



UNIVERSITY OF APPLIED SCIENCES FERIZAJ

Industrial Engineering with Informatics

Re accreditation

REPORT OF THE EXPERT TEAM

March 2024, Ferizaj

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1. INTRODUCTION

1.1. Context

Date of site visit: 20.03.2024

Expert Team (ET) members:

- *Agnieszka Dardzinska-Glebocka*
- *Flavio Canavero*
- *Marija Vasilevska*

Coordinators from Kosovo Accreditation Agency (KAA):

- *Arianit Krasniqi, KAA Officer*
- *Ilirjana Ademaj Ahmeti, KAA Officer*

Sources of information for the Report:

- *Self Evaluation Report (SEP)*
- *Syllabuses (appendix A)*
- *CVs of Staff (appendix B)*
- *Strategic Plan of the University of Applied Sciences in Ferizaj, 2022-2026 (Appendix C)*
- *Minutes of the meeting with Businesses in Industrial Engineering with Informatics Program (Appendix D)*
- *Minutes of the meeting with Alumni of the Industrial Engineering with Informatics Program (Appendix E)*
- *Meeting Minutes – Approval of the subject syllabuses (Appendix F)*
- *Learning outcomes matrix (Appendix G)*
- *Quality Assurance Regulations (Appendix H)*
- *Training for CNC machines in the laboratory of Industrial Engineering with Informatics (Appendix I)*
- *ICT Knowledge Transfer from UASF to the Fitness Industry (Appendix J)*
- *Self-service Terminal (Appendix K)*
- *Tutor Report (Appendix L)*
- *IT Essential – Soft Skills (Appendix M)*
- *Global Engineer Girls Project (Appendix N)*
- *Training of female students at the BONEVET Company in Kaqanik (Appendix O)*
- *List of staff publications (Appendix P)*
- *List of staff conferences (Appendix Q)*

- *Young innovators program (Appendix R)*
- *Research areas and research priorities (Appendix S)*
- *Research areas and research objectives (Appendix T)*
- *KAA Accreditation Manual*
- *Administrative Instruction for Accreditation of Higher Education Institutions in the Republic of Kosovo*
- *Official website of University of Applied Science in Ferizaj*

Criteria used for institutional and program evaluations

- *Standards and performance indicators for external quality assurance (Re/accreditation of bachelor and master study programs) set in the Accreditation Manual*

1.2. Site visit schedule

Time	Meeting	Participants
09:00 – 09:50	Meeting with the management of the faculty where the programmes are integrated (Room 1)	
09.50 – 10.35	Meeting with quality assurance representatives and administrative staff (Room 1)	
10:40 – 12:10	Meeting with the heads of the study programme Entrepreneurship and Innovation Management, MSc 120 ECTS (Accreditation) Management of Hospitality and Tourism, BSc 180 ECTS (Reaccreditation) Marina Gregoric Sanja Kalambura Domagoj Svirig (Room 2)	Arta Jashari Goga Fari Bushi Gazmend Deda Petrit Hasanaj Idriz Kovaçi Arbëresha Meha Muharrem Salihaj Mimoza Zhubi
10:40 – 12:10	Meeting with the heads of the study programme Applied Informatics, BSc 180 ECTS (Reaccreditation) Industrial Engineering with Informatics, BSc 180 ECTS (Reaccreditation) Flavio Canavero Agnieszka Dardzinska Glebocka Marija Vasilevska (Room 1)	Fakije Zejnullahu Bashkim Mustafa Bashkim Cerchini Valdete Loku Gjelosh Vataj Milihate Aliu Labinot Topilla
12:10 – 13:10	Lunch break	
13:00 – 14:00	Visiting Facilities	
14:00 – 14:40	Meeting with teaching staff (Room 1 and 2)	

14:40 – 15:20	Meeting with students (Room 1 and 2)	
15:20 – 16:00	Meeting with graduates (Room 1 and 2)	
16:05 – 16:45	Meeting with employers of graduates and external stakeholders (Room 1 and 2)	
16:45 – 16:55	Internal meeting of KAA staff and experts (Room 1)	
16:55 – 17:05	Closing meeting with the management of the faculty and program (Room 1)	

1.3. A brief overview of the institution under evaluation

The University of Applied Sciences in Ferizaj (UASF) emerged in 2015 as a beacon of higher education, stemming from the reorganization of the Faculty of Applied Technical Sciences within the University of Pristina. As a public university, UASF embodies a commitment to fostering excellence in education and research, particularly within the realms of engineering and informatics.

At the heart of UASF lies the Faculty of Engineering and Informatics, offering a distinguished Bachelor of Science program in Industrial Engineering with Informatics. Additionally, the faculty extends its academic offerings with a Bachelor of Science program in Applied Informatics, along with a Master's degree program in Engineering and Production Management. Currently, the faculty hosts 291 students, with 229 enrolled in bachelor programs and 87 pursuing master's degrees. Notably, the recent surge in applications for bachelor studies underscores the growing recognition of UASF's academic prowess.

Central to its operations, UASF embraces a visionary outlook, aspiring to become a national exemplar of modern, integrative education. Rooted in the fusion of theory and practice, UASF aims to cultivate a cadre of professionals equipped with robust research acumen, poised to serve society's evolving needs. This vision dovetails seamlessly with its mission statement, underscoring a steadfast commitment to furnishing quality education that nurtures skilled professionals, diligent researchers, and socially responsible citizens.

UASF's ethos is firmly grounded in a set of core values that underpin its institutional fabric. These values encompass a dedication to fostering a dynamic learning environment that fosters critical thinking and lifelong learning. Moreover, UASF places a premium on ethics, championing principles of respect, honesty, equality, and integrity in all facets of its operations. Collaboration lies at the crux of UASF's ethos, with a focus on forging strategic partnerships with stakeholders spanning students, alumni, businesses, government institutions, and the wider community. Striving for excellence is ingrained within UASF's DNA, with a relentless pursuit of perfection and innovation driving its educational endeavors. Embracing diversity,

UASF celebrates the mosaic of ideas, beliefs, cultures, and ethnicities that enrich its academic landscape.

While UASF comprises five faculties, each led by a dedicated dean, the university maintains a cohesive administrative structure, fostering synergies and collaboration across disciplines. This integrated approach underscores UASF's commitment to holistic education and cross-disciplinary exchange.

With accreditation secured since 2020, UASF stands as a bastion of academic excellence, guided by a steadfast commitment to advancing knowledge, fostering innovation, and shaping the next generation of leaders in engineering and informatics. Armed with a wealth of resources and a dedicated faculty, UASF is poised to chart new frontiers in education and research, leaving an indelible mark on Kosovo's academic landscape.

2. PROGRAM EVALUATION

The institutional evaluation consists of 7 subheadings through which the administration, organisation and management of the institution, as well as teaching and research are assessed.

2.1. Mission, Objectives and Administration

*(Insert all comments or observations, commendations and suggestions relating to this general area and its allocated standards, as specified in the KAA Accreditation manual. Consideration should be given to the adequacy of processes and results achieved in each of the standards.)
(minimum one page)*

Standard 1.1. The study program aims to align with the institution's mission, meaning that the program's goals and values are in line with the university's main objectives. The program's mission embodies the institution's principles, focusing on preparing highly skilled professionals, fostering research skills, and promoting social responsibility. Additionally, the program integrates key values and goals of the institution, such as striving for excellence, collaboration with business and the community, and promoting diversity and ethics.

Standard 1.2. The "Industrial Engineering with Informatics" study program has been carefully developed through consultations with various stakeholders, including representatives from the business community, alumni, current students, and other interested parties. This process involved analyzing the needs of the job market, discussions regarding the expected skills of graduates, and input from experts in the field of study. The program has been designed in accordance with the National Qualifications Framework and the Framework for Qualifications of the European Higher Education Area, confirming the alignment of educational goals with established standards and requirements. Furthermore, the university regularly monitors and

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evaluates study programs, taking into account feedback from students and alumni, and employing appropriate performance indicators to continually improve educational processes.

Standard 1.3. The "Industrial Engineering with Informatics" program appears to have a well-defined overall pedagogical and research concept. It encompasses a wide range of subjects from various disciplines, suggesting a carefully planned curriculum. However, there is a lack of detailed information regarding the specific implementation of the program, such as teaching methods or program effectiveness assessment. The program's design process incorporated input from business representatives, alumni, and current students, indicating a diversity of perspectives considered during its creation. The program has been tailored to meet the needs of the job market, suggesting it is practical and responsive to current industry requirements. However, there is insufficient information about the extent to which the opinions and suggestions of external stakeholders were incorporated into the final program design. The program also includes both scientific and practical courses, indicating the development of students' research skills. Additionally, there is mention of the need for monitoring and evaluating the program; however, specific details about the methods and frequency of this process, as well as actions taken based on the results obtained, are lacking.

Standard 1.4. Based on the provided information in SER, there are formal policies, guidelines, and regulations dealing with recurring procedural or academic issues. These pieces of information are made publicly available to all staff and students. The text mentions regulations concerning various aspects of academic life, such as regulations regarding bachelor's and master's studies, university code of ethics, quality assurance regulations, student mobility, and professional practices. Additionally, it is stated that these regulations are publicly accessible on the official university website and on a communication platform for university staff. Therefore, it can be inferred that there are formal policies and regulations that are accessible to all university staff and students.

Standard 1.5. Ethics is accepted as one of values of UASF: "The University addresses the dignity of each of its members with respect, honesty, equality and integrity." For ethical issues, the university has a separate regulation (Regulation of the University Code of Ethics). There is formed the Ethics Committee of the university. Aspects of ethics are also covered in the learning outcomes of the study program, and are included in the description of some courses. However, it cannot be definitively confirmed whether all staff and students adhere to internal regulations regarding ethical conduct in research, teaching, assessment, and all academic and administrative activities. While there are mentions of regulations concerning various aspects of academic life, such as the university code of ethics, there is no direct information regarding the extent to which these regulations are adhered to by the entire academic community.

Standard 1.6. All policies, regulations, terms of reference, and statements of responsibility regarding the management and delivery of the program are reviewed at least once every two

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years and amended as required in light of changing circumstances. This is evidenced by the mention of strategic reviews conducted by the institution, where the mission and vision of the university, including its programs, are regularly analyzed. Additionally, there is reference to the continuous development of regulations and documents governing academic procedures and policies, suggesting a regular review process to adapt to changing needs and circumstances. The "Regulation of Quality Assurance" document further confirms this. However, the lack of detailed information regarding the review and amendment process in the documents may still lead to ambiguity or lack of clarity in the review and adaptation process to changing circumstances. Therefore, it would be advisable to provide more detailed discussions of these procedures and ensure they are adequately monitored and updated effectively.

Standard	Compliance	
	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 67%: Partially compliant

ET recommendations:

1. It is recommended to clarify the methods and frequency of monitoring and evaluating the program's effectiveness, along with specifying actions based on the results obtained.
2. It is recommended to enhance transparency and clarity in the review and amendment process of policies and regulations governing the program. Additionally, establishing a robust monitoring system is advised to ensure effectiveness.

2.2. Quality Management

(Insert all comments or observations, commendations and suggestions relating to this general area and its allocated standards, as specified in the KAA Accreditation manual. Consideration should be given to the adequacy of processes and results achieved in each of the standards.) (minimum one page)

Standard 2.1. There are assessment systems for study programs that include analysis of program objectives, teaching methods, and the effectiveness of the teaching process. Student evaluations are also conducted, allowing them to provide feedback on the quality of teaching and services provided. Additionally, there are peer review and supervisor assessment systems that enable monitoring and improvement of academic staff performance. Staff self-assessments are conducted, allowing employees to reflect on their work and identify areas for improvement. However, despite the existence of these assessment and self-assessment systems, there is no direct reference to the participation of all university staff in self-assessment processes and collaboration with reporting and improvement processes in their area of activity. There is also a lack of clear data confirming that all staff members participate in assessment and improvement processes.

Standard 2.2. The evaluation processes are integrated into normal planning processes. Various assessment mechanisms, such as student evaluations, peer reviews, and self-assessments, are conducted regularly to monitor and improve the quality of academic programs and staff performance. Additionally, there exist strategic reviews and continuous development of regulations to adapt to changing needs, indicating an ongoing commitment to improvement. The university has a comprehensive "Regulation for Quality Assurance" consisting of 42 articles. Procedures for improving study programs are outlined, where recommendations from the program committee are deliberated at the Academic Committee and finalized by the Senate. The primary evaluation processes occur semi-annually, utilizing paper-based questionnaires for students. However, staff peer-evaluation remains largely informal, relying on observations and subsequent discussions of lectures. Regarding staff self-evaluation, an electronic system is currently in development.

Standard 2.3. Quality assurance processes encompass a wide range of aspects related to program planning and delivery, including services and resources provided by other parts of the institution. The university utilizes the automated SMU (University Management System) to conduct evaluations of personnel, program, and administration processes based on student feedback. Through various assessment mechanisms such as student evaluations, peer reviews, and self-assessments, the institution regularly monitors and improves the quality of teaching programs and staff performance. This comprehensive analysis enables effective planning and implementation of improvement actions to enhance the university's operations.

Standard 2.4. Quality assessments provide a comprehensive overview of the study program and its various components, considering diverse aspects of the educational process. For instance, the university regularly conducts assessments of exam results and student grades to monitor their academic progress and understand the extent to which they achieve program objectives. Additionally, evaluations of academic staff are conducted to determine their

effectiveness in teaching and supporting students. For example, the university collects student feedback on the quality of teaching, instructional materials, and the availability of educational resources. These insights are then analyzed to identify areas for improvement, such as teaching methods or the accessibility of instructional materials. Moreover, the university evaluates graduates to understand how well-prepared they are for entering the job market and what skills they have acquired during their studies. Furthermore, feedback from employers regarding graduates is also assessed to understand how their education impacts their ability to perform in the industry. This allows the university to tailor the study program to meet current needs of the job market and ensure that graduates are adequately prepared for their professional careers. In this way, quality assessments of the study program encompass both educational processes and their outcomes, enabling the university to monitor program effectiveness and take actions to improve it. However, a critical aspect of quality assessments is the lack of full transparency and access to collected data and assessment results. Despite conducting various assessments, including those of students, academic staff, and graduates, this information is not always made publicly available. The lack of access to detailed data may limit the ability to conduct a thorough analysis of program effectiveness and identify areas for improvement. Additionally, this may lead to a lack of trust from the academic community and students, who may perceive the need for greater transparency in the study program quality assessment process.

Standard 2.5. Since the previous evaluation, there have been no significant changes in the quality assurance processes for the study program. Feedback from students collected at the end of each semester remains the primary tool for assessing quality. The questionnaire covers all fundamental aspects of university life. Student evaluations of teaching staff are internal and shared only with the teacher, program director, dean of the respective faculty, and university leadership. While the program committee is intended to be the key body for ensuring program quality, its composition, comprising all academic staff teaching in the program, may present a conflict of interest. The failure to meet all required standards indicates ineffective quality assurance processes.

Standard 2.6. The information in SER indicates that the university consistently collects data from surveys conducted among students, graduates, and employers. For instance, they are surveyed about their opinions on the quality of the study program, experiences related to the university, and preparedness for the job market. The results of these assessments are made publicly available, for example, through publication on the university's website or in special reports. This allows the academic community and prospective students to have easy access to information regarding the quality of the offered study program, promoting transparency and trust in the university.

Standard 2.7. The University has Alumni (networking of graduated students) and has set up a special module in SMU for it. The University is in the continuous process of connecting SMU with the system of the Tax Administration of Kosovo in order to receive information in real time about the jobs of our graduated students, for which information is stored in the Alumni module in SMU. Results from the internal quality assurance system, such as student evaluations of the program, analysis of student workload, academic success rates, and employment data of graduates, are taken into consideration when making decisions regarding the further development of the program. For instance, if student evaluations of the program indicate areas needing improvement, the university may implement changes to the program's

structure or content to address these needs. Analysis of student workload may lead to adjustments in the class schedule or reorganization of teaching materials to facilitate the learning process. Additionally, data on academic success and graduate employment can be used to assess the program's effectiveness and identify areas for improvement.

Standard 2.8. The university systematically conducts evaluations of the quality of its study programs and prepares reports on this matter. According to the regulations governing quality assurance, these reports are prepared periodically, as specified in Article 20. The reports take into account both the strengths and weaknesses of the program, and the evaluation process involves various stakeholders, including teachers, students, and employers. Quality assessments of study programs are conducted at various levels, including evaluations of teachers conducting courses, assessments of the courses themselves by students, and evaluations of study programs by employers every three years. These reports are then used by the institution in the decision-making process regarding the further development of the program. This approach allows the institution to systematically monitor the quality of its study programs and identify areas requiring improvement, contributing to the continuous enhancement of the educational programs offered. Despite the systematic quality assessments of study programs, there remains a challenge regarding the lack of full integration of data collected from various sources and its utilization in the program improvement process. Although the university conducts assessments of teachers, subjects, and study programs, there is a need for better coordination and analysis of the gathered information to identify effective improvement strategies. The lack of a coordinated approach may lead to redundancy and the loss of valuable insights from assessments. Therefore, it is essential for the university to develop a more integrated approach to collecting, analyzing, and utilizing quality assessment data for more effective program improvement.

Standard 2.9. The Regulation for Quality Assurance was approved by the Senate of the University on 23.12.2022 (the previous version was approved on 18.02.2020). The University observes that there is a need for systematic evaluation and improvement of the quality assurance system for the program itself. While the program conducts quality assessments, it is also necessary to regularly monitor and enhance quality assurance procedures to ensure their effectiveness and compliance with the highest standards. Through this process, potential areas for improvement in the quality assurance system can be identified, and actions can be taken to enhance them.

Standard	Compliance	
	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		X

evaluations consider inputs, processes and outputs, with particular attention given to learning outcomes for students.		
<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	
<i>Standard 2.8.</i> 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	
<i>Standard 2.9.</i> The quality assurance arrangements for the program are themselves regularly evaluated and improved.	X	

Compliance level 67%: Partially compliant

ET recommendations:

1. It is recommended is to implement a system that encourages all university staff to actively participate in self-assessment and improvement processes. It's important to define specific responsibilities for staff, organize regular meetings and training sessions, and monitor their involvement.
2. It is recommended to enhance transparency and accessibility of quality assessment data and results.
3. It is recommended to analyze the composition of the program committee to reduce potential conflicts of interest. Consider involving external experts or representatives from relevant industries to provide an objective perspective on program quality.
4. It is recommended to implement a robust monitoring and evaluation system to track the effectiveness of quality assurance measures over time. This includes establishing measurable goals, collecting relevant data, and conducting periodic reviews to identify areas for improvement.

2.3. Academic Staff

*(Insert all comments or observations, commendations and suggestions relating to this general area and its allocated standards, as specified in the KAA Accreditation manual. Consideration should be given to the adequacy of processes and results achieved in each of the standards.)
(minimum two pages)*

Standard 3.1. At UASF, candidates for employment are provided with full position descriptions and conditions of employment. In accordance with the prevailing University employment regulations and the principles regarding staff documentation, the following general data regarding academic/artistic staff is presented:

- All academic staff are employed on the basis of valid contracts, which outline their responsibilities and duration of employment.
- All staff members hold appropriate qualifications and academic titles in accordance with the requirements of their respective positions.
- Workload distribution, including teaching, examination, and consultation hours, is determined individually for each staff member based on departmental requirements and employment agreements.
- Contract durations typically span several years, with the possibility of extension based on performance evaluations and university needs.

The aforementioned general data aligns with the regulations governing the employment of academic staff at the University, ensuring transparency and compliance with national requirements. All relevant information of the academic staff of the study program (ie, name, qualification, academic title, duration of official (valid) contract, workload for teaching, exams, consulting, administrative activities, research) is available from a digital archive;

Standard 3.2. In accordance with the standard concerning compliance with legal requirements in administrative instructions regarding accreditation, the University adheres to regulations concerning the employment of teaching staff. The recruitment process is conducted through job announcements, and contracts specify teaching duties in line with requirements for teaching positions. Staff members have set working hours, consistent with regulations regarding teaching positions. The requirement to provide a statement confirming fulfillment of university duties, along with evaluation analysis and regular training sessions, serves as additional measures to ensure compliance with legal requirements. These actions are pivotal for adhering to administrative and accreditation requirements.

Standard 3.3. Academic staff is selected by means of job announcement. When the new academic staff is joining the university, they have several trainings to understand all the requirements requested by the regulations of the university. Contract with the university contains all the obligations related to teaching, communication with students, research, extracurricular activities, etc. All academic staff are required to be in university for 40 hours per week of which 8-12 hours (depending on the scientific degree) are required for teaching. The contract also implies that the full-time staff cannot have teaching job in more than two institutions. Academic staff submits statement confirming their fulfillment of university obligations. The statements are submitted to an accreditation portal of the Kosovo Accreditation Agency, such that they can be confirmed by all the universities and KAA.

Standard 3.4. According to the standard stipulating that 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, the University ensures compliance through its employment practices. A significant portion of the academic staff is employed on a full-time basis, meeting the specified threshold. These full-time employees also significantly contribute to teaching, covering at least half of the classes within the study program. Adherence to this standard is crucial for maintaining the quality and continuity of education delivery within the program.

Standard 3.5. SER of the study program contains a table of 20 academic staff, of which one professor, six associate professors, seven assistant professors, and six lecturers, all involved in the study program for a different amount of teaching hours. Of all 20, 14 hold a doctoral degree. UASF employs at least one full time staff with PhD title for each student group and for every 60 ECTS credits in the study program. The CVs and interviews with the academic staff prove that they have sufficient qualification for teaching the corresponding courses.

Each academic staff has a portfolio containing all his/her annual evaluation reports from students, peer, manager and self-assessment. The portfolio is constantly updated with the student semestral surveys on the courses taught and the peer reviews. Analysis of the surveys and reviews are used to develop improvement plan for the academic staff, if necessary. The reports are analyzed by the faculty deans. Deans and academic staff manager are meeting with the staff twice a year to discuss their professional development.

Standard 3.6. Each academic staff has its own office space (some are individual and other are shared with another colleague) where they can work on preparation for teaching, study and accomplishment of other tasks set by the university within contractual obligations, as well as they can use common spaces and resources (halls, cabinets, equipment, etc.) to realize their mission of educating students. The university has some activities for the professional development of academic staff. In particular, each staff member who joins the university and lacks teaching experience undergoes training in teaching within a short period. Additionally, over the years and in response to a recommendation of the previous evaluation report, the University continuously improved its offer: In 2020, a training session on the SPSS program was organized, and additional training was provided for the use of applications such as Teams and Moodle for conducting online teaching. Europe. In 2022, training sessions on "Planning and Implementation of Teaching in Higher Education" and "Teaching in Higher Education" were conducted by the Center for Excellence in Teaching, University of Pristina "Hasan Pristina". Also in 2022, training on "Advanced Features on EBSCOhost Platform" was held by Customer Engagement Manager at EBSCO Information Services. Finally, In 2023, a "Web of Science training" session was held by an European Education Specialist.

Specifically to increase the professional skills of professors, students, and industry representatives, a ten-day training on CNC Machines was held at the UAF Laboratory in 2022, in cooperation with the German company BANG NETZWERK GUTERSLO E.G. There is insufficient information available regarding the extent to which the academic community is systematically involved in community services, both editorially (such as writing books, participating in editorial reviews, and organizing public conferences) and professionally (by offering consultancy to local/regional governments and public utilities for projects with social impact). SER lacks information regarding assistance provided to teachers facing difficulties, such as disabilities.

Standard 3.7. According to the report, the university consistently promotes the engagement of teaching staff in the academic community and active collaboration with the community. Below are some examples from the report:

Participation in Academic Activities: Academic staff participate in scientific conferences, seminars, and symposiums, both as attendees and presenters. This demonstrates their involvement in the advancement of the academic discipline and academic life.

Student Consultations: Teaching staff are regularly available for consultations with students, both in person and through e-learning platforms. Staff strive to provide support and assistance in resolving learning-related issues.

Community Service: Some staff members engage in social projects and initiatives that benefit the local community. For example, the report mentions the project "ICT Knowledge Transfer from UASF to the Fitness Industry," which was conducted in collaboration with local businesses.

At UASF, the responsibilities of all teaching staff, especially full-time, include the engagement in the academic community, availability for consultations with students and community service; the latter requires additional efforts by this academic community that appears to have only a marginal involvement with the society-at-large;

Standard 3.8. Based on the SER, it can be concluded that the standard for evaluating academic staff is meticulously upheld. The university conducts regular evaluations of academic staff, including various methods such as student evaluations, peer reviews, and assessments by supervisors. Faculty members are assessed for their engagement in academic activities, including participation in conferences and seminars, as well as their involvement in social projects. Evaluation results are publicly available and analyzed by deans, ensuring transparency and accessibility within the academic community. Additionally, self-assessment by staff and consultations with students are integral parts of the evaluation process. Peer reviews provide additional perspectives on teaching and research. These elements contribute to a comprehensive evaluation process aimed at ensuring high-quality teaching and research at the university. Evaluation findings are used to develop professional development plans for academic staff, demonstrating practical application of assessment results to enhance teaching and research quality. In summary, the university demonstrates commitment to adhering to the standard for academic staff evaluation through systematic evaluations, diverse assessment methods, and public disclosure of results.

Standard 3.9. Several specific initiatives aimed at enhancing teaching quality at the university are evident. In 2020, training sessions on the SPSS program were conducted to improve teachers' skills in case study-based teaching and encourage scholarly publications. Additionally, in 2022, training sessions on planning and implementing lessons in higher education were held, indicating the university's commitment to continuous improvement in the teaching process. As part of efforts to enhance the academic staff's competencies, training on using the EBSCOhost platform and handling applications such as Teams and Moodle were also conducted. These actions demonstrate the university's dedication to leveraging modern educational tools in the teaching process. Overall, these initiatives reflect the university's commitment to improving teaching quality by continually enhancing the skills of its academic staff.

Standard 3.10. As per UASF regulations, teachers retired at age limit or for other reasons lose the status of full-time teachers and are considered part-time teachers.

Standard	Compliance	
	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	X	

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.		
<i>Standard 3.2.</i> The teaching staff must comply with the legal requirements concerning the occupation of teaching positions included in the Administrative instruction on Accreditation.	X	
<i>Standard 3.3.</i> Academic staff do not cover, within an academic year, more than two teaching positions (one full-time, one part-time), regardless of the educational institution where they carry out their activity.	X	
<i>Standard 3.4.</i> At least 50% of the academic staff in the study program are full time employees, and account for at least 50% of the classes of the study program.	X	
<i>Standard 3.5.</i> For each student group (defined by the statute of the institution) and for every 60 ECTS credits in the study program, the institution has employed at least one full time staff with PhD title or equivalent title in the case of artistic/applied science institutions.	X	
<i>Standard 3.6.</i> Opportunities are provided for additional professional development of teaching staff, with special assistance given to any who are facing difficulties.		X
<i>Standard 3.7.</i> The responsibilities of all teaching staff, especially full-time, include the engagement in the academic community, availability for consultations with students and community service.		X
<i>Standard 3.8.</i> Academic staff evaluation is conducted regularly at least through self-evaluation, students, peer and superiors' evaluations, and occur on a formal basis at least once each year. The results of the evaluation are made publicly available.	X	
<i>Standard 3.9.</i> Strategies for quality enhancement include improving the teaching strategies and quality of learning materials.	X	
<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 80%: Substantially compliant

ET recommendations:

1. Despite the recent improvements, University should devise a systematic plan of activities aimed at the professional development of academic staff. This plan should be articulated in (a) modules and activities for the newcomers to academic staff (possibly inexperienced of teaching and of academic life), and (b) an offer of modules, renewable every year and always updated to the state-of-the-art, enhancing the technical skills of staff.
2. The academic community should plan to be systematically involved in services to the community, both from the editorial point of view (writing books, participating to the review of editorial material, holding conferences for the large public, etc) and from the

professional point of view (offering consultancy to the local/regional government and/or public utilities for specific projects with social impact) to continue with the development of commercialisation plan with a particular focus on the Institute.

2.4. Educational Process Content

(Insert all comments or observations, commendations and suggestions relating to this general area and its allocated standards, as specified in the KAA Accreditation manual. Consideration should be given to the adequacy of processes and results achieved in each of the standards.) (minimum two pages)

Standard 4.1. The study program is designed with a focus on qualification objectives, incorporating subject-related and interdisciplinary aspects, as well as the acquisition of disciplinary, methodological, and generic skills and competencies. These objectives aim to equip students with the necessary academic and professional capabilities to excel in their chosen field and contribute effectively to society. However, there is room for improvement in ensuring that the program aligns closely with the needs and expectations of the labor market, as highlighted in the previous review. While consultations with industry stakeholders were conducted during the development stage, further efforts may be required to continuously assess and update the curriculum to meet evolving industry demands. Additionally, the review pointed out a potential mismatch between the theoretical and practical aspects of the program, with a greater emphasis on theory. To address this, adjustments may be necessary to increase the practical components, such as internships and hands-on experiences, to better prepare students for real-world challenges and enhance their employability.

Standard 4.2. The study program has been developed in accordance with the National Qualifications Framework (NQF) and the Framework for Qualifications of the European Higher Education Area (QFEHEA). Some adjustments have been made to align the program with the principles of these qualification frameworks. However, there still lacks specific references or discussion regarding how individual elements of the program correspond to the requirements of the qualification frameworks, such as expectations regarding independence in research and problem-solving, and the ability to collect and interpret data. Specifically, the objective related to scientific/applied research and learning outcomes related to data handling are not mentioned in any course descriptions. The absence of a more detailed alignment of the program with the requirements of the qualification frameworks may be an area for further improvement.

Standard 4.3. The disciplines within the curriculum are logically structured and align with the defined general and specific competencies. There are 10 learning outcomes listed, for the study program under evaluation. Although these learning outcomes provide a coherent set, there is a discrepancy between the objectives stated for the study program and what is actually delivered.

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The aim of providing quality education in engineering and computer sciences is acknowledged. However, the study program includes only the minimum required computing courses for training industrial engineers, which may not fully align with the ambitious objective.

Another goal is to understand the importance of preserving the environment, and its impact on product design and production processes. It is advised to strengthen the emphasis on general competencies within the learning outcomes. Representatives from both students and employers highlighted the significance of competencies like communication skills, work ethics, and proficiency in utilizing social networks for professional growth. Thus, it is suggested to ensure that the learning outcomes sufficiently reflect the importance of these general competencies to align more effectively with the program objectives.

Standard 4.4. The syllabi contain all the necessary components and were submitted in electronic form. However, they could provide more details, such as teaching methods, types of classes, and expected student workload. The syllabi lack current literature references.

Standard 4.5. The language in which the study program is offered is Albanian.

Standard 4.6. The student-teacher relationship is regarded as a partnership, where both parties collaborate to achieve the learning outcomes. Teachers explain and discuss the learning objectives with students, emphasizing their relevance to both professional and personal development. For instance, teachers engage in discussions with students about the skills and competencies they will develop as part of the curriculum, as well as the benefits that may arise from achieving these objectives. Students proudly affirm this, stating that they are collaborating with their teachers on research projects.

Standard 4.7. Teaching strategies are appropriately tailored to the various types of intended learning outcomes. The program incorporates a variety of teaching and assessment methods, allowing for flexibility to meet the needs of different student groups. Additionally, the program emphasizes practical learning, industry collaboration, and the use of modern technologies, which further enhances the ability to adapt teaching strategies to different student groups.

Standard 4.8. In this specific program description, student assessment mechanisms are diverse and tailored to the various learning objectives sought. They include exams, seminars, lab work, essays, presentations, group work, among others, ensuring a comprehensive assessment of student achievements.

Furthermore, the program ensures fairness and objectivity by establishing clear assessment criteria and communicating them to students at the outset of each course through the teaching program. This transparency enables students to understand the expectations and requirements for assessment, fostering a conducive learning environment.

While the assessment mechanisms are described as fair and objective, there should be transparent procedures in place for handling student grievances or disputes regarding grading.

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Clear guidelines for the appeals process would enhance student trust and confidence in the evaluation system.

Standard 4.9. The program description includes elements related to student assessment, such as various forms of assessment like exams, seminars, lab work, essays, and presentations. However, there is no information about ensuring consistency of work standards over time or comparability with other study programs at highly regarded institutions.

Standard 4.10. Based on the provided description, it can be inferred that the University employs general appeal procedures and quality control measures, as well as ethical regulations concerning discrepancies in the assessment of student achievement standards. Furthermore, the institution has systems in place for monitoring and evaluating the quality of teaching and learning processes, which encompass monitoring exam results, instructor assessments, and course evaluations.

Standard 4.11. Based on the information provided, it appears that despite previous suggestions, the internship syllabus has not been updated. The Internship course (5 ECTS) remains part of the study program, with its organization outlined by the Regulation on Student Internship. This regulation delineates the responsibilities of all parties involved, supervision protocols for students during their internships, and other relevant aspects. Additionally, it provides templates for the Student Internship Form and the Memorandum of Understanding between the university and collaborating companies. However, it is noted that the learning outcomes and content of the internship are described in a very general manner in the course syllabus.

Standard 4.12. The University has entered into approximately 80 cooperation agreements with companies spanning various industries. The primary aim of these agreements is to facilitate enterprises in offering students opportunities for internships, diverse research projects, and even thesis work. It would be beneficial to expand the network of partners, especially within the IT sector, to provide students with a broader range of opportunities for professional development and exposure to cutting-edge technologies and practices. Strengthening partnerships within the IT industry can offer students valuable experiences and insights into one of the most dynamic and rapidly evolving sectors of the economy. Therefore, actively seeking collaborations with more IT companies can greatly enhance the educational experience and future prospects of students enrolled in relevant programs.

Standard	Compliance	
	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		X

competencies, to the capability of taking up adequate employment, contributing to the civil society and of developing the students' personality.		
<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.	n.a.	n.a.
<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 KAA 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		X

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 organisations is monitored through activity reports; students during practice stages have assigned tutors among the academic staff in the study program.		
<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/organisations/practical training units. <i>*To be inserted the overview of the program (with all areas to be filled out)</i>	X	

Compliance level 64%: Partially compliant

ET recommendations:

1. Incorporate objectives related to scientific/applied research and learning outcomes on data handling into course descriptions.
2. Although the disciplines within the program appear logically organized and aligned with both general and specific competencies, it's essential to periodically reassess and update these alignments to remain responsive to changing industry and societal needs.
3. While the syllabi of each subject seem comprehensive, there could be improvements in providing more detailed descriptions of assessment methods and ensuring that the listed learning outcomes are effectively measured and achieved.
4. It is recommended to ensure the inclusion of appropriate, valid, and reliable mechanisms for verifying standards of student achievement, along with maintaining consistency in work standards over time and ensuring comparability with other reputable study programs.
5. It is strongly recommended to verify and update Internship syllabus.

2.5. Students

(Insert all comments or observations, commendations and suggestions relating to this general area and its allocated standards, as specified in the KAA Accreditation manual. Consideration should be given to the adequacy of processes and results achieved in each of the standards.) (minimum two pages)

At the University of Ferizaj, there are a total of 1,219 students across all five faculties, with the majority hailing from the Ferizaj region. Among these faculties, the Faculty of Engineering and Informatics, stand out as one of the Faculties with the highest student enrollments in the particular University. The Industrial Engineering with Informatics program has 90 students, with a notable female majority as well.

The experts team encountered a group of highly motivated students who openly shared their experiences studying at the university. These students exhibited a proficient level of English

speaking and expressed their deliberate choice of the program and faculty based on their interest in the study field.

Standard 5.1. The SER confirms that student admissions are conducted through public advertisements published in daily newspapers and on the University's website and social media platforms. Admission criteria are governed by the University's Statute. Additionally, the University has implemented a University Management System (UMS) to facilitate communication between students and academic staff.

Standard 5.2. Admission of students is based on the public competition announced in daily newspapers in Kosovo, on the University website and social networks. The criteria for admission and selection of students are determined by the Statute of the University and are made public in the announced competition. All candidates complete their online application and the original document files are submitted to the university. They also include a high school graduation diploma or other equivalent document of study, according to MEST requirements. The university administration together with the members of the student admissions committee are responsible for verifying the data entered in the system by the student. The electronic system automatically ranks students based on criteria set by the university senate.

Standard 5.3. Teaching at the University is structured into various groups based on the nature of the subjects. For theoretical courses, lectures accommodate up to 100 students per group, while practical subjects are conducted with up to 50 students per group. Professional courses are conducted in smaller groups of no more than 30 students. Academic staff determine group allocations based on the workload and subject matter, ensuring appropriate division among students. However, students noted instances where study groups consist of even fewer peers, with some groups comprising as few as 25 students each, and in cases where they are working in labs the groups are even smaller.

Standard 5.4. USAF aims to provide students with prompt feedback on their performance and assessment results. Exam results are announced through the university management system, enabling students to quickly access information about their progress. Additionally, mechanisms for assistance accompany this feedback to ensure students receive appropriate support if needed. For example, students have the option to refuse a grade if they are dissatisfied with their work's outcome. However, there is a lack of specific information regarding the frequency of feedback provision and detailed support mechanisms available to students, which may warrant further analysis and improvement.

Standard 5.5. In examination procedures and grading, it is mentioned that exam results are announced in the University Management System, and students have the option to refuse a grade within 48 hours of its publication. Additionally, regulations concerning the issuance of certificates and diplomas are governed by current legislation. Therefore, it can be inferred that student results are documented and confirmed through official documents such as academic record.

Standard 5.6. Students are permitted to retake exams for the same subject up to four times, with the fourth attempt requiring approval from a commission. Additionally, the dean has the

authority to grant students permission to take exams at alternative times, particularly if the student is engaged in an internship abroad during the scheduled exam period.

Annually, students participate in surveys to gauge their satisfaction levels regarding the program, administrative processes, and interactions with university staff. Finally, in the "Student Questionnaire - Course and Teacher Evaluation," the availability of academic staff for students' consultation and advices is included in the Questionnaire for students for study programs, admin and infrastructure, as specified in the SER. The students' transfer between higher education institutions, faculties, study programs and study regulations is clearly regulated in the Statute of the University

Standard 5.7. The university utilizes a University Management System to maintain records of all completed subjects and study programs.

Standard 5.8. The University prioritizes different measures to ensure the originality of student submissions. This commitment is demonstrated through initiatives such as the implementation of a Code of Ethics and the utilization of PlagiarismCheck software, which verifies the authenticity of students' work. This Software was made possible through the ResearchCult project funded by Erasmus+ Program, providing a good experience in checking the originality of students' work. During the site visit, the heads of programmes shared that they are using the software in the past four years. The academic staff also confirmed its usage. Trainings for the staff and students about using of the software has been organized, as the ET learned during the site visit.

Standard 5.9. As reported in the SER, new students are introduced to relevant regulations through the "Student Handbook" upon enrollment at the university. This handbook outlines the rules and provides guidance on accessing related documents. Furthermore, a module within the University Management System (UMS) presents the Code of Ethics and other regulations at specified intervals. Students are prompted to review and download these regulations. To proceed with system processes, students must confirm their understanding of the regulations. At the start of each academic year, an informative lecture is organized for first-year students for the Code of Ethics, student regulations, guidelines, electronic systems, available services, class schedules, and consultation opportunities with professors and tutors. The students confirmed that they are aware and well informed about their rights and obligations.

Standard 5.10. The academic staff mentioned employing various teaching methodologies, including the flip classroom approach, case studies, laboratory projects, and research endeavors. Students expressed immense pride in their successful collaborative projects with professors, which have significantly contributed to their academic and faculty advancement. They also conveyed satisfaction with the feedback received on their performance and assessment results, conveniently stored in their profiles within the UMS system. In addition, the University has developed a Learning Outcomes Matrix that presents all learning outcomes per semester and each module.

Standard 5.11. The University operates under an open-door policy, facilitating regular consultations between students and academic staff. As reported in the SER, the academic staff is required to be available to students at least twice a week, even though the consultation hours are not obligatory. An atmosphere of openness and support prevails, fostering positive

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interactions between students and faculty members. This collaborative environment was further confirmed during a meeting attended by academic staff, students, and graduates. As per the previous accreditation process recommendations` the University has initiated the implementation of a personal supervisor system, whereby every student will be assigned an instructor as their personal tutor. These tutors are mandated to meet with their respective students at least once a year and oversee their academic progress throughout their studies. The students have identified a singular challenge: a shortage of administrative staff, particularly within the IT department. They expressed a need for additional IT personnel to address this deficiency effectively.

<i>Standard</i>	Compliance	
	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 organising 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 is 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 100%: Fully compliant

ET recommendations: -

2.6. Research

*(Insert all comments or observations, commendations and suggestions relating to this general area and its allocated standards, as specified in the KAA Accreditation manual. Consideration should be given to the adequacy of processes and results achieved in each of the standards.)
(minimum two pages)*

Standard 6.1. Currently the research structure of the university is actively being developed. UASF is establishing the Institute of Applied Sciences, that consists of two workshops (laboratories) functionalized with modern equipment: (1) Wood Technology Laboratory and (2) Engineering Laboratory; a Research and Innovation laboratory equipped with VR Headsets, CNC machines, 3D Printers/Scanners, Plotters, and other equipment, as well as a Renewable Energy Laboratory. Additionally, at the University of Applied Sciences, there are functional Physics and Chemistry Laboratories, as well as two Computer Science laboratories equipped with computers, internet, and necessary software for student work and research. The Institute has plans for future laboratories for research in various fields, including an IoT and Artificial Intelligence laboratory, Testing Center, and others; however, they are not currently functional. Agreements with the Kosovo Research Education Network (KREN) to utilize the Data Center laboratories and other resources for research and scientific work, and with the BONEVET Center, where academic staff and students of the University can utilize the laboratories for projects, are operational. However, there is also a challenge associated with insufficient funds to support research activities. Although the university plans to generate its own revenue through commercial activities at the institute, there is still a risk that limited financial resources may hinder the achievement of ambitious research goals. Furthermore, the lack of language proficiency among academic staff may pose another challenge to the effectiveness of research activities. To mitigate these threats, additional financial support and continued efforts to develop the language skills of academic staff will be necessary.

Standard 6.2. The university has clear expectations for teaching staff involvement in research and scholarly activities. These expectations are likely outlined in institutional policies and regulations, such as the Regulation for the Selection of Academic Staff and the Statute of the University. Furthermore, the university's administrative guidance, such as Administrative Instruction No. 01/2018, may provide specific guidelines for recognizing research contributions in staff evaluation and promotion. Academic staff are expected to demonstrate their engagement in research and scholarly activities as part of their professional development and advancement within the institution.

During the process of selection and promotion of the academic staff it is required that the scientific papers be relevant to the field of study of the candidate as well as to the subjects in which they will compete for appointment and promotion.

Since 2021, as outlined in the Regulation for Scientific Research, each academic staff member is required to publish an average of one work per year. The staff publication list contains 49

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items, which -for a academic staff of 20 (cfr sect 2.3) over 3 years- are below the Standard of minimum one publication per person, per year.

Standard 6.3. The academic staff contracts and university regulations require from academic staff to engage in research. The University recommends a list of scientific magazines and journals whose publications are considered as valuable research.

In addition to obligations related to the appointment and promotion process, university staff are encouraged to continuously publish and participate in national and international conferences, symposiums, and congresses with their works. The list of attendance of Conferences shows that the academic staff attended a reasonable number of conferences unevenly distributed over the years (possibly due to post-Covid policies); also, the qualification of conferences appears to be somewhat limited, and should be improved.

Standard 6.4. The academic staff's involvement in research aligns closely with their teaching activities. This integration of research and teaching is crucial for enhancing the quality of education and ensuring that students benefit from up-to-date knowledge and expertise in their field. For example, academic staff members are required to publish an average of one work per year, as outlined in the Regulation for Scientific Research.

Moreover, the university's selection and promotion criteria likely require academic staff to demonstrate expertise and research proficiency in their respective fields on the conferences. For example, in 2023 alone, staff members attended 16 conferences. These events serve as platforms for presenting research findings and engaging with peers, further contributing to their scholarly activities.

The university emphasizes the use of academic staff research in the teaching process. Staff members integrate their research findings into course materials, lectures, and assignments, providing students with real-world examples and insights. For instance, staff involved in the EUFORIA project collaborated on designing case studies with local companies, which were incorporated into the curriculum.

So far, research work within the university has been undertaken by those students who have had thesis topics, especially those at the master's level. With the establishment of the Institute of Applied Sciences, it is expected that the rest of the students will also be engaged in research activities at the university. The entire staff is encouraged and enjoys institutional support to engage in research activities and to publish their findings.

The Institute of Applied Sciences, currently in the process of being established, will create a useful technical framework for research activities, especially the commercial ones, for which the University is preparing the regulations. This Institute has a great potential for future activities of technology transfer and service to the community, that will certainly bring revenues and reputation to the University.

Standard 6.5. Academic staff regularly publish their research findings in specialized academic journals relevant to their field of expertise. For instance, research articles authored by faculty

members appear in renowned journals in areas such as industrial engineering, informatics, and applied sciences. Their scientific products are also presented at conferences, sessions, symposiums, and seminars;

Standard 6.6. Research is validated through scientific and applied research publications. Other forms of research dissemination and valorization, like technological transfer through consultancy centers, scientific parks and other structures still need to be adopted in future years.

Standard 6.7. In 2022, there were 19 publications by staff members. These publications cover a range of topics relevant to the faculty's expertise, reflecting their ongoing research efforts. This indicates an expectation for ongoing research activity among teaching staff. Additionally, the university emphasizes the importance of using academic staff research in the teaching process, particularly in contextualizing problems relevant to Kosovo and the region. Each academic staff member and researcher need to dedicate additional efforts to producing at least an average of one scientific/applied research publication per year during the evaluation period.

Standard 6.8. It is obligatory that academic and research staff publish under the name of the institution in Kosovo they are affiliated to as full-time staff.

Standard 6.9. The use of academic staff research in the teaching process is crucial, especially in contextualizing issues within the context of Kosovo and the region. The University has been a partner in a capacity-building project under ERASMUS+ called EUFORIA. One of the project activities has been the drafting of case studies with local companies. UASF academic staff have participated in this project component, and together with five other partner universities in Kosovo, a case study book has been completed and made available for academic staff to use in their work with students.

Standard 6.10. In SER there is no direct mention of established policies regarding intellectual property ownership or clear procedures for the commercialization of ideas developed by staff and students in the descriptions. However, in the context of the description of the Institute of Applied Sciences and the planned cooperation with enterprises, as well as the involvement of staff in research and commercial activities, it can be inferred that these issues may be addressed in the institution's policies and procedures in the future.

Standard 6.11. In SER there is evidence of student engagement in research projects and other activities. For instance, students participated in free training sessions such as IT Essentials & Soft Skills in Ferizaj, the Global Engineer Girls Project in Kosovo, and a training program at BONEVET in Kaçanik. Additionally, students were involved in the Young Innovators Program, where three teams from UShAF were selected among 17 teams from public and private universities in Kosovo.

Standard	Compliance	
	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 centre 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 speciality 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 centres, 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 75%: Substantially compliant

ET recommendations:

1. Devise a strategy aimed at the objective of having a more homogeneous production rate among the academic staff and increasing the production of all members above the minimum level requires by standards;

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2. Elaborate a plan for increasing research capacity of the university through collaborations with the local and foreign institutions with the proven research record and international research grants;
3. Strengthen the research commercialization structure of the university in collaboration with industry partners.

2.7. Infrastructure and Resources

(Insert all comments or observations, commendations and suggestions relating to this general area and its allocated standards, as specified in the KAA Accreditation manual. Consideration should be given to the adequacy of processes and results achieved in each of the standards.) (minimum one page)

Standard 7.1. The University management, along with the management of the Faculty of Engineering and Informatics, is committed to ongoing investment in the university's infrastructure. The expert team observed the management's dedication to enhancing its premises by consistently updating technology, surroundings, and existing laboratories. Students and academic staff greatly value this approach and are committed to contributing to the maintenance and enhancement of the University's premises. The study programs have attracted significant interest, with experts noting that for every available spot, there are three potential students waiting for admission. In relation to the long-term sustainability, the University is still in the process of developing a plan for commercial activities, particularly focusing on the commercialization of their Institute of Applied Sciences.

Standard 7.2. The absence of a three-year financial plan in the SER is notable. However, program heads have indicated their dependence on the state budget, given the university's status as a state institution. Plans for commercial activities, particularly the commercialization of the Institute of Applied Sciences, are underway, indicating efforts toward financial sustainability beyond state funding.

Standard 7.3. The university possesses adequate spaces, laboratories, and workshops necessary for the educational process, as evidenced by property deeds, lease contracts, and inventories. The modern and well-maintained campus, spanning over 8304.27 square meters, offers conducive environments for academic, professional, and social activities. The ongoing reconstruction of new student spaces addresses the previous accreditation recommendation for additional student facilities.

Standard 7.4. Laboratories are established and equipped to meet the specific requirements of various programs, including the Wood Technology Laboratory, Engineering Laboratory, Renewable Energy Laboratory, Physics and Chemistry Laboratory, and Informatics

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Laboratories. These facilities provide students with essential resources for practical work and research activities. The campus boasts two amphitheaters, accommodating 150 and 350 seats respectively, along with classrooms suitable for groups of up to 75 students each, ensuring adequate learning spaces, along with 14 classrooms suitable for groups of up to 75 students each. Additionally, there are two computer labs, two industrial-size workshops, four dedicated laboratory spaces, and numerous other supplementary areas. The students can have secure access to MS Office 365A3, Visual Studio, SQL Server, AutoCAD etc.

Standard 7.5. The university's library, while modest in size, provides access to various online databases and electronic resources, supplemented by agreements with external libraries. The library offers reading rooms and group work rooms, fulfilling the requirements for student seating capacity. The campus infrastructure, including the library, is adapted to accommodate students with special needs, ensuring inclusivity in the educational environment. The modest number of titles in the University library still remains a weakness same as in the previous accreditation process. However, the students have access to the following on line data bases: Web of Science; EBSCO; Science Direct (through the agreement that the UASF has with the University of Pristina "Hasan Prishtina" on the use of access to the electronic platform); Cambridge University Press; and MSP - Mathematical Sciences Publishers. In addition they have access to the National Library of Kosova and the city library in Ferizaj on the use of literature and electronic resources by the students and staff of the University.

Standard 7.6. The university's infrastructure and facilities are designed to accommodate students with special needs, promoting inclusivity and accessibility. Features such as elevators and dedicated spaces for students with disabilities demonstrate the university's commitment to providing equal opportunities for all students. Recent enhancements to campus accessibility, including the installation of ramps and automatic doors, improve mobility for students with disabilities. Furthermore, specialized support services, such as academic accommodations and assistive technology resources, are available to students with special needs to facilitate their academic success.

Overall, the university's commitment to infrastructure development aligns with the standards for ensuring the adequacy and sustainability of study programs, both quantitatively and qualitatively. Through ongoing investments and strategic planning, the university strives to meet the evolving needs of its academic community and maintain a conducive learning environment.

<i>Standard</i>	Compliance	
	Yes	No
Standard 7.1. The adequate long-term implementation of the study program is ensured in quantitative terms as regards premises, human resources and	X	

equipment. At the same time, it is guaranteed that qualitative aspects are also taken into account.		
Standard 7.2. There is a financial plan at the level of the study program that would demonstrate the sustainability of the study program for the next minimum three years.	X	
Standard 7.3. The higher education institution must demonstrate with adequate documents (property deeds, lease contracts, inventories, invoices etc.) that, for the study program submitted for evaluation it possesses the following, for the next at least three years: a) owned or rented spaces adequate for the educational process; b) owned or rented laboratories, with the adequate equipment for all the compulsory disciplines within the curriculum, wherever the analytical syllabus includes such activities; c) adequate software for the disciplines of study included in the curriculum, with utilisation licence; d) library equipped with reading rooms, group work rooms and its own book stock according to the disciplines included in the curricula.	X	
Standard 7.4. The number of seats in the lecture rooms, seminar rooms and laboratories must be related to the study groups' size (series, groups, subgroups); the applicative activities for the speciality disciplines included in the curricula are carried out in laboratories equipped with IT equipment.	X	
Standard 7.5. The education institution's libraries must ensure, for each of the study programs: a) a number of seats in the reading rooms corresponding to at least 10% of the total number of students in the study program; b) a number of seats in the group work rooms corresponding to at least 10% of the total number of students in the study program; c) their own book stock from Albanian and foreign speciality literature, enough to cover the disciplines within the curricula, out of which at least 50% should represent book titles or speciality courses of recognised publishers, from the last 10 years; d) a book stock within its own library with a sufficient number of books so as to cover the needs of all students in the cycle and year of study the respective discipline is provided for; e) a sufficient number of subscriptions to Albanian and foreign publications and periodicals, according to the stated mission.	X	
Standard 7.6. The infrastructure and facilities dedicated to the implementation of the program is adapted to students with special needs.	X	

Compliance level 100%: Fully compliant

ET recommendations: -

3. FINAL RECOMMENDATION OF THE ET

(Insert all comments or observations, commendations and suggestions relating to this general area and its allocated standards, as specified in the KAA Accreditation manual. Consideration should be given to the adequacy of processes and results achieved in each of the standards.)

The following recommendations need to be considered in relation to the program accreditation:

- **Industry Alignment and Evaluation:** It is recommended to actively involve external stakeholders in the program design process to ensure alignment with industry needs. Additionally, clarity is needed on monitoring and evaluating the program's effectiveness, with specified actions based on obtained results.
- **Policy Transparency and Monitoring:** Enhancing transparency and clarity in the review process of program policies and regulations is advised. Establishing a robust monitoring system will ensure effectiveness.
- **Staff Development and Engagement:** Implement a system encouraging all university staff to actively participate in self-assessment and improvement processes. Define specific responsibilities, organize regular meetings and training sessions, and monitor involvement. Also, devise a systematic plan for the professional development of academic staff.
- **Quality Assessment and Composition Analysis:** Enhance transparency and accessibility of quality assessment data and results. Analyze the composition of the program committee to reduce conflicts of interest and involve external experts or industry representatives for an objective perspective.
- **Continuous Improvement and Research Integration:** Implement a robust monitoring and evaluation system to track the effectiveness of quality assurance measures. Incorporate objectives related to scientific research and data handling into course descriptions. Ensure periodic reassessment and updating of program alignments to respond to changing industry needs.
- **Syllabus Revision and Industry Collaboration:** Verify and update the Internship syllabus. Devise a strategy for a more homogeneous production rate among academic staff and increase research capacity through collaborations with local and foreign institutions with proven research records.
- **Research Commercialization:** Strengthen the research commercialization structure of the university in collaboration with industry partners.

By addressing these recommendations, the study program can enhance its alignment with industry needs, improve transparency and effectiveness, foster staff development and engagement, ensure quality assessment, and strengthen research integration and collaboration with industry partners.

Overall compliance:

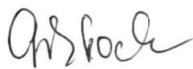
Standard	Compliance level
1. Mission, objectives and administration	Partially compliant
2. Quality management	Partially compliant
3. Academic staff	Substantially compliant
4. Educational process content	Partially compliant

5. Students	Fully compliant
6. Research Partially	Substantially compliant
7. Infrastructure and resources	Fully compliant
Overall compliance	Substantially compliant

Student quota recommended: 100 students /Three Years re-accreditation

Expert Team

Member



Agnieszka Dardzińska-Głębocka

17.04.2024

(Signature)

(Print Name)

(Date)

Member



Flavio Canavero

17/04/2024

(Signature)

(Print Name)

(Date)

Member



Marija Vasilevska

17.04.2024

(Signature)

(Print Name)

(Date)