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Agencija Kosova za Akreditaciju
Kosovo Accreditation Agency



UNIVERSITY OF PRISHTINA
FACULTY OF MECHANICAL ENGINEERING

Road Traffic, MSc

Reaccreditation

REPORT OF THE EXPERT TEAM

*June 2024, Rijeka, Croatia / Budapest, Hungary / Vilnius, Lithuania /
Budapest, Hungary / Turku, Finland*

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1. INTRODUCTION

1.1. Context

Date of site visit: May 27th 2024

Expert Team (ET) members:

- *Assoc. Prof. D. Sc. Tea Marohnić; University of Rijeka, Faculty of Engineering*
- *Prof. Gábor Dombay, PhD; Óbuda University, YBL Miklós Faculty of Architecture and Civil Engineering*
- *D. Sc. Javier Francisco Farfan Orosco; Åbo Akademi University, Faculty of Science and Engineering*
- *Arnoldas Solovjovas (Student expert), Vilnius University, Faculty of Physics*

Coordinators from Kosovo Accreditation Agency (KAA):

- *Milot Hasangjekaj, KAA Officer*
- *Leona Kovaci, KAA Officer*

Sources of information for the Report:

Documents provided in advance:

- *"01. First Page -and-02-Annex-UP-FME-RT MSc"*
- *SER on Road Traffic, MSc with the following appendices:*
 - *CV – Model*
 - *Contract – Model*
 - *Example of student assessment for subject and teaching process*
 - *Sample evaluation questionnaires for BSc degree students*
 - *Student evaluation for teaching and courses questionnaire*
 - *Questionnaire for academic staff*
 - *Questionnaire for the administrative and support staff of the university*
 - *Model of supplement diploma*
- *Road Traffic, MSc program syllabi*
- *academic staff CVs (full time and part time)*

Documents additionally requested by the ET:

- *FME_Statistics_2020-2024 (KPIs for the Faculty of Mechanical Engineering)*

Other:

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- *Study program of Road Traffic, MSc, 2017-2022 (in Albanian)*
- *Report of the ET in prior accreditation of FME for relevant study programs, 2017*
- *FME Strategic Plan 2023_25*
- *Statute of the University of Prishtina "Hasan Prishtina"*
- *Administrative Instruction (MEST) no. 15/2018 for Accreditation of Higher Education Institutions in the Republic of Kosovo*
- *Law No.04/L-037 on Higher Education in the Republic of Kosovo*
- *National Qualifications Framework, 2023*
- *Regulations for Master studies, 2023*
- *Report-MSc thesis in antiplagiarism software*
- *Regulations for quality assurance and evaluation at the University of Pristina, 2016*
- *Developing a Module for managing and monitoring the quality of teaching within the SEMS*
- *Guidelines for reviewing and revising the Syllabus, 2018*
- *Establishment and principles of operation of the Academic Unit Advisory Body, 2018*
- *Regulation updated for Advisory Board*
- *Student assessment and their progress during the studies*
- *Methodology for reviewing and revising study programmes-labour market*
- *The-Manual-for-External-Evaluation-of-Higher-Education-Institutions-HERASPlus*

Criteria used for institutional and program evaluations

- *KAA Accreditation Manual, Updated 2022*
- *KAA The Manual for External Evaluation of Higher Education Institutions, February 2021*
- *Compliance calculation*

Abbreviations:

FME – Faculty of Mechanical Engineering
UP – University of Prishtina "Hasan Prishtina"
KAA – Kosovo Accreditation Agency
ET – Expert Team
SER – Self-Evaluation Report
QA – Quality Assurance

1.2. Site visit schedule

The schedule of the site visit is given in Table 1.

Table 1 Site visit program

Time	Meeting
09:00 – 10:00	Meeting with the management of the faculty where the programme is integrated
10.05 – 10.55	Meeting with quality assurance representatives and administrative staff
11:00 – 12:00	Meeting with the heads of the study programme Thermoenergetics and Renewable Energy, BSc, 180 ECTS Dr. Francisco Farfan Mr. Arnoldas Solovjovas – Student expert.
11:00 – 12:00	Meeting with the heads of the study programme Thermoenergetics and Renewable Energy, MSc, 120 ECTS Dr. Gabor Dombay
11:00 – 12:00	Meeting with the heads of the study programme Road Traffic, MSc, 120 ECTS Assoc. Prof. D. Sc. Tea Marohnić
12:00 – 13:00	Lunch break
13:00 – 13.45	Visiting Facilities
13:45 – 14:45	Meeting with teaching staff
14:45 – 15:45	Meeting with students and graduates
15:45 – 16:30	Meeting with employers of graduates and external stakeholders
16:30 – 16:35	Internal meeting of KAA staff and experts
16:35 – 16:40	Closing meeting with the management of the faculty and program

As per the previously mentioned protocol, the ET conducted a site visit to the Faculty of Mechanical Engineering. Three study programs were simultaneously evaluated: Thermoenergetics and Renewable Energy, BSc, Thermoenergetics and Renewable Energy, MSc and Road Traffic, MSc. During the visit, ET held meetings with the faculty management, quality assurance representatives and administrative staff, heads of the study programs, teaching staff, students and graduates, and employers of graduates and external stakeholders. All meetings except meetings with the heads of the study programs were held jointly. ET jointly visited FME facilities.

The evaluation process was well prepared by the KAA and ran smoothly. Each group of participants showed enthusiasm, high professionalism, and desire for improvements of the program and Faculty.

1.3. A brief overview of the institution under evaluation

Faculty of Mechanical Engineering (FME) was founded in 1965. as a part of the Technical Faculty which was supposed to fulfil the needs of educating professionals of various technical profiles for fast development of Kosovo's industry at the time. In 1988. Technical Faculty was divided into three independent faculties: the Faculty of Machinery (today's FME), the Faculty of Electrical Engineering and the Faculty of Construction and Architecture.

Today, FME operates under the legal framework of the University of Prishtina "Hasan Prishtina" (UP), a public institution governed by the laws and regulations of the Republic of Kosovo. It adheres to the academic and administrative standards set by the Ministry of Education, Science, Technology, and Innovation of Kosovo. FME is located on "Agim Ramadani" Street, Technical Faculties Building, 10000 Prishtina.

FME offers programs in bachelor studies in the 3-year system (180 ECTS) and master studies in 2-year system (120 ECTS). There are currently no doctoral studies at FME.

FME currently has 8 accredited study programs:

- Traffic and Transport (BSc)
- Engineering Design and Vehicles (BSc & MSc)
- Mechatronics (BSc & MSc)
- Production and Industrial Engineering with Management (Bsc)
- Thermoenergetics and Renewable Energy (BSc & MSc).

Besides aforementioned study programs, there are two study programs being held which are not accredited at the moment, i.e. *Road Traffic (MSc)* and *Production and Industrial Engineering with Management (MSc)*. It must be noted that students were enrolled in these programs while FME still had valid accreditation.

Study program **Road Traffic (MSc)** was so far accredited three times: for periods 2012-2014, 2014-2017 and 2017-2022. Study program was not accredited after 2022. due to the lack of 2 teachers with PhDs with regular employment as holders of the program. In academic years 2020/21, 2021/22 and 2022/23 number of students enrolled in the program was 28, 27 and 29, respectively.

2. PROGRAM EVALUATION

2.1. Mission, Objectives and Administration

The study program's mission is in line with the mission of the FME as institution, and also with UP mission. Both study program mission and FME mission emphasize the importance of quality education, practical and theoretical knowledge integration, scientific research, and aligning student competences with labor market needs, ensuring a cohesive and aligned approach between the study program and the faculty. Objectives are aligned with mission and are directed towards having a contemporary study program harmonized with international trends, educating professionals in field and contribution to economic development and establishing Kosovo as respectable competitor internationally.

When defining learning outcomes, the following aspects are taken into account according to SER:

- analysis of labor market through contacts with industry stakeholders, specifically members of advisory board (whose establishment and functioning is regulated on UP level)
- discussions in departments, the commission for studies and the Faculty Council
- consultation with relevant experts in the field from other academic institutions
- comparison with other international programs
- involvement of third parties (private, public companies, industry, institutes, etc.), where cooperation memorandum are signed.

In interviews, relevant stakeholders confirmed their involvement in curriculum design. An example was given of changing the status of the course from elective to compulsory based on employers' remarks that students/graduates lack knowledge on urban mobility. A good alignment with foreign study programs in the region, for example master studies at Faculty of Transport and Traffic Sciences, University of Zagreb with which FME claims very good cooperation. Learning outcomes are consistent with the National Qualifications Framework (NQF) and the European Higher Education Area's Framework for Qualifications (EHEA).

Study program Road Traffic, MSc has a defined didactic concept, given what is being attempted to achieve, how to develop the learning process, and what learning outcomes are expected to be achieved. The teaching is done in groups tailored to different types of lectures. Interaction between teachers and students is encouraged. Research is mainly conducted through seminars and master thesis and is performed on individual basis. Management, academic staff and students highlighted the recent investments in laboratory equipment and how important this was for the theory-practice connection and preparation for labour market. Collaboration on practical work and master thesis is confirmed when discussing with

academic staff, students/graduates, employers, and external stakeholders. All stakeholders recognize the importance of thorough preparation for practical work.

When it comes to official policies, guidelines, and regulations dealing with recurring procedural or academic concerns, FME relies on legal framework and UP documents. Relevant documents are publicly available on FME website.

Ethical conduct in research, teaching, assessment in all academic and administrative activities is addressed in various documents, for example UP Code of Ethics for the Academic Staff, Regulation for research activities, Regulation for master scientific studies and others. Staff and students comply with relevant regulations. Should non-compliance with regulations be reported, the case goes to higher instances. Heads of the study program and teaching staff confirmed that thesis are routinely checked with a plagiarism software and that the antiplagiarism culture is nurtured. Procedure for determination of plagiarism and other unethical behavior at master study level is described in Regulation for master scientific studies. By the time draft report was written ET is not familiar with a document that addresses the obligation of mentors to check MSc thesis in antiplagiarism software, generate a report signed by mentor and formally attach the document to the thesis or student file. For the final version of the report, ET was presented with an example of a report generated for MSc thesis in antiplagiarism software, and also current version of Regulation for Master studies in English and Albanian (May 31st 2023). Article 15 states that candidate should attach report issued by the relevant anti-plagiarism software to the submitted written master thesis, however, only if UP provides official access to the relevant antiplagiarism software for students and staff.

Policies, regulations and other documents are mostly valid on UP level so FME does not have influence directly to their review and update. Performance data is analyzed twice a year and changes in line with student evaluations are made yearly if necessary.

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

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

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

<i>Standard 1.2.</i> Relevant academic and professional advice is considered when defining the intended learning outcomes which are consistent with the National Qualifications Framework and the Framework for Qualifications of the European Higher Education Area.	X
<i>Standard 1.3.</i> The study program has a well-defined overarching didactic and research concept.	X
<i>Standard 1.4.</i> There are formal policies, guidelines and regulations dealing with recurring procedural or academic issues. These are made publicly available to all staff and students.	X
<i>Standard 1.5.</i> All staff and students comply with the internal regulations relating to ethical conduct in research, teaching, assessment in all academic and administrative activities.	X
<i>Standard 1.6.</i> All policies, regulations, terms of reference and statements of responsibility relating to the management and delivery of the program are reviewed at least once every two years and amended as required in the light of changing circumstances.	X

Compliance level: 100 %, Fully compliant

ET recommendations:

1. *ET highly recommends establishing a program review protocol with specific periodicity that can be declared and reported. It is the only thing that was not particularly clear and resulted on the non-compliant standard. It would be very useful to see how study program evolves yearly, not only in reaccreditation cycles.*
2. *All relevant and up-to-date document versions should be available on FME website since ET was not in possession of the last version of Regulations for Master studies up until FME's comments on draft report.*

2.2. Quality Management

FME Quality Assurance heavily relies on UP Quality Assurance documents and the Office for Academic Development and Quality, especially for the analysis of questionnaires and providing feedback. Survey data are collected through the electronic platform SMC, centrally at the University level. They evaluate available resources, faculty policies, and procedures among other aspects.

Academic and administrative staff assesses their own performance through UP defined questionnaires. ET was informed this is performed once every 3-4 years. These evaluations encourage reflection on performance, identification of strengths and areas for improvement, and consideration of how effectively responsibilities and goals are being met. Additionally, staff contribute to external evaluation processes and collaborate in drafting relevant documents.

Evaluation processes and planning for improvement are integrated into normal planning processes through collecting data, analyzing results and reviewing outcomes according to documents and procedures defined at UP level. This involves actions for performance and quality based on results of evaluations, also regulated through relevant documents. The FME strategic plan sets clear objectives, identifies areas for enhancement, and outlines actions to achieve these improvements. Most activities are planned to be done continuously.

As is stated in SER, results of the internal QA system are taken into account for further development of the study program. For example, working hours have been harmonized to ECTS assigned for particular course. From syllabi presented, this seems to be implemented properly. Advisory board and communication with external stakeholders have resulted in improving of study program curricula (for example introducing new, contemporary subjects).

Survey data is being collected from students, graduates and employers. Data collected from students are processed by Office for Academic Development and Quality at UP, through electronic platform SMC. Data are presented to Dean of FME by Coordinator for Academic Development. Academic staff can see the results using their individual accounts. Data from graduates and employers are mostly collected through collaboration with Advisory board. However, survey data is not publicly available.

As is stated in SER, results of the internal QA system are taken into account for further development of the study program. For example, working hours have been harmonized to ECTS assigned for particular course. From syllabi presented, this seems to be implemented properly. Advisory board and communication with external stakeholders have resulted in improving of study program curricula (for example introducing new, contemporary subjects).

FME ensures that reports on the overall quality of the program are prepared along with reaccreditation cycles for the study program. SER is indeed thoroughly prepared with sufficient proofs, performance indicators (written rather descriptive than given in numbers), an SWOT analysis.

As was mentioned before, the systems, processes, and policies put in place to ensure that the program maintains high standards of quality are set on University level. As is observed, QA system is implemented at FME level, well-functioning and in line with contemporary standards.

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

Table 3 Quality Management - Overview of standard compliance

Standard	Compliant	
	Yes	No
<i>Standard 2.1.</i> All staff participate in self-evaluations and cooperate with reporting and improvement processes in their sphere of activity.	X	
<i>Standard 2.2.</i> Evaluation processes and planning for improvement are integrated into normal planning processes.	X	
<i>Standard 2.3.</i> Quality assurance processes deal with all aspects of program planning and delivery, including services and resources provided by other parts of the institution.	X	
<i>Standard 2.4.</i> Quality evaluations provide an overview of quality issues for the overall program as well as of different components within it; the evaluations consider inputs, processes and outputs, with particular attention given to learning outcomes for students.	X	
<i>Standard 2.5.</i> Quality assurance processes ensure both that required standards are met and that there is continuing improvement in performance.	X	
<i>Standard 2.6.</i> Survey data is being collected from students, graduates and employers; the results of these evaluations are made publicly available.		X
<i>Standard 2.7.</i> Results of the internal quality assurance system are taken into account for further development of the study program. This includes evaluation results, investigation of the student workload, academic success and employment of graduates.	X	

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

X

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

X

Compliance level: 89 %, Substantially compliant

ET recommendations:

1. *ET recommends systematic analysis of relatively low number of graduations per year in order to determine underlying issues and mitigate the dropout rate.*
2. *ET recommends collecting information from graduates and employers through designated questionnaires.*
3. *ET recommends summarized results of student evaluations to be publicly available for each academic year.*
4. *ET recommends that in future detailed results of survey data results are included in SER.*

2.3. Academic Staff

There are 10 permanent scientific personnel assigned to study program Road Traffic, MSc, 8 being professors and two assistants. Based on attached CVs, ET considers that teaching staff possess necessary qualifications for the study program Road Traffic, MSc. There are three professors responsible for this study program.

All UP staff, including FME academic staff, is hired and promoted through competition procedures, in accordance to UP Statute and laws and regulations in force in Republic of Kosovo. SER contains a sample of job contract from which it can be seen, as far as ET can understand since it is written in Albanian, that it comprises complete work descriptions for which they have applied or for which they have been hired. In interviews ET learned the procedures for employment can be long lasting, around 6-8 months.

The teaching staff complies with the legal standards for teaching positions as outlined in Administrative Instruction on Accreditation No. 15/2018. Information on number of professors and assistants permanent for the study program differ between SER and document "01. First Page -and-02-Annex-UP-FME-RT MSc", but as far as ET can understand that is because of retirement of two professors. In total 4 full professors, 4 associate professors, 3 assistant professors and 2 assistants are among the 10 full-time academic staff members who are relevant to the Road Traffic, MSc study program. Professors all hold doctorates, while assistants hold master's degrees.

According to UP Statute, in accordance to Administrative Instruction on Accreditation No. 15/2018, staff members with full-time contracts shall not hold any other full-time contract with any other university.

Criteria for at least 50 % of the academic staff in the study program being full time employees and account for at least 50% of the classes of the study program is fulfilled.

For each student group (defined by the statute of the institution) and for every 60 ECTS credits in the study program, the institution has employed at least one full time staff with PhD title.

According to SER, FME, along with its departments and study programs, continuously enhances teaching and research quality by organizing professional training with international organizations and promoting academic mobility with universities in and beyond Europe. Faculty members attend and present at scientific conferences, symposiums, and workshops, receiving feedback to improve their performance, and are encouraged to publish their research in high-impact journals. UP financially stimulates participation in scientific conferences, and awards scientists for publication of papers in renowned journals (1st or corresponding author). ET learned in interviews that staff participates in conferences, educations, mobility, international collaboration. For advancement it is obligatory to attend It

was also mentioned, especially on QA meeting, that there is a support system for teachers facing difficulties, for example in teaching. Should a teacher have low assessment results from students, he/she can be sent to education to Centre for Excellence in Teaching, UP Prishtina.

Engagement of teaching staff, in the academic community, availability for consultations with students and community service was confirmed during interviews with various stakeholders.

Academic staff evaluations are undertaken on a regular basis, twice a year at the end of each semester. Results are processed at University level. Individual evaluation results are available for each professor via an electronic platform SMC. Should results for a member of academic staff be low, the case is raised with the Dean to determine underlying issue. Self-assessment are also done, once per 3-4 years.

Strategic plan of FME for 2023-2025 includes improving the teaching strategies and quality of learning materials.

According to UP Statute teachers cannot have status of full-time teachers over the age limit of 65 years. ET noticed that one professor is soon turning 65 but do not consider that being a threat due to sufficient number of full-time academic staff engaged for the study program.

Lack of doctoral school imposes difficulties in the academic development of the teaching staff. The ET expresses its hope that this problem can be overcome in the near future.

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

Table 4 Academic Staff - Overview of standard compliance

Standard	Compliant	
	Yes	No
<i>Standard 3.1.</i> Candidates for employment are provided with full position descriptions and conditions of employment. To be presented in tabular form data about full time (FT) and part time (PT) academic/ artistic staff, such as: name, qualification, academic title, duration of official (valid) contract, workload for teaching, exams, consulting, administrative activities, research, etc. for the study program under evaluation.	X	
<i>Standard 3.2.</i> The teaching staff must comply with the legal requirements concerning the occupation of teaching positions included in the Administrative Instruction on Accreditation.	X	

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<i>Standard 3.3.</i> Academic staff do not cover, within an academic year, more than two teaching positions (one full-time, one part-time), regardless of the educational institution where they carry out their activity.	X
<i>Standard 3.4.</i> At least 50% of the academic staff in the study program are full time employees, and account for at least 50% of the classes of the study program.	X
<i>Standard 3.5.</i> For each student group (defined by the statute of the institution) and for every 60 ECTS credits in the study program, the institution has employed at least one full time staff with PhD title or equivalent title in the case of artistic/applied science institutions.	X
<i>Standard 3.6.</i> Opportunities are provided for additional professional development of teaching staff, with special assistance given to any who are facing difficulties.	X
<i>Standard 3.7.</i> The responsibilities of all teaching staff, especially full-time, include the engagement in the academic community, availability for consultations with students and community service.	X
<i>Standard 3.8.</i> Academic staff evaluation is conducted regularly at least through self- evaluation, students, peer and superiors' evaluations, and occur on a formal basis at least once each year. The results of the evaluation are made publicly available.	X
<i>Standard 3.9.</i> Strategies for quality enhancement include improving the teaching strategies and quality of learning materials.	X
<i>Standard 3.10.</i> Teachers retired at age limit or for other reasons lose the status of full-time teachers and are considered part-time teachers.	X

Compliance level: 100 %, Fully compliant

ET recommendations:

1. *ET recommends for the full list of academic staff be available on FME webpage, section Academic Personnel (it wasn't at the time this report was written).*
2. *The establishment of a doctoral school is of critical importance in the academic development of the teaching staff. The Faculty should focus on the establishment of their own doctoral school, in alignment with the objective outlined in the Strategic Action Plan regarding to PhD study programs.*

2.4. Educational Process Content

The structure and content of the study program are designed adequately to enable students achieving general and specific learning outcomes and competences listed for the study program. During the first three semesters students have to choose one elective course per semester which enables them focusing on subtopics they are interested in. Courses are mainly subject-related, however, through courses such as *Methods of scientific and research work* students can gain methodological and generic skills and competencies. Changes proposed in the curriculum make sense. For example, *Urban mobility* course was moved from third semester to first, and made compulsory as a result of consultations with external stakeholders and general trends and needs in Kosovo. New subjects proposed, such as *Artificial intelligence in traffic and transport*, follow trends of application of artificial intelligence in all aspects of human activity.

The study program complies with the National Qualifications Framework and the European Qualifications Framework for Higher Education. An academic year corresponds to 60 points of ECTS credits. The awarding of ECTS and the appropriate hours of study are documented in SER and supplements in detail. The individual components of the program are blended in such a way that specified qualification objectives are best achieved and adequate forms of teaching and learning are provided. Theoretical vs. practical part of teaching and learning seems well balanced for level master studies level.

The disciplines within the study program are provided in a logical flow and meet the definition and precise determination of the general and specific competencies, as well as the compatibility with the study programs and curricula delivered in the EHEA. There are 7 general and 11 specific learning outcomes and competences listed in SER.

The syllabi are uniform and include all necessary elements as general course information, description and targets of the subject, expected learning outcomes (LO), workload per type of activity, teaching strategies, assessment system and literature. LO are mainly written well i.e., they show what will the student demonstrate in order to prove the achievement of the LO. Students confirm that the syllabi are realistically written.

The study program is conducted in Albanian, however in case of an international student teachers summarize lecture in English at the end of class. If international student is fluent in English, fellow students are assigned as a help in translation from Albanian. Heads of the study program mentioned also a case where students from neighboring countries wrote exams in their native language.

Student-teacher relationship is best understood from discussion with students, graduates and teachers. Students confirmed good communication with teaching staff. Each member of teaching staff has 2 hours per week of consultations scheduled, and is also available for individual arrangements. Since a lot of students work during studies, professors adjust

teaching schedule to find timing that suits all students in order to attend lectures. Students confirmed that professors present and discuss syllabi at the beginning of each semester.

According to the SER the academic staff is using different teaching methods in order to ensure the teaching and learning is being conducted effectively. The classes are held in appropriate group size depending on the type of lecture. For example, groups for laboratory exercise are small (4-5, sometimes even 2-3 students) so each student has opportunity to use laboratory equipment actively. It is noted in academic staff CVs and confirmed in interviews that teaching staff attended educations on teaching in higher education, which is reflected in quality of syllabi as well. It remains unclear only while certain syllabi include "tests" as teaching methodology. Teachers adapt to different groups of students, for example by adjusting schedule to students who work in parallel to studying.

The discussion with the students revealed that the criteria for the assessment of the student performance, that are specified in the syllabi, are timely presented to the students, and are followed by the professors. From the provided syllabi it can be ascertained that there is a variety of assessment methods used, based on the focus and specificity of different subjects, and the weight of each of them is calibrated based on the specifics of the course.

According to SER and syllabi the course assessment methods are mid-term and final exams, assignments, projects and oral presentations, seminars, and are used as a part of the overall assessment. Autonomy is granted to lecturers in terms of assessment methods. There is a plagiarism program (plagiarism check) used in order to verify the final thesis. During the meetings the ET understood that students are aware of the ECTS system and its meaning and the workload is seen feasible comparable in courses offered within the program. Student assessment and their progress during the studies is regulated based on Statute of University of Prishtina, Article 104 to Article 118.

According to SER, students have opportunity to ask teachers and assistant for support to increase their performance. Students confirmed good communication and availability of teachers for consultations. There are well established procedures on UP level for students who are not satisfied with the exam mark.

Professional internship is compulsory and is assigned 10 ECTS credits. Students have indicated that securing an internship placement is relatively easy and is coordinated with heads of the study program and professors (mentors) in advance. According to SER, there is also Office for Professional Practice at UP level that can facilitate internship. Interviews with external stakeholders confirmed that they offer student internships and support students also in MSc thesis. After the completion of internship, students must provide evidence for completion and submit a written report for the internship to be validated by designated staff member(s).

According to SER and as learned in interviews with employers and external stakeholders, FME has a number of cooperation agreements/memorandums of understanding signed with local institutions and businesses to enable students to complete their internship. Students internships are not limited with cooperation agreements.

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

Table 5 Educational Process Content - Overview of standard compliance

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

<i>Standard 4.6.</i> The student-teacher relationship is a partnership in which each assumes the responsibility of reaching the learning outcomes. Learning outcomes are explained and discussed with students from the perspective of their relevance to the students' development.	X
<i>Standard 4.7.</i> Teaching strategies are fit for the different types of learning outcomes programs are intended to develop. Strategies of teaching and assessment set out in program and course specifications are followed with flexibility to meet the needs of different groups of students.	X
<i>Standard 4.8.</i> Student assessment mechanisms are conducted fairly and objectively, are appropriate for the different forms of learning sought and are clearly communicated to students at the beginning of courses.	X
<i>Standard 4.9.</i> Appropriate, valid and reliable mechanisms are used for verifying standards of student achievement. The standard of work required for different grades is consistent over time, comparable in courses offered within a program, and in comparison, with other study programs at highly regarded institutions.	X
<i>Standard 4.10.</i> Policies and procedures include actions to be taken in to dealing with situations where standards of student achievement are inadequate or inconsistently assessed.	X
<i>Standard 4.11.</i> If the study program includes practice stages, the intended student learning outcomes are clearly specified and effective processes are followed to ensure that those learning outcomes and the strategies to develop that learning are understood by students. The practice stages are allocated ETCS credits and the work of the students at the practical training organizations is monitored through activity reports; students during practice stages have assigned tutors among the academic staff in the study program.	X
<i>Standard 4.12.</i> In order to facilitate the practice stages, the higher education institution signs cooperation agreements, contracts or other documents with institutions/organizations/practical training units.	X

Compliance level: 100 %, Fully compliant

ET recommendations:

1. *ET recommends to adjust methodology of teaching in syllabi so to reflect used teaching strategies, and not also assessment as "tests".*
2. *The definition of "different groups of students" (Standard 4.7) could be more specific both from the KAA side as well as from the UP side. This would add clarity and specificity for the experts to more accurately be able to measure compliance with this standard.*

2.5. Students

Based on the provided SER document and observations during the site visit, it was evident that the admission procedures for the master's program in Road Traffic are clear and fair for prospective students. To become a student, candidates must complete the University entrance exam (SER, page 127). A specially formed commission reviews and publishes the results, and students have the right to appeal within three days (SER, page 127). During discussions with program students, it was explained that the admission procedure is well-designed, and the exams effectively filter out those lacking the minimum necessary knowledge for successful studies.

According to the provided statistics on enrolled students, the average number of students from 2020 to 2023 was around 28, with a maximum capacity of 30 students (additional documents). The number of government-funded places can vary depending on the University's capabilities, social partners' needs, and the Education Ministry's approval. The expert team was interested in the drop-out rates for this master's program. The data indicated a drop-out rate of 5-7%, which is relatively low, especially for engineering programs. During the site visit, faculty and program managers explained that most dropouts are due to challenging study modules or students finding jobs in the private sector. However, many students tend to return and complete their studies after some time.

Student groups are structured to achieve practical and theoretical learning outcomes efficiently. Group sizes are planned to facilitate effective discussions during lectures and seminars. In laboratory work, students are divided into smaller groups, each with specific tasks, and the results are stored in the virtual University SEMS electronic system. Students noted that the program offers flexibility, allowing them to extend their study duration if they find employment (SER, page 128).

The University has a robust feedback system, providing questionnaires to students, teachers, and staff at the end of each semester (SER, pages 157-175). Although student participation is mandatory, the faculty administration noted that not all feedback is always constructive. The collected data is reviewed by the central quality committee, which develops an action plan based on the responses. The data is then given to the dean, who may meet with teachers whose performance was poorly evaluated. There have been instances where teachers were dismissed based on student feedback, demonstrating the effectiveness of the feedback and action planning process at both the faculty and University levels. During meetings with program teachers, the experts inquired about the feedback mechanisms provided to students. Teachers presented various methods of providing feedback, ranging from one-on-one discussions to written comments on reports. Students confirmed they receive substantial support from their teachers. For instance, teachers support students in conducting research and may even facilitate opportunities for students to present their results at conferences. The

University also assists students in choosing appropriate career paths, with teachers and support staff available to help with decision-making.

According to the SER and site visit observations, the University offers numerous services for students, including career consultations, program consultations (for those wishing to transfer between faculties or universities), emotional support, and assistance with financial and family issues (SER, page 130). The International Office is responsible for securing international exchange programs, but participation in these programs is low. This was evident during the meeting, where only one student knew a peer who had studied abroad. Some students cited a lack of attractive foreign universities on the list. Nevertheless, students praised the administration's accessibility, noting that they are easy to reach during weekly office hours (SER, page 129). The expert team believes that these well-provided services can help reduce dropout rates and support better career choices during or after studies. However, the SER mentioned that "The Library of the Faculty is not linked to regional or European network of libraries" (SER, page 141). Faculty heads explained that financial constraints currently prevent maintaining these connections, but plans are in place to address this in the future. Despite this, each faculty has its own library, and students reported no issues accessing necessary literature, indicating that current resources are sufficient. Most services are in good shape, but there was a notable exception mentioned in the SER (page 70). It was reported that an international student, not fluent in Albanian, relied on translations from other students during classes. This situation raises concerns about the student's initial acceptance into the program without knowing the language. It is recommended to prevent such cases in the future to ensure learning outcomes are met without language barriers.

During the site visit, experts inquired about the academic ethics culture. Students are annually briefed on the University's main rules of academic ethics, including proper citation and copyright adherence. Ethical and disciplinary committees are established at the faculty level. However, the Faculty currently lacks a plagiarism detection system, relying instead on manual checks. Suspected plagiarism cases are referred to the responsible committee. The experts strongly advise installing a plagiarism detection system as soon as possible, as it is challenging for academic staff to identify plagiarism without technological assistance.

Students were asked if they felt integrated into the academic community at the faculty level. They unanimously agreed, stating they have all the rights and are aware of their obligations. They also mentioned the opportunity to join the Student Parliament, which elects representatives at both the Faculty and University levels (SAR, page 128). Student representatives confirmed that their voices are heard in all decision-making bodies, and changes are made based on their needs. The faculty administration acknowledged the student organization as a powerful entity that provides valuable solutions and contributes significantly to discussions in meetings.

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

Table 6 Students - Overview of standard compliance

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

Compliance level: 91 %, Fully compliant

ET recommendations:

1. *The Expert team recommends that the University to install the plagiarism-check system and define its working methodology in the internal procedural documents*
2. *Promote international exchange programmes with more possibilities for the local students.*
3. *Ensure that future incoming foreign students would have the minimum needed language skills.*
4. *Ensure that the non existing connection to the European network of libraries will not have an influence on the learning outcomes.*

2.6. Research

FME Strategic plan 2023-2025 includes scientific/artistic research work area with following objectives: encouraging the involvement of international capacities in scientific research, as well as improving other aims to improve other internal collaborations, increasing academic integrity during research/scientific work and Support of innovations and protection of intellectual work of UP. Tasks planned, indicators to be tracked seem reasonable. ET was informed that since the last reaccreditation, around 1 million euros is invested in laboratories of FME, but also the new Innovation and Entrepreneurship Centre of UP which will be managed by FME. Around 450,000 euros have been allocated to purchase laboratory equipment for the Traffic and Transport, BSc and Road Traffic, MSc study programs. This equipment is at disposal to staff but also students. Both staff and students expressed satisfaction with investments made. At the same time the ET still misses that the Faculty has not defined specific directions where it would like to focus its research activity. The ET believes that research activity is still mostly based on individual initiatives, which are although beneficial, are not subsequent and fairly accidental.

Projects are mainly funded by UP and Ministry but they also seek opportunity with international institutions. Traditionally, staff members collaborate with international institutions, particularly those where they attended doctoral studies (for example, Universities of Zagreb, Maribor, Tirana and other).

The University financially supports scientific research in terms of financing costs of scientific conference participation. UP has also established rewarding system for first and corresponding authors in journals indexed in Scopus and Web of Science database.

As was learned from interviews, expectations for teaching staff involvement in research and scholarly activities are clearly specified, and performance in relation to these expectations is considered in staff evaluation and promotion criteria. Publication of papers is the main criteria for advancement.

From the list of publications, it can be seen that academic staff has a proven track record of research results on the same topics as their teaching activity.

From the list of publications and activities included in CVs and SER, but also confirmed during interviews, it can be seen that academic staff publish their scientific and applied research work in appropriate publications, at conferences, create expertise etc. Professors are engaged in Innovation and Entrepreneurship Centre of UP which will be managed by FME.

List of publications for each staff member and researcher shows that most have produced at least an average of one scientific/applied research publication or artistic outcome/product per year for the past three years. Assistants did not fulfil this requirement but this ET considers it to be acceptable for their career stage.

Academic and research staff publish under the name of the institution in Kosovo they are affiliated to as full-time staff. However, it would be useful if also the name of FME is included in affiliation. Most staff have profiles at least in Scopus, those who published Web of Science indexed journals also WoS profile. For the sake of raising visibility, Google Scholar profiles should be opened for all staff.

Financial investments made in laboratory equipment will enable synergy between research and scholarly activities. Through exercises, but mainly in work made for diploma thesis, students can engage in research activities and the use of modern equipment along with teachers.

The UP has regulations for the publication of university texts, which clarify intellectual property issues and clear procedures. Series of documents involve ethical conduct in research. Law No. 2004/45 on Copyright and other Related Rights is in force in Kosovo with which the staff of FME is familiar. ET believes that Innovation and Entrepreneurship Centre will have a significant role in supporting intellectual property rights and commercialization of ideas developed by staff and students.

Students confirmed they are engaged in research projects and other activities, mainly if they express interest by themselves. Their participation can be passive (for example data collection) or more active. Students will participate, along with teaching staff, in scientific conference (around 6-7 professors and 18 students). Should a paper be published as a result of diploma thesis, they are included as authors. One professor confirmed there are three students participating in projects and co-authored papers.

SWOT analysis in SER identifies certain weaknesses as follows: the lack of sufficient funds for the publication of scientific works, lack of sufficient funds for scientific research, lack of funds for participation in conferences, lack of scientific journal of FME due to lack of funds for financing, access to the basis of indexing scientific works. Some are mitigated as mentioned earlier. As for FME journal, if management and staff consider that its own scientific journal would be beneficial, it can surely find the ways to establish it on an open access basis without significant financial requirements.

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

Table 7 Research - Overview of standard compliance

Standard	Compliant	
	Yes	No
<i>Standard 6.1.</i> The study program has defined scientific/applied research objectives (on its own or as part of a research center or interdisciplinary program), which are also reflected in the research development plan of the institution; sufficient financial, logistic and human resources are allocated for achieving the proposed research objectives.	X	
<i>Standard 6.2.</i> Expectations for teaching staff involvement in research and scholarly activities are clearly specified, and performance in relation to these expectations is considered in staff evaluation and promotion criteria.	X	
<i>Standard 6.3.</i> Clear policies are established for defining what is recognized as research, consistent with international standards and established norms in the field of study of the program.	X	
<i>Standard 6.4.</i> The academic staff has a proven track record of research results on the same topics as their teaching activity.	X	
<i>Standard 6.5.</i> The academic and research staff publish their work in specialty magazines or publishing houses, scientific/applied/artistic products are presented at conferences, sessions, symposiums, seminars etc. and contracts, expertise, consultancy, conventions, etc. are provided to partners inside the country and/or abroad.	X	
<i>Standard 6.6.</i> Research is validated through: scientific and applied research publications, artistic products, technological transfer through consultancy centers, scientific parks and other structures for validation.	X	
<i>Standard 6.7.</i> Each academic staff member and researcher has produced at least an average of one scientific/applied research publication or artistic outcome/product per year for the past three years.	X	
<i>Standard 6.8.</i> Academic and research staff publish under the name of the institution in Kosovo they are affiliated to as full-time staff.	X	
<i>Standard 6.9.</i> Academic staff are encouraged to include in their teaching information about their research and scholarly activities that are relevant to courses they teach, together with other significant research developments in the field.	X	
<i>Standard 6.10.</i> Policies are established for ownership of intellectual property and clear procedures set out for commercialization of ideas developed by staff and students.	X	
<i>Standard 6.11.</i> Students are engaged in research projects and other activities.	X	

Compliance level: 100 %, Fully compliant

ET recommendations:

1. *ET recommends that affiliation should be managed and unified for all staff members at platforms such as WoS, Scopus.*
2. *ET recommends for all academic staff members to create Google Scholar profiles to increase their visibility.*
3. *The management of the Faculty should establish funding opportunities, and effectively support the departments and the staff to establish and carry out research projects, in accordance with the research development plan.*
4. *In the framework of UP's Research Development Plan, define the strategic research areas the Faculty should be focused on.*
5. *Try to establish the Faculty's own scientific journal on a cost-effective, open access basis.*

2.7. Infrastructure and Resources

The final area under evaluation focuses on the physical infrastructure and resources available to the program under accreditation. Part of the laboratory facilities has gone through updates and renovation recently, and there are some updates still coming. All of this is taken into account for the evaluation.

FME building currently comprises 12 classrooms (583 m²), 2 amphitheaters (497 m²), 11 laboratories (580 m²) and a library (180 m²). Staff is located in total in 28 offices. ET has seen also premises of Innovation and Entrepreneurship Centre of UP which will be managed by FME, and available to staff and students. Two IT rooms are equipped with new computers, and third one will be available in Innovation and Entrepreneurship Centre.

Starting with Standard 7.1, which focuses on the resources as premises, equipment and human resources for long term implementation of the program, in a quantitative and qualitative manner. In response to this, the SER reports on area available for students in different labs, auditoriums, bathrooms, common spaces etc. along with a broad list of equipment. From a qualitative perspective, most of the lab equipment for the dedicate labs looked quite updated. In recent years, around 450,000 euros have been allocated to purchase laboratory equipment for the Traffic and Transport, BSc and Road Traffic, MSc study programs. This equipment is at disposal to staff but also students. Both staff and students expressed satisfaction with investments made. Students confirmed that they have access to laboratories whenever they want and that groups for different types of lectures are adjusted so that, for example, each student can actively participate in excersises using the equipment.

Regarding Standard 7.2, it addresses the financial plan for the study program to assure its sustainability. In this regard, the SER remains unclear. No data is presented for the following (at least) three years, only a graphic for period 2020-2023 a financial cost for the academic staff over the program's cycle, which is surprisingly low and only includes the cost for lectures and exercises hours. In comparison with the budget, the financial cost is much lower, which would indicate a relaxed budget coverage. However, without presented financial plan with broke down to suitable categories it is not possible to connect the budget with the cost, and further detail is definitely needed. Some investments are mentioned in FME Strategic plan 2023-2025, however, this is not a financial plan.

On Standard 7.3, it refers to the ownership or lease of the spaces and equipment to be used by the program to be for at least three years, so it can sustain the program at full length. In this regard, the SER elaborates on the facilities, which are owned by the UP, and thus available for the length of the program and beyond. The same is clarified for the labs and lab equipment. In addition, the library is stocked with the textbooks for the program. Licences for some software platforms are pending the accreditation of the program, something that will have to be closely verified in further reaccreditation rounds. However, the standard demands that the ownership or lease deeds are presented, rather than only mentioned. The SER makes

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reference to those being easily available, but give no further instructions on how to access them. Until these deeds are presented or made available to the expert team, this standard cannot be considered as met.

About Standard 7.4, it evaluates the seating capacity of classrooms, seminar rooms, labs, etc. In this regard it is hard to accurately evaluate the sufficiency of the classrooms, as those are most likely shared with other study programmes (as they should) and the capacity of those study programmes is unknown from this perspective. In total are mentioned 12 rooms that can be used for lecturing with different capacities, and 13 labs with different capacities also, as well as a couple of computer rooms. Percentage of room occupancy should be reported (current and projected with the proposed program) for further accreditation and reaccreditation applications for further clarification. For now, the standard will be marked as compliant.

Next, Standard 7.5 addresses the library's sufficiency and readiness for the program. As declared in response in the SER, the number of seats available in the reading rooms far exceeds the 10 % of admittance required (it actually could accommodate 300 %). On the next two points for the standard, as referred for number of seats in working rooms and number books, particularly relevant and recent books, the SER states that are in both cases compliant. However, no specific number of seats is specified (in contrast with the abovementioned reading room), so beyond the statement the standard cannot be verified. For part C a similar situation, the SER states compliance, but actual number of books relevant to the standard is not provided. Particularly in the case of books, the standard should be updated, as a digital version of the book in principle represents access to a potentially infinite number of students. A concise list of needed/provided books, licences and seats should be presented so the requirement can be verified.

Finally, Standard 7.6 refers to the accessibility of the facilities to students with especial needs and reduced mobility. As showcased in during the visit, there are accessibility ramps and elevators. Whether these accesses and elevators provide access to each library, bathroom, lab or classroom it is unclear, so this could be something for the KAA to verify. In the meantime, it will remain as compliant.

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

Table 8 Infrastructure and Resources - Overview of standard compliance

Standard	Compliant	
	Yes	No
<p><i>Standard 7.1.</i> The adequate long-term implementation of the study program is ensured in quantitative terms as regards premises, human resources and equipment. At the same time, it is guaranteed that qualitative aspects are also taken into account.</p>	X	
<p><i>Standard 7.2.</i> There is a financial plan at the level of the study program that would demonstrate the sustainability of the study program for the next minimum three years.</p>		X
<p><i>Standard 7.3.</i> The higher education institution must demonstrate with adequate documents (property deeds, lease contracts, inventories, invoices etc.) that, for the study program submitted for evaluation it possesses the following, for the next at least three years:</p> <p>a) owned or rented spaces adequate for the educational process;</p> <p>b) owned or rented laboratories, with the adequate equipment for all the compulsory disciplines within the curriculum, wherever the analytical syllabus includes such activities;</p> <p>c) adequate software for the disciplines of study included in the curriculum, with utilization license;</p> <p>d) library equipped with reading rooms, group work rooms and its own book stock according to the disciplines included in the curricula.</p>	1/4	X
<p><i>Standard 7.4.</i> The number of seats in the lecture rooms, seminar rooms and laboratories must be related to the study groups' size (series, groups, subgroups); the applicative activities for the specialty disciplines included in the curricula are carried out in laboratories equipped with IT equipment.</p>	X	
<p><i>Standard 7.5.</i> The education institution's libraries must ensure, for each of the study programs:</p> <p>a) a number of seats in the reading rooms corresponding to at least 10% of the total number of students in the study program;</p> <p>b) a number of seats in the group work rooms corresponding to at least 10% of the total number of students in the study program;</p> <p>c) their own book stock from Albanian and foreign specialty literature, enough to cover the disciplines within the curricula, out of which at least 50% should represent book titles or specialty courses of recognized publishers, from the last 10 years;</p> <p>d) a book stock within its own library with a sufficient number of books so as to cover the needs of all students in the cycle and year of study the respective discipline is provided for;</p> <p>e) a sufficient number of subscriptions to Albanian and foreign publications and periodicals, according to the stated mission.</p>	X	

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

X

Compliance level: 71 %, Substantially compliant

ET recommendations:

- 1. The specific deeds for ownership or lease of the buildings used by the program should be presented, in reference to standard 7.2.*
- 5. Only one of the four parts of the standard 7.3 is clearly presented, for the others, the total amount of available seats, books, etc. is not presented and that is needed to verify compliance of this standard.*

3. FINAL RECOMMENDATION OF THE ET

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

Table 9 Overview of compliance on standard areas and overall compliance

Standard Area	Compliance level
1. Mission, Objectives and Administration	<i>Fully compliant</i>
2. Quality Management	<i>Substantially compliant</i>
3. Academic Staff	<i>Fully compliant</i>
4. Educational Process Content	<i>Fully compliant</i>
5. Students	<i>Fully compliant</i>
6. Research	<i>Fully compliant</i>
7. Infrastructure and Resources	<i>Substantially compliant</i>
Overall compliance	<i>Fully compliant</i>

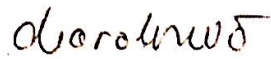
Standard areas 3. Academic Staff and 7. Infrastructure and Resources must be **at least** substantially compliant in order to grant the accreditation for the study program. Necessary level of compliance of these two areas is fulfilled.

Most standard areas are Fully compliant, with only 2. Quality Management and 7. Infrastructure and resources being Substantially compliant so the Expert Team considers that the study program **Road Traffic, MSc** offered by Faculty of Mechanical Engineering, University of Prishtina, is **Fully compliant** with the standards included in the KAA Accreditation manual.

The Expert Team recommends **to accredit** the study program for a duration of **5** years with a number of **30** students in total to be enrolled in the program.

Expert Team

Member



(Signature)

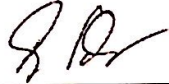
Assoc. Prof. D. Sc. Tea Marohnić

(Print Name)

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Member



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Prof. Gábor Dombay, PhD

(Print Name)

June 20th 2024.

(Date)

Member



(Signature)

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June 20th 2024.

(Date)

Member (student expert)



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Arnoldas Solovjovas, PhD candidate

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June 20th 2024.

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