based on their educational background, industry experience, and research contributions, ensuring alignment with the curriculum's technical and practical requirements. Most external associates hold PhD degrees in mechanical engineering, vehicle design, or computational modeling, and many are employed in industry or research institutions, providing students with insights into current technological and industrial trends.

External lecturers contribute to course delivery, lab supervision, and student thesis guidance, particularly in specialized areas such as vehicle automation, artificial intelligence in

mechanical design, and smart manufacturing. Their involvement bridges the gap between academic theory and industrial practice, enhancing the program's relevance and preparing students for the workforce. Industry professionals involved as guest lecturers offer insights into emerging trends, technological challenges, and career opportunities, reinforcing the program's applied focus.

The university provides basic support for external lecturers, such as access to teaching resources, course materials, and administrative assistance. However, there is limited involvement of external lecturers in professional development programs and research initiatives. Expanding opportunities for external associates to engage in faculty-led research and professional development would improve integration and strengthen their contribution to the program.

ET recommendations:

- 1. Increase the number of permanent academic staff in specialized fields to improve teaching consistency and research continuity. Timeline: Recruitment completed by the end of 2025; new staff in place by February 2026.
- 2. Develop a structured mentoring program where senior faculty members provide guidance on research development, grant applications, and teaching strategies to support early-career staff and improve faculty retention and academic performance. Timeline: Program design completed by November 2025; implementation starting January 2026, fully operational by September 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 intended learning outcomes (ILOs) of the study program are formulated in a clear, precise, and comprehensive manner, following best practices in higher education. The ILOs define the knowledge, skills, and competencies that students are expected to acquire upon successful completion of the program. They are categorized into cognitive (theoretical), functional

(practical), and personal (professional) competencies, ensuring that students develop a balanced profile of academic and professional expertise.

The ILOs are structured to reflect the university's mission of promoting scientific excellence, technological innovation, and professional readiness. The program aims to produce graduates capable of applying advanced engineering principles to design and optimize vehicle systems, including structural design, mechanical dynamics, and computational analysis. The learning outcomes emphasize critical thinking, problem-solving, and the ability to design and implement engineering solutions in real-world industrial settings.

The alignment with institutional goals is demonstrated through the program's focus on fostering research-based learning and industry collaboration. The curriculum incorporates core and elective courses that cover both theoretical foundations and applied engineering practices, ensuring that the learning outcomes reflect current advancements in mechanical design, automotive engineering, and computational modeling. The program also emphasizes the development of soft skills such as teamwork, communication, and ethical responsibility, aligning with the university's broader strategic goal of producing well-rounded graduates.

The ILOs are made publicly available through the university website, academic catalog, and course syllabi, ensuring that prospective and current students, faculty members, and external stakeholders have easy access to them. Course learning objectives and expected outcomes are detailed in the syllabi, providing transparency and helping students understand the skills and knowledge they are expected to acquire.

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 intended learning outcomes of the study program are fully aligned with the National Qualification Framework (NQF) and the European Qualifications Framework (EQF) at Level 7 (Master's level). The program follows the Bologna Process guidelines, ensuring that students develop knowledge, skills, and competencies that correspond to international standards for Master's degree programs. The curriculum is structured to deliver a balanced combination of theoretical knowledge, practical application, and professional competencies, ensuring that graduates are equipped to engage in complex problem-solving and innovative research in engineering design and vehicle technology.

The ILOs reflect the cognitive, functional, and personal dimensions outlined in the EQF. At the cognitive level, students are expected to develop an in-depth understanding of advanced mechanical engineering principles, including vehicle dynamics, design optimization, and computational analysis. Functional competencies are addressed through hands-on training in

CAD/CAM software, FEA, and vehicle testing. Professional skills such as teamwork, communication, and leadership are integrated into the program through group projects, industry internships, and research collaborations.

The program's 120 ECTS credit structure aligns with the EQF's Level 7 requirements, ensuring that students accumulate the required volume of learning through a combination of coursework, research, and independent study. The curriculum is divided into core courses, elective courses, a professional internship, and a Master's thesis, ensuring that students engage with progressively advanced content and research methodologies. The thesis component reinforces students' ability to conduct independent research, apply scientific methods, and produce original contributions to the field.

The alignment with the NQF and EQF is demonstrated through the program's detailed mapping of course learning objectives to the corresponding qualification framework descriptors. Each course syllabus specifies the expected learning outcomes, which are categorized according to knowledge, skills, and competencies defined by the EQF. The program's focus on producing graduates capable of designing and implementing innovative engineering solutions reflects the EQF's emphasis on complex problem-solving and critical thinking at Level 7.

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 of the study program is coherently structured to ensure that students achieve the intended learning outcomes and progress smoothly through their studies. The program is designed as a two-year, 120 ECTS curriculum, aligned with the EQF at Level 7. The coursework is divided into core courses, elective courses, professional practice, and a Master's thesis, ensuring a balanced combination of theoretical knowledge, practical skills, and independent research.

The curriculum follows a logical progression, beginning with fundamental courses in mechanical design, engineering analysis, and computational methods, which establish a strong theoretical foundation. As students advance, the curriculum shifts towards specialized and applied courses in vehicle dynamics, structural design, and mechatronics, allowing students to deepen their technical knowledge and specialize in key areas of vehicle engineering. The progression from foundational to advanced courses ensures that students acquire the necessary background before engaging with more complex topics.

The inclusion of laboratory work, industry-focused projects, and research assignments reinforces the connection between theory and practice. The curriculum includes a strong emphasis on problem-solving, critical thinking, and innovation, equipping students with both

technical and analytical skills required in professional practice. The program includes a professional internship in the second year, providing students with direct exposure to the automotive and mechanical engineering industries.

AI-based design, and sustainable manufacturing, enabling students to specialize in highdemand fields. This flexibility strengthens the program's responsiveness to evolving industry needs and technological advancements. While the thesis component is well-integrated, the process for defining research topics could be more structured, with greater involvement from industry partners to ensure alignment with real-world challenges. Increasing the role of industry stakeholders in curriculum development would strengthen the relevance and applicability of the program's research output.

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)

The study program is not directly classified as a regulated profession under EU Directives; however, the program aligns with European and national engineering standards and the professional requirements set by international engineering associations. The program incorporates key competencies outlined in the EUR-ACE framework, which defines the criteria for high-quality engineering education at the Master's level. The integration of theoretical coursework with applied projects ensures that students develop the practical skills required by professional engineering organizations.

Professional standards from organizations such as the Society of Automotive Engineers, Institute of Mechanical Engineers, and International Federation of Automotive Engineering Societies are reflected in the curriculum. Courses on vehicle safety, design optimization, smart mobility, and sustainable manufacturing ensure that students are prepared to meet the evolving demands of the automotive and mechanical engineering industries. The program's focus on industry-aligned skills ensures that graduates are competitive in the European and global job markets.

Graduates of the program are eligible to pursue professional certification and membership in national and international engineering bodies. The inclusion of industry-focused modules and hands-on learning in laboratories reinforces the program's compliance with professional standards for engineering practice. The program's emphasis on research and innovation ensures that students are equipped to engage in cutting-edge technological development and interdisciplinary research.

The program also supports international mobility and professional development through participation in exchange programs such as Erasmus+ and collaborative projects with European

universities and research centers. These initiatives enhance students' exposure to diverse engineering methodologies and international professional standards. The university maintains active partnerships with engineering firms and industry associations, facilitating knowledge transfer and industry collaboration.

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 study program includes a mandatory professional internship as part of the curriculum, which is designed to enhance students' practical knowledge and professional competencies. The internship period is structured to provide students with exposure to real-world engineering challenges, allowing them to apply theoretical knowledge to professional practice in vehicle design, mechanical engineering, and industrial automation.

The learning outcomes for the internship period focus on developing students' ability to apply advanced engineering principles to solve practical design and manufacturing problems, to work effectively in a professional environment, collaborating with engineers and technical staff, to develop problem-solving and critical thinking skills in the context of real-world engineering challenges and to improve communication, teamwork, and project management skills through interaction with industry professionals.

Students are assigned a faculty advisor and an industry mentor during the internship period. The faculty advisor monitors the student's progress, ensuring that the learning outcomes are being met and that students receive adequate guidance and support. The industry mentor provides professional supervision, ensuring that students are engaged in meaningful tasks that align with the program's academic objectives and industry standards. Evaluation is conducted based on predefined criteria that measure students' performance.

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

The study program is delivered through a student-centred learning approach, ensuring that students actively engage in the learning process and develop independent problem-solving and critical thinking skills. The curriculum is designed to promote active participation, with students encouraged to engage in class discussions, collaborative projects, and research activities. Faculty members facilitate learning by incorporating problem-based learning, case studies, and hands-on lab work into course delivery, allowing students to apply theoretical knowledge to practical engineering challenges.

The program employs modern teaching methods. In advanced engineering courses, students are required to work on real-world design challenges. These activities develop not only

technical competencies but also teamwork, communication, and project management skills. Practical learning is reinforced through laboratory work and industry-based projects.

Students are encouraged to engage in scientific research, present their work at conferences, and contribute to peer-reviewed publications. This approach strengthens students' ability to work independently and develop professional expertise. Students collaborate with faculty, industry experts, and research partners on joint projects, enhancing their understanding of complex engineering systems and professional practices. The program also incorporates elements of digital learning by providing access to online platforms, simulation software, and engineering databases to support remote learning and research.

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

The study program employs a structured and transparent evaluation system to ensure that student performance is assessed objectively and consistently. The assessment methods are aligned with the program's intended learning outcomes and evaluation criteria are clearly defined and communicated to students at the beginning of each course through course syllabi, ensuring that students understand the expectations and the basis for grading.

The program uses a combination of formative and summative assessment methods to evaluate student performance. Formative assessments, such as project proposals, lab reports, and class participation, are used to monitor students' progress and provide constructive feedback during the course. Written exams are structured to evaluate students' understanding of theoretical concepts, problem-solving abilities, and analytical thinking.

Practical assessments are conducted through laboratory work, design projects, and engineering simulations, allowing students to demonstrate their ability to apply theoretical knowledge to real-world problems. Evaluation of practical work is based on predefined criteria, including technical accuracy, innovation, and problem-solving strategies. Faculty members provide detailed feedback on project outcomes, highlighting strengths and areas for improvement.

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

The study program follows the European Credit Transfer and Accumulation System (ECTS) guidelines to define student workload and evaluate learning outcomes. Each course is assigned a specific number of ECTS credits based on the estimated time students need to achieve the intended learning outcomes. The program is structured to award 120 ECTS credits over two academic years, with 60 ECTS per year, in accordance with the Bologna Process. Core courses, elective courses, practical training, and the Master's thesis are all assigned ECTS credits

proportional to their workload and contribution to the program's learning outcomes. The distribution of ECTS credits is balanced while maintaining a rigorous academic standard.

The Master's thesis is awarded 30 ECTS credits, reflecting the complexity and research effort involved. The thesis requires students to define a research problem, apply engineering methods, conduct experiments, and propose solutions aligned with industry and academic standards. The assessment of the thesis includes a written report, an oral defense, and evaluation by a faculty committee, ensuring that the ECTS value reflects the academic effort involved.

ET recommendations:

- 1. Adjust the credit values of courses with higher technical complexity to reflect the actual student effort required and ensure a balanced workload across semesters. Timeline: Review completed and implemented by December 2025.
- 2. Ensure that practical training outcomes are aligned with industry expectations and that student performance is assessed based on predefined criteria. Timeline: Strengthen industry collaboration framework and assessment criteria by February 2026.

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)

The admission procedure is clearly defined in the SER. As it is stated, the candidates who wish to apply must possess a Bachelor's degree and pass the entrance exams. During the site visit, it was explained that the organized entrance exams allow checking whether the students have the needed basic skills to study for the master's. Mainly, the checked knowledge is taught at the bachelor's level. The results are published within 2-3 days. It is also mentioned that the students can appeal the decision in three days (SER p. 64). During the site visit the students did not have any objections regarding this application process or did not witness any acts of unfairness.

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)

The ET found out that their teachers monitor the most student progress rates. Students' performance is being done during the semester or after the examination period. If the teachers see the need for additional courses to be organized or additional consultations, they conduct them to answer all the questions regarding the study module. After students receive the final

grade, they are also given the chance to receive feedback from their teachers so that they can improve afterwards. In the SER, tables of success and dropout rates are being presented. The experts were delighted to see that during the last two academic years, none of the students has dropped out of their studies. Also, the ET is impressed with the teacher's devotion to constant student improvement during and after the semester. Yet the ET believes that the university's support staff should conduct some monitoring and make this process more automated. Students also have the possibility to express their feedback regarding the teaching methodology, and if needed, the administration can take actions based on the provided feedback.

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

As mentioned in the SER, the students have full access to the Erasmus or CEEPUS mobility programmes. All the needed information students can acquire from the official webpage or from the administration office provides all the needed information. During the site visit, the students confirmed they needed all the information. Yet, not many tend to participate in mobility programmes. What remains unclear for the ET is whether the University collects the data of the national and international students who end their mobility programme. It would be very useful data to improve the areas that need improvement. The UP also has an established possibility for research mobility that would last for a couple of months in the European University with a full scholarship. For this, a student must be a full-time student, pass all exams and have a minimum GPA of 8 (SER p. 65).

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)

UP has established a quality-based service for the students. Earlier mentioned tutoring is conducted by the teachers who, if needed, organize additional classes and answer all the questions regarding the syllabus. The experts want to highlight that it is important not only to have an established service but students have to be aware of its existence and use if needed. In the meeting with the students, experts were convinced that the students knew where to address a specific question.

SER presents the Career Development Center, which provides information regarding career opportunities for each student individually. This center also organizes events for high school graduates considering becoming students at this University. For the current students, they organize job fairs where stakeholders from the labour market are invited to participate and present themselves to the students. The Career Development Centre's main goal is to provide students job opportunities. The ET can approve this as most of the students mentioned the current job position they found with help from the University.

During the site visit, it was explained that there is an existing appeal procedure in the University. The responsibility goes to the study committee that receives all written appeals, and also, there is a "mailbox" near the dean's office where students can write complaints anonymously. The ET sees it as a sufficient system, as a separate body could be responsible for these questions. Yet the students were satisfied with the current situation. It is also great to hear that the University supports any kind of student initiative and allows them to form any kind of student organization. Also, the students have the possibility to be represented in various University bodies (SER p. 66).

ET recommendations:

Student success monitoring should be automated and not only be the responsibility of the teachers. Timeline: Enhancement of SEMS platform and automatic report generation fully operational by March 2026.

2.6. RESEARCH

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

The MSc EDV program aligns directly with the mission and strategic goals of the UP and the FME. The program specifically emphasizes scientific research, technological innovation, and industry collaboration, which are central to the university's strategic vision. By concentrating on vehicle engineering, computational mechanics, and sustainable transportation, the program supports UP's broader objectives of academic excellence and responsiveness to societal needs.

The MSc EDV program effectively integrates institutional research priorities into its curriculum, involving students actively in advanced research topics such as vehicle aerodynamics, computational mechanics, and energy-efficient solutions. Students participate regularly in faculty-led research projects, national and international collaborations, and industry-supported initiatives. This integration enhances students' research skills and aligns educational outcomes with the university's strategic focus on technological advancement.

The program strongly supports the university's goal of advancing research excellence and innovation. Faculty and students are encouraged to publish research findings in respected journals, present at international conferences, and develop innovative mechanical engineering prototypes. These research outputs contribute significantly to the university's vision of becoming a leading institution in engineering research and innovation.

Information regarding the alignment of the MSc EDV program with the university's research strategy is transparently available to the public. Detailed descriptions of research initiatives, funding opportunities, curriculum alignment, and strategic goals are accessible through official UP channels, including the university's website, reports, and published documentation. Such transparency reinforces accountability, ensuring clarity for prospective students, industry partners, and other stakeholders.

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.

The MSc EDV program demonstrates strong institutional commitment to supporting highquality research and professional activities by academic staff. The university provides structured financial support, internal grants, and resources to enhance research productivity, enabling faculty members to actively pursue innovative research projects.

Faculty members are encouraged to participate in international collaborations, research networks, and professional development initiatives. The university facilitates academic exchange programs, joint research projects with industry partners, and participation in international conferences, significantly expanding staff expertise and promoting integration of advanced research into teaching.

Academic staff actively publish their research outcomes in internationally recognized, highimpact journals indexed by databases such as Scopus and Web of Science. Participation in prestigious conferences and workshops is incentivized, contributing to the program's visibility and the continuous professional growth of faculty members.

The EDV program emphasizes research-driven teaching methods, where faculty integrate realworld challenges, case studies, and recent technological advances into their curriculum. Faculty members regularly include their latest research findings and innovative methodologies into courses, enriching the learning environment and equipping students with relevant, practical skills.

The academic staff engages actively with industry partners, including automotive companies, engineering firms, and transportation authorities, to develop practical research applications and technology transfer initiatives. These collaborations facilitate the translation of academic

research into market-ready products, patents, and sustainable technological solutions, significantly enhancing faculty expertise and societal impact. When evaluators meeting with program holders it become evident, that also Embassy of U.S has supported by research grants the research projects of the academic staff related to the study program.

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

The MSc EDV program actively promotes the involvement of academic staff in various collaborative activities with national and international partners, fully aligning with Standard 6.3.

Faculty members participate extensively in cooperative research projects with universities, research institutes, and industry partners both domestically and abroad. The program supports faculty engagement in international initiatives such as Horizon Europe, Erasmus+, and CEEPUS, facilitating significant academic exchanges and enhancing global research cooperation.

Additionally, faculty contribute to joint scientific publications, international conferences, and research networks, which align their academic efforts with global advancements in mechanical and vehicle engineering. These collaborative activities significantly enhance the research visibility, impact, and funding opportunities available to the program.

The university provides structured support for academic mobility, enabling faculty members to teach, conduct research, or participate in professional training internationally. Through established exchange agreements with European institutions, faculty members gain valuable exposure to best practices and diverse educational methodologies.

The program regularly invites visiting professors and industry professionals to deliver guest lectures, seminars, and collaborative workshops. This approach enriches the educational experience by integrating diverse global perspectives and industry expertise into the curriculum.

Faculty members are also actively involved in industry collaborations, consultancy projects, and technical partnerships with automotive manufacturers, transportation agencies, and engineering companies. These partnerships allow faculty to apply research to practical engineering challenges, ensuring the curriculum remains relevant to industry trends and employment market requirements.

Academic staff actively participate in national and international professional bodies, including the European Federation of National Engineering Associations (FEANI) and the Society of Automotive Engineers (SAE International), supporting professional development and enhancing contributions to technical standards and accreditation.

The MSc EDV program fosters joint research initiatives and explores dual-degree opportunities with partner universities. Faculty engagement in joint thesis supervision, collaborative PhD programs, and co-authored scientific publications further strengthens the program's international research profile.

Participation in cross-border engineering projects, technical workshops, and innovation clusters also facilitates technology transfer and interdisciplinary research, ensuring alignment with global engineering challenges and sustainability goals.

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.

The MSc EDV program ensures that teaching staff demonstrate a strong alignment between their research activities and teaching responsibilities. Faculty members specialize in areas such as vehicle design, mechanical engineering, computational modeling, and transportation systems, consistently integrating their research outcomes directly into classroom instruction. By incorporating their own case studies, experimental data, and recent research findings into lectures and lab sessions, professors enable students to actively engage with current scientific and technological advancements.

Teaching staff involved in the program regularly publish their research results in recognized, high-impact academic journals indexed by databases such as Scopus and Web of Science. Their research topics, including finite element analysis (FEA), computational fluid dynamics (CFD), autonomous vehicle systems, and energy-efficient vehicle technologies, directly correspond to the courses they deliver, thus ensuring students are continually exposed to the latest developments and methodologies in the field. In addition to journal publications, faculty contribute to technical reports, authored book chapters, and patents, further substantiating their expertise and enhancing the credibility of the MSc EDV program.

Faculty actively involve MSc students in ongoing research projects, offering opportunities for practical application of theoretical knowledge, computational methods, and experimental techniques. Through participation in faculty-led studies, thesis projects, and prototype development, students acquire hands-on experience that bridges academia and industry. Professors encourage student participation in publishing research findings, engaging in international engineering competitions, and collaborating with industry partners, effectively

preparing graduates for advanced academic research (PhD programs) and specialized industry roles.

Teaching staff secure external funding from prominent research programs such as Horizon Europe, Erasmus+, and through private sector collaborations, ensuring financial sustainability and continued research productivity. Funded research projects typically emphasize sustainable vehicle design, smart mobility solutions, and the application of artificial intelligence in mechanical systems, directly complementing and enriching the MSc EDV curriculum. Faculty collaborations with industry partners in innovative vehicle design, safety enhancements, and energy-efficient transportation systems create valuable opportunities for students in internships, thesis work, and future employment.

ET recommendations:

- 1. Expand research funding and grant initiatives by encouraging faculty to pursue external funding opportunities such as Horizon Europe, Erasmus+, and industry-sponsored projects. Timeline: Regular workshops and information sessions on research grants beginning in October 2025; annual review of initiatives.
- 2. Deepen industry partnerships for applied research by strengthening collaborations with automotive companies, mechanical engineering firms, and leading research institutions. Timeline: Enhanced partnership framework developed by January 2026; partnerships expanded continuously from 2026 onward.

2.7. INFRASTRUCTURE AND RESOURCES

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

The program operates within modern and adequately equipped academic spaces, including lecture halls, seminar rooms, and computer labs, specifically designed to support interactive teaching methods and research-driven learning. Classrooms feature contemporary teaching aids, such as projectors, interactive whiteboards, and advanced audio-visual systems, enhancing the educational experience through technology-assisted teaching. During the lab visits ET was convinced, that the lab upgrade has been remarkable, including Maxxmill machining centre with automatic tool storage, modern CNC lathe, virtual welding class with Soldamatic sets, FMS educational sets, cobot, Unitree robot dog etc. There is also good

cooperation with Centre for Innovation and Entrepreneurship, providing additional training facilities and cooperation with industry.

Dedicated areas for collaborative student work, group discussions, and individual study further contribute to an effective learning environment, encouraging active engagement and academic exploration.

Specialized engineering laboratories, such as vehicle testing labs, computational mechanics labs, and mechatronics labs, enable practical experimentation and simulation exercises, crucial for developing hands-on technical expertise. These labs are equipped with industry-standard hardware and software tools, facilitating real-world applications and ensuring students acquire relevant, market-ready skills.

Moreover, dedicated research laboratories support master's thesis projects and faculty-led research, providing students with direct access to advanced tools and real-world data sets. The institution continuously updates laboratory equipment to align with emerging technologies and industry developments, maintaining the relevancy of practical training.

Students benefit from extensive access to sophisticated engineering software platforms, including Computer-Aided Design (CAD), Finite Element Analysis (FEA), Computational Fluid Dynamics (CFD), and Artificial Intelligence (AI) simulation software. These resources enable high-level modeling, simulation, and engineering optimization activities essential for rigorous academic training and research competence.

Further supporting ESG (1.6), the program ensures robust access to digital libraries, e-learning systems, and online research databases. Students can remotely access critical academic resources, promoting flexible engagement with scientific literature, case studies, and scholarly publications, thus enhancing research capabilities beyond the physical campus boundaries.

To guarantee the sustained effectiveness of educational and research infrastructure, the university maintains a structured approach to facility maintenance and equipment upgrading. Dedicated technical support personnel assist students and faculty, resolving technical challenges swiftly and ensuring uninterrupted utilization of learning resources.

Regular infrastructure reviews, informed by student and faculty feedback, enable continuous improvements and alignment with evolving educational and industry requirements. Strategic planning for facility expansion and modernization further demonstrates the university's commitment to maintaining a competitive and industry-aligned learning environment for the MSc EDV program.

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

AKA | Qendra e Studentëve, kati 2-të, 10000 Prishtinë, Kosovë Tel. +381 38 213722 | Fax +381 38 213087 | www.akreditimi-ks.org The MSc Engineering Design and Vehicles (EDV) program is supported by comprehensive library resources aligned with Standard 7.2 (ESG 1.6), ensuring adequate and accessible study materials. The university library provides extensive collections, including engineering textbooks, scientific journals, technical manuals, and specialized research publications. Multiple copies of core textbooks and essential reference materials are maintained, facilitating effective self-study and scholarly research by students.

In addition to physical holdings, the institution offers extensive digital resources, such as ebooks, electronic journals, and specialized databases. These digital materials are accessible both on-campus and remotely, ensuring continuous and flexible availability for research and learning in vehicle design, computational mechanics, and engineering innovation.

To further enhance academic rigor, the university subscribes to internationally recognized research databases, including Scopus, Web of Science, IEEE Xplore, ScienceDirect, and SpringerLink. This access guarantees students and faculty timely exposure to cutting-edge scientific research and contemporary industry developments, significantly supporting thesis preparation, coursework, and collaborative research endeavors.

Students also benefit from access to peer-reviewed journals, technical reports, and proceedings from leading engineering conferences. These resources enable them to engage deeply with current research developments, fostering active participation in scholarly dialogue and innovation in mechanical and vehicle engineering.

The library proactively supports students' academic success through structured training sessions, research guidance, and digital literacy workshops. Professional library staff provide assistance in effectively utilizing academic search engines, citation tools, and research methodologies, facilitating robust literature reviews, advanced thesis research, and accurate referencing practices.

To expand research possibilities, interlibrary loan and document delivery services are available, allowing students to obtain resources beyond the existing university collection. These services significantly enhance the scope and depth of research capabilities, ensuring comprehensive support for advanced engineering scholarship.

The university is committed to regularly updating and expanding its library resources by incorporating new textbook editions, emerging research literature, and relevant industry reports. Faculty involvement in recommending library acquisitions ensures resources remain current with evolving academic and professional trends.

The institution actively pursues collaborations with external research institutions, universities, and professional organizations. Such partnerships foster knowledge exchange and further

enrich the diversity and relevance of available resources, ensuring ongoing comprehensive academic support.

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

Based on the provided SER, Strategic action plan of FME 2023-2025, and Strategic Plan 2023-2025: Strategy of the University of Prishtina, the UP and specifically the FME have developed comprehensive strategic plans addressing financial sustainability. However, the financial planning covers primarily a three-year time frame (2023-2025) rather than the required five-year period. The documents clearly outline financial management, accountability measures, plans for increased revenue from the private sector, and additional funding through national and international projects, which is positive and indicative of financial strength and strategic direction.

Importantly, the MSc EDV program effectively leverages external funding opportunities, including significant international programs like Horizon Europe and Erasmus+, alongside private-sector research collaborations. These external funds amplify the program's research capacity, enhance its academic profile, and facilitate valuable industry integration.

Strategic partnerships with engineering companies, automotive firms, and transportation agencies further reinforce the program's financial stability. These collaborations offer additional resources through sponsorships, internships, and student-led projects, directly enhancing practical learning and employability.

The university maintains diligent oversight through regular financial reviews and updates, ensuring sustained financial health and adaptability to emerging educational technologies and methodologies. Investment in scholarships, research fellowships, and professional development initiatives further underscores compliance with Standard 7.3, demonstrating comprehensive financial support for both students and faculty.

ET recommendations:

The UP should extend its current financial planning framework beyond the existing three-year scope to explicitly cover a full five-year period as mandated by accreditation criteria. Timeline: Five-year financial plan draft by December 2025; official adoption and implementation from January 2026.

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 ET would like to acknowledge the good cooperation between the University of Prishtina and the industry sector and bringing Centre for Innovation and Entrepreneurship into UP premises. ET recommends that decision making regarding the study programme should:

- Define annual, programme-level KPIs with measurable targets to enhance accountability and facilitate continuous improvement.
- Increase the number of permanent academic staff in specialized fields to improve teaching consistency and research continuity.
- Automate the student success monitoring.
- *Extend its current financial planning framework beyond the existing three-year scope to explicitly cover a full five-year period as mandated by accreditation criteria.*

Summary of timeline:

- September 2025: KPIs defined and adopted.
- October 2025: Regular KPI sharing, research grant workshops initiated, and faculty development and recruitment strategies developed.
- November 2025: Structured mentoring program designed.
- December 2025: Course credit values reviewed; five-year financial plan drafted.
- January-February 2026: Staff recruitment completed; mentoring program, faculty training, and enhanced industry partnership frameworks implemented.
- March 2026: Automated student success monitoring operational.
- July 2026: First annual KPI report produced.
- December 2026: Annual evaluation of faculty development initiatives conducted.

In conclusion, the Expert Team considers that the study program Engineering Design and Vehicles – (MSc) offered by University of Prishtina 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 20 students to be enrolled in the program.

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

Compliance level: Fully compliant.

Student quota recommended: 20 students / 5 Years

Expert Team

Chair	Prof. Dr. Tauno Otto	19/03/25
(Signature)	(Print Name)	(Date)
Member Sagpi	Prof. Dr. Ioannis Sarris	19/03/25
(Signature)	(Print Name)	(Date)
Member	Arnoldas Soloviovas	19/03/25
(Signature)	(Print Name)	(Date)

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