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

AAB College (Prishtina Campus)

***MASTER PROGRAM IN BANKING, FINANCE and
ACCOUNTING***

REACCREDITATION

REPORT OF THE EXPERT TEAM

Warsaw, May 4, 2021



TABLE OF CONTENTS

Contents

TABLE OF CONTENTS.....	2
1. INTRODUCTION.....	3
1.1. Context.....	3
1.2. Site visit schedule	5
1.3. A brief overview of the institution and program under evaluation.....	6
2. PROGRAM EVALUATION	7
2.1. Mission, objectives and administration.....	7
2.2. Quality management	9
2.3. Academic staff	12
2.4. Educational process content.....	14
2.5. Students.....	17
2.6. Research.....	18
2.7. Infrastructure and resources	21
3. OVERALL EVALUATION AND RECOMMENDATION OF THE ET.....	22
4. APPENDICES (<i>if available</i>)	Error! Bookmark not defined.



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1. INTRODUCTION

1.1. Context

Date of site visit: online April 28th, 2021

Expert Team (ET) members:

- Prof. Dorota Dobija, Ph.D.

Coordinators from Kosovo Accreditation Agency (KAA):

- Naim Gashi, Executive Director of KAA
- Shkelzen Gerxhaliu, Senior Officer for Evaluation and Monitoring
- Arianit Krasniqi, Senior Officer for Evaluation and Accreditation
- Leona Kovaci, Senior Officer for Evaluation and Monitoring
- Ilirjane Ademaj, Senior Officer for Evaluation and Monitoring

Sources of information for the Report:

- Self-evaluation Report (SER) as of 2021,

Requested documents

1. Survey data collected from graduates and employers for last two years. Link to a place where they are publicly available (or information how they are made available)
2. Minutes/documentation of the meeting with industry (just an invitation and the agenda could be sufficient)
3. Minutes of the meetings with the Academic Council/Dean Office/Faculty Meeting where the quality assurance issues related to the program were discussed.

3



4. Minutes of the meeting when the quality assurance arrangements for the program were evaluated and improved in the last two years
5. Evidence for program revision and changes introduced base of the outcome of AoL
6. Examples of cooperation agreements (with companies and other universities)
7. Information on admission requirements to the programme
8. Info on anti-plagiarism system in use
9. Program learning outcomes matrix
10. Policy on transfer between HEI
11. Information on the publication output (in the table below)

Name of faculty teaching on the programme	Number of scientific (applied research) publication (put the applied research publications in brackets)					
	2018		2019		2020	
	Indexed in Scopus	Other	Indexed in Scopus	Other	Indexed in Scopus	Other

12. Policies for ownership of IP and procedures for commercialization of ideas developed by staff and students.
13. Policies on equal opportunities for all students and faculty as well as information about

Criteria used for program evaluation:

The criteria set in the Accreditation Manual for the re/accreditation of bachelor and masters study programs were used for evaluation.



1.2. Site visit schedule

09.00 – 09.40	Meeting with the management of the faculty where the programme is integrated (<i>no slide presentation is allowed, the meeting is intended as a free discussion</i>)
09.45 – 10:45 BA - Prishtina	Meeting with the heads of the study programme 1: Marketing and Business/
10:50 – 11.30	Meeting with quality assurance representatives and administrative staff
11:30 – 12:10	Lunch break
12.10 – 12:50	Meeting with teaching staff
12.55 – 13:35	Meeting with students
13:40 – 14:20	Meeting with graduates
14:25 – 15:05	Meeting with employers of graduates
15:10 – 15:20	Internal meeting of KAA staff and experts
15:20 – 15:30	Closing meeting with the management of the faculty and program



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1.3. A brief overview of the institution and program under evaluation

The AAB College is a non-public higher education institution in the Republic of Kosovo established in 2002. AAB has 14 faculties that provide study programs at the Bachelor and Master level. Meanwhile, teaching for both levels at the AAB College is provided in three campuses, in Prishtina, Gjakova and Ferizaj, under programs accredited by the Kosovo Accreditation Agency and licensed by the Kosovo Ministry of Education and Science.

The evaluated program is managed by the Faculty of Economics. The Faculty of Economics has been operating since 2005/06. It has a portfolio of programs on the bachelor and master level. The evaluated program Bachelor of Science in Banking, Finance and Accounting is one of 3 bachelors programs offered by the Faculty.



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Kosovo Accreditation Agency

2. PROGRAM EVALUATION

2.1. Mission, objectives and administration

The mission of the AAB is to be *“the leading university institution in the region in applying innovative approaches in the field of higher education, science and technology. AAB sets new trends in the field of higher education in Kosovo and the region and is part of the most relevant networks of higher education institutions in Europe and beyond. AAB is a leader in the European integration processes of the country and a promoter of social and economic development.*

It seems that (a) leading regional university and (b) innovation in education are the two main elements of the mission of the AAB. However, the mission on the Faculty of Economics is to *“to provide each student with a favorable environment to achieve his or her career goals, with an emphasis on personality development and the provision of quality education in all areas of Economics and specializations in Banking, Finance, Accounting, Management, Marketing and Business”*. The school was very vague on the mission of the B. Sc. Program evaluated.

It appears that the programme meets level 6 of the Framework for Qualifications of the European Higher Education Area as well as national standards.

The intention to offer the programme is based on the demands of the labour market and international practices. This specific programme is designed to produce highly qualified specialists in banking, finance and accounting relevant for the increasing market needs in Kosovo.

However, it seems also little evidence about the involvement of various stakeholders in the development and improvement of the programme. Some attempt are made to hear the voices of the practice, however, a more routine involvement of the major stakeholders would be recommended. For instance, the management of the programme together with the management of the AAB could work on establishing a formal Corporate Advisory Board specifically for the evaluated program. One of the main role of the Corporate Advisory Board could be to provide feedback on the programme and suggest improvements in the learning outcomes. Potential employers and internship providers could be invited to serve on the Board. Additionally Corporate Advisory Board members, may also help to get experts from the field to contribute to the teaching programmes to bring the up-to-date knowledge, solutions and challenges broadly related to the financial markets. The existence of the Board could not only lead to the

7



voices of the practitioners to be heard but also could be treated as a way of developing university- financial sector organizations cooperation.

On page 10 of SER AAB College refer to the unique teaching and research concept. This concept is not clearly presented in the SER. Also seems to be a different understanding of this approach by various stakeholders including the management of the programme, faculty and students. I would like to encourage AAB College and especially the management of the programme to clarify the key components of this approach and communicate them to interested stakeholders.

All necessary policies a have been developed and faculty and students seems to follow them.

<i>Standard 1</i>	Compliance	
	YES	NO
<i>Standard 1.1.</i> The study program mission is in compliance with the overall mission statement of the institution	X (partially)	
<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 (partially)	
<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: Substantially compliant



ET recommendations:

1. *Rethink and clarify the mission of the programme, making sure it is aligned with the mission of ABB as the mission of the Faculty*
2. *Ensuring more voice to be heard from the stakeholders. One way of doing it would be by establishing a Corporate Advisory Board on the program level.*
3. *Clarify the concept of student-centred learning approach and make sure all stakeholders understand the concept in a similar way.*

Additional, optional recommendation:

The selected benchmarks for the evaluated programs seems to be very different from the program offered by AAB College. It is not enough to see that some of our subjects are equivalent of subjects in a similar program somewhere else (is the table on p. 14). What matters more in this type of benchmarking is to compare ourselves against the benchmark to see the way how our program could be developed and improved.

I would like to encourage the management of the program to reconsider the selection of the benchmarks and the type of benchmarking to be performed. The current table does not help to see the strategic priorities for the development of the evaluated Banking, Finance and Accounting Program

2.2. Quality management

The staff of AAB College participates in self-assessment to enhance the quality of the teacher as well as teaching in general. Evaluation and planning for improvement processes are integrated into the normal planning processes but focuses mainly on assurance of quality of teaching. The Rector's Office as well as the Dean discusses matter raising from conducted evaluations. The AAB College has a well-designed system of faculty and course evaluation in relation to teaching.

However, AAB College seems not have a system of monitoring, measuring and evaluating the learning outcomes both on the programme and the individual courses level. Quality assurance processes cover at least the following areas: teaching and learning; research; service to society; student support services; governance and administration of the faculty. At this stage, there is strong evidence only for teaching domain, as part of the quality assurance internal evaluation.



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Therefore, ET considers that quality processes should cover more areas, such as the abovementioned to ensure both that required standards are met and that there is continuing improvement in performance; for example, an internal review can be done annually at a programme level, following the standards for accreditation/reaccreditation.

The program does not have well-articulated learning objectives. The ET got an impression that much effort is made to make sure that competences of the three distinct subdisciplines are balanced, however, the program could benefit more from a broader umbrella look thought learning objectives divided into knowledge, professional competences and social competences.

The AAB College seems not to have also a system of measurement and evaluation if the learning objectives are met (both on the programme as well as on course level). One useful way of matching learning objectives of the programme with the individual course objectives would be the development of a learning objectives matrix, which could allow for managing and monitoring the learning goals on the programme level with the learning goals on the individual course level. At present the Faculty seemed to develop a discipline-based learning outcomes matrix. I would strongly suggest to revise the learning outcomes and divide them into: knowledge, professional competences and social competences. This should be done for the program level and the individual subject level.

The matrix could be used to monitor which courses deal specifically with a given learning objective and design an evaluation system which could allow to check if the learning goals are met on each course level as well as on the programme level. As a result the existing faculty level evaluation could be supplemented by a more objective system centered solely on learning objectives. One of the main reasons for not using faculty evaluation to check if the learning objectives are met is that this type of evaluation may be also biased by individual preferences of the evaluators (students).

Additionally, surveys of alumni are collected on the programme level. A closer look at the surveys reveals that they are very general and they do not specifically address the issue of assurance of learning. They are also not made available. The surveys may also be biased because of small sample.



<i>Standard 2</i>	Compliance	
	YES	NO
Standard 2.1. All staff participate in self-evaluations and cooperate with reporting and improvement processes in their sphere of activity.	X	
Standard 2.2. Evaluation processes and planning for improvement are integrated into normal planning processes	X (partially)	
Standard 2.3. Quality assurance processes deal with all aspects of program planning and delivery, including services and resources provided by other parts of the institution.	X partially	
Standard 2.4. Quality evaluations provide an overview of quality issues for the overall program as well as of different components within it; the evaluations consider inputs, processes and outputs, with particular attention given to learning outcomes for students.		X (the system focuses only on quality of teaching)
Standard 2.5. Quality assurance processes ensure both that required standards are met and that there is continuing improvement in performance.		X (the system focuses only on quality of teaching)
Standard 2.6. Survey data is being collected from students, graduates and employers; the results of these evaluations are made publicly available.		X (very small sample, no publicly available)
Standard 2.7. Results of the internal quality assurance system are taken into account for further development of the study program. This includes evaluation results, investigation of the student workload, academic success and employment of graduates.	X (partially only teaching matters)	
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 (partially, for accreditation only)	
Standard 2.9. The quality assurance arrangements for the program are themselves regularly evaluated and improved.		x

Compliance level: substantially compliant



ET recommendations:

1. *Developing a learning goals matrix allowing for monitoring the link between the learning objectives at the programme and individual course level*
2. *Separate the assurance of learning outcome monitoring system from the faculty quality of teaching evaluations.*
3. *Elaborate a simple annual programme overview as internal evaluation of the programme considering inputs, processes and outputs, with particular attention given to learning outcomes for students; this can be done by Programme Managers together with Corporate Advisory Board and presented to the Dean or Rectors, with few indicators as performance indicators to be achieved;*
4. *Extend surveys to graduates and employers; make them public as statistical reports and document that this work counts by taking proper decisions based on them;*
5. *Designing a formal system allowing for measurement monitoring and evaluation of the learning objectives on the programme level and across different courses.*
6. *If needed, provide training to faculty and administrators on the scope of the assurance of learning system.*

2.3. Academic staff

AAB College supports faculty in developing teaching and encourage faculty members to develop research. However, the ET notices that AAB College has a very standard model of expectation in relation to faculty performance. At present, the focus seems to be on teaching and administration while basic research seems to be somehow neglected.

AAB College clearly states expectation about the research output (see also chapter on Research). However, it is difficult to expect the same type contribution coming from different faculty members. Some faculty members may be willing to devote his/her time mainly to research and teaching(learning), some other faculty would be willing on the other hand to contribute to teaching(learning) and administration/community service. Some faculty may wish to contribute to the Faculty's mission by developing international research projects and publications, some other faculty members would be more predestined to develop university-industry collaborative projects, leading to programme level innovations. Acknowledging the



importance of all contributions important of to the mission of the AAB College and may have an important positive motivating effect on the faculty members.

Therefore, the ET suggest considering development of a more diverse model of possible contribution of the faculty members to the mission of AAB College and in particular to the mission of the programme. The system eventually could be linked with the appropriate evaluation criteria as well as reward system.

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



Standard 3.9. Strategies for quality enhancement include improving the teaching strategies and quality of learning materials.	x	
Standard 3.10. Teachers retired at age limit or for other reasons lose the status of full-time teachers and are considered part-time teachers.	x	

Compliance level: Fully compliant

ET recommendations:

1. *Develop a faculty performance expectation model and related performance indicators acknowledging that faculty my contribute to the program mission is a multiple ways.*

2.4. Educational process content

The evaluated Banking, Finance and Accounting program is a broad profile program offering knowledge in relation to banking, finance and accounting. The program meets the requirements of the level 6 of national and European Framework for Qualifications. The flow of courses and disciplines covered seems to be coherent.

However, the competition on the market place and fast developments in the broadly defined financial sector would require a more flexible approach in term of specialization and selection of courses to students. This may be a strategic choice, however the school could be encouraged to consider redesigning the program to allow for more flexibility. At present the students are only given a choice of electives courses on more general level. No choice of specialization is possible. Also, allowing for specialization, some additional room could be provided for more up-to-date content for instance the use of big-data, fintechs, or automated data processes. The program could also benefit from a closer cooperation with professional organizations such as CIMA or ACCA. The ET recognizes that AAB College uses teaching materials consistent with the international requirement, but perhaps an added value for the students could be recognition of the course towards ACCA or CIMA or CFA qualifications. These professional organisations have similar arrangements with many universities around the globe.

The students, alumni and employers were in general satisfied with the competences the programme offers to its students and alumni. However, all external stakeholders interviewed during the site visit as well as the students suggested more focus on practical experience. The AAC College is proud of its numerous collatorative agreements, howver, it seems that they do



not use to enhance a potential for practical experience for the students. The ET recognises that each course has a build practice related in component. However, the students could be more involved in the development of bigger practice oriented project. Perhaps some space could be made to a longer practical module run by AAB College faculty in cooperation financial sector organisations or accounting/auditing firms. During the module the students could work in groups to solve a practical problem provided by the practice. In order to find time, probably some modification need to be made to the current programme.

Another solution would be to request longer internship build into the programme, where students would be requested to get involved in solving a real problem for the company they work for.

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

Compliance level: Substantially compliant

ET recommendations:

1. Consider designing specialisations and introducing of a separate module aimed at giving students an opportunity to use their knowledge and skills on solving a real-life problem provided by public sector.



Additional recommendation to consider

1. Recognition of the programme by ACCA could be a very important value added to students and a source of competitive advantage.

2.5. Students

In general, the expert team could observe a high satisfaction of the students.

The school might also consider strengthening its scholarship program and make performance independent based scholarships available for some of the less advantaged students. One way would be to create a Foundation with the main aim to find financing for supporting disadvantage students.

Lecture assessment is a well-established tool in the program, however often the popularity of a lecturer or a lecture is not related to the achievement of the learning outcomes. The ET realizes that there exist well defined way on how to monitor the teaching outcomes however the system could be redesigned to monitor the learning outcomes (please see also standard 2.2. in that respect).

AAB College could also use social media to communicate with students and alumni of the program. Social media could be used as a platform for exchange not only for knowledge sharing could also be an excellent networking opportunity.

<i>Standard 5</i>	Compliance	
	YES	NO
Standard 5.1. 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) partially	
Standard 5.2. All students enrolled in the study program possess a high school graduation diploma or other equivalent document of study, according to MEST requirements.	x	
Standard 5.3. The study groups are dimensioned so as to ensure an effective and interactive teaching and learning process.	x	



Standard 5.4. Feedback to students on their performance and results of assessments is given promptly and accompanied by mechanisms for assistance if needed.	x	
Standard 5.5. The results obtained by the students throughout the study cycles are certified by the academic record.	x	
Standard 5.6. Flexible treatment of students in special situations is ensured with respect to deadlines and formal requirements in the program and to all examinations.	x	
Standard 5.7. Records of student completion rates are kept for all courses and for the program as a whole and included among quality indicators.	x	
Standard 5.8. Effective procedures are being used to ensure that work submitted by students is original.	x	
Standard 5.9. Students' rights and obligations are made publicly available, promoted to all those concerned and enforced equitably; these will include the right to academic appeals.	x	
Standard 5.10. The students' transfer between higher education institutions, faculties and study programs is clearly regulated in formal internal documents.	x	
Standard 5.11. Academic staff is available at sufficient scheduled times for consultation and advice to students. Adequate tutorial assistance is provided to ensure understanding and ability to apply learning.	x	

Compliance level: Fully compliant

ET recommendations:

1. Develop the curriculum more into a direction of reflection and translation into practice. This potentially can be done by creating a longer internships in a network of program partners.
2. Enhance the alumni network.

2.6. Research

Research production is considered to be one of the elements of the Faculty Strategy. AAB College has standard expectation from its faculty. In SER we read: “*at least one scientific paper within the academic year*”. Additionally, during the interview with the Faculty the expectation of publications in internationally indexed journal is encouraged (which in fact is not reflect in the current publication outlets). The ET recognizes the challenge of developing



research projects leading to high quality research publications. Involvement in research is an individual faculty member decision and the AAB College can only stimulate the process of the decision making. Perhaps a solution would be to rethink the research strategy, clearly communicating what type of research and research output could be reasonably expected from the current faculty portfolio. Perhaps focusing more on applied research would be a better starting point to create a research culture. The AAB College could also consider the effort needed to publish. A good, highly value international journal publication takes far more effort than publishing in internally produced conference proceeding. This suggestion links to a suggestion in section 2.2 about rethinking and redesigning a faculty performance measurement and evaluation system. Instead of applying “one solution fits all” approach the AAB College is strongly encouraged to reconsider its research policy, research expectations and research needs vs faculty capacity and capabilities.

The ET also notice the Faculty efforts to increase research production outputs by organizing different research related activities: conferences, seminars, invitation of guest speakers ect.

There is still a need to address policies are established for ownership of intellectual property and clear procedures set out for commercialization of ideas developed by staff and students. So far there is no evidence the University of UBT has addressed this issue.

Standard 6	Compliance	
	YES	NO
<i>Standard 6.1. 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.</i>	X (redefinition)	
<i>Standard 6.2. Expectations for teaching staff involvement in research and scholarly activities are clearly specified, and performance in relation to these expectations is considered in staff evaluation and promotion criteria.</i>	X	
<i>Standard 6.3. Clear policies are established for defining what is recognized as research, consistent with international standards and established norms in the field of study of the program.</i>	X	
<i>Standard 6.4. The academic staff has a proven track record of research results on the same topics as their teaching activity.</i>		x



<i>Standard 6.5. 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.</i>		X
<i>Standard 6.6. Research is validated through: scientific and applied research publications, artistic products, technological transfer through consultancy centres, scientific parks and other structures for validation.</i>		X
<i>Standard 6.7. Each academic staff member and researcher has produced at least an average of one scientific/applied research publication or artistic outcome/product per year for the past three years.</i>		X
<i>Standard 6.8. Academic and research staff publish under the name of the institution in Kosovo they are affiliated to as full-time staff.</i>	X	
<i>Standard 6.8. 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.</i>	X	
<i>Standard 6.9. Policies are established for ownership of intellectual property and clear procedures set out for commercialization of ideas developed by staff and students.</i>		X
<i>Standard 6.10. Students are engaged in research projects and other activities</i>	X (partially)	

Compliance level: Partially compliant

ET recommendations:

- 1. Rethink the part of the mission related to research. Clarify what type of research is relevant for the AAB College vision. Address research expectations in the strategy and in the development plan.*
- 2. See recommendation 1 in 2.3. section about redesigning a performance expectation system which would also include research expectations.*

Additional comment to consider

- 1. The journal “Theses” is an inhouse journal and therefore, value of a publication in the journal for AAB College faculty can be undermined. Developing a journal eventually indexed in international data-bases requires resources and a lot of effort. A discussion could be initiated about the future of the journal and the strategy of its development, while the faculty should be encouraged to publish in other journals.*



2.7. Infrastructure and resources

Due to the nature of the online site-visit we were not able to see the existing infrastructure and resources. We based our evaluation on the SER on the video provided by the school.

<i>Standard 7</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 equipment. At the same time, it is guaranteed that qualitative aspects are also taken into account.	X	
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;	X	



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

ET recommendations:

1. *No need for recommendation.*

OVERALL EVALUATION AND RECOMMENDATION OF THE ET

The online visit left a positive impression about the friendly academic and non-academic staff, students, graduates and the employers. All of them provided a positive view about the prospects of the AAB College, for many aspects of its functioning. The online visit as well as the materials provided for the evaluation of the programme allowed to evaluate the programme according to the Standards used by the Kosovo Accreditation Agency. Some additional suggestions for improvement are intended for further successful development of the evaluated programme and are based of international experiences.

The main recommendations for improvement:

1. Rethinking of the mission of the programme, especially in relation to the research component.
2. Develop industry cooperation and turn existing cooperation agreements into practice. One suggested way it to create a Corporate Advisory Board which would be a medium for improvements in the programme, but also a platform for more practice- oriented



education (internships and bigger research projects) as well as information for employment opportunities for your students.

3. Develop and engage for the benefit of AAB College the alumni association.
4. Redesign an assurance of learning system which will be separate from the evaluation of teaching system. Evaluate learning objectives both on programme as well as individual courses level.
5. Reconsider faculty performance expectation system including one related to research. Consider including more flexibility in the way how faculty members can contribute to the AAB College's mission.

Standard	Compliance level
1. Mission, objectives and administration	Substantially compliant
2. Quality management	Substantially compliant
3. Academic staff	Fully compliant
4. Educational process content	Substantially compliant
5. Students	Fully compliant
6. Research	Partially compliant
7. Infrastructure and resources	Fully compliant
Overall compliance	Substantially compliant

In conclusion, the ET considers that the study program *in Banking, Finance and Accounting* offered by *AAB College* is *substantially compliant* with the standards included in the *KAA Accreditation manual* and, therefore, recommends for **reaccreditation** of the study program with a maximum intake of 200 students a year.



Republika e Kosovës
Republika Kosova - Republic of Kosovo



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

Expert Team

Chair

	Dorota Dobija	May 13, 2021
(Signature)	(Print Name)	(Date)