



Republika e Kosovës
Republika Kosova - Republic of Kosovo

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



AAB COLLEGE, PRISHTINA CAMPUS

MANAGEMENT AND INFORMATICS, BSc Programme

RE-ACCREDITATION

REPORT OF THE EXPERT TEAM

June, Ljubljana 2021



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1. INTRODUCTION

1.1. Context

Date of site visit:

Expert Team (ET) members:

Expert Team

Dr. Yelena Istileulova, the Bologna expert of DAAD project "Hub Peer Support" (Bonn-Brussels)

Coordinators from Kosovo Accreditation Agency (KAA):

Coordinators of KAA

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

Sources of information for the Report:

- *SER submitted by AAB College on programme evaluation in Priština campus, Bachelor of Science (BSc) in Management and Informatics*
- *Web-site*
- *Articles published on Kosovo market of HEIs*
- *Site visit (information obtained from all online meetings with stakeholders)*
- *The list of additionally requested documents:*
 1. *Regulation on Quality Assurance, and the Quality Assurance Guideline*
 2. *Sample of Questionnaires for BSc Management and Informatics for (1) Employers, Teachers, Students used in the physical format, and the digital forms; (2) their Results/Analysis and (3) implications (how the results have been addressed)*
 3. *Competitive analysis of the competitive internal provides of the Programme in Kosovo*
 4. *The list of CVs of the academic staff from the Branch of Pristina who teach this programme, and the members of the Computer Science Faculty/or others who teaches the subjects related to Informatics (involved in the specifics of Informatisation)?*



5. *The example of how the issue of Plagiarism is being addressed at the level of programme?*
6. *Please, describe the procedures of any official communication between Employer and AAB College.*
7. *Could you please, provide the description of how the programme involves the Career office in terms of (1) internships for students; (2) communication with Alumni & Employers, and which particular document regulates it*
8. *What is the justification for the future demand of students for this programme (how many students are you planning to take for 2021/2022 and why?*
9. *List of research, projects, consultancies, publications of the academic staff of this programme (you can provide it in Albanian language)*
10. *3 examples of how the Scientific Teaching Council has been involved in the BSc programme of Management and Informatics during 2020-2021?*
11. *Are there any training courses have been provided during the digital online teaching for the members of academic staff? What are the teaching competences the faculty staff need to develop during the online teaching (Any analysis that have been done? If not just list the competences needed by staff?*

Criteria used for program evaluation:

- *KAA Accreditation Manual;*
- *Benchmarking of HEIs in Kosovo;*
- *Triangulation;*
- *International articles published on the HEIs of Kosovo*



Site visit schedule of PRISHTINA BRANCH, 2021

14th May

09.00 – 09.50	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>)
09.55 – 10.40	Meeting with quality assurance representatives and administrative staff
10.40 – 11.30	Lunch break
11.30 – 12.30	Meeting with the heads of the study programme: Management and Informatics / Prishtina Campus
12.35 – 13.20	Meeting with teaching staff
13.25 – 14.10	Meeting with students
14.15 – 14.55	Meeting with graduates
15.00 – 15.30	Meeting with employers of graduates
15.30 – 15.40	Internal meeting of KAA staff and experts
15.40 – 15.50	Closing meeting with the management of the faculty and program

No	Study programs	Experts	Responsible persons of study programs		
1	Management and Informatics / BSc Prishtina	Prof. Dr. Yelena Istileulova	Lulzim Shabani Gezim Selimi	Shqiponja Nallbani Ilir Rexhepi	Gëzim Shabani

Site visit detailed schedule with the names of representatives:

1. MEETING WITH THE MANAGEMENT

- | | | |
|---|------------------|---------------------------------------|
| 1 | Shemsedin Vehapi | Vice Rector for Teaching and Learning |
| 2 | Medain Hashani | Dean of the Faculty of Economics |
| 3 | Kosovare Ukshini | Vice Dean of the Faculty of Economics |

2. MEETING WITH QA REPRESENTATIVES AND ADMINISTRATION

- | | | |
|---|-----------------|-----------------|
| 1 | Furtuna Mehmeti | Head of the QAO |
|---|-----------------|-----------------|



- | | | |
|---|-------------------|------------------------------|
| 2 | Roberta Bajrami | Coordinator of QA of the F.E |
| 3 | Zija Rexhepi | Head of the Administration |
| 4 | Albulena Ramadani | Manager of Administration |

3. HEADS OF THE STUDY PROGRAM

No	Name and Surname	Title
1	Lulezim Shabani	Prof.ass.dr
2	Gëzim Selimi	Prof.asoc.dr
3	Shqiponje Nallbani	Prof.ass.dr
4	Gëzim Shabani	Dr.sc
5	Ilir Rexhepi	Dr.sc

4. MEMBERS OF ACADEMIC STAFF

No	Name and Surname	Title
1	Agron Mustafa	Dr.sc
2	Vrullim Buja	Dr.sc
3	Brikena Berisha	PhdC
4	Fidan Qerimi	Prof.ass.dr
5	Fellenze Pula	Prof.ass.dr
6	Arbëresha Behlul	Dr.sc

5. CURRENT STUDENTS

No	Name and Surname	Study program
1	Alma Jakupi	Management and Informatics
2	Valentina Hajrullahu	Management and Informatics
3	Elona Hashani	Management and Informatics
4	Arlinda Kamenica	Management and Informatics
5	Kaltrina Muqaj	Management and Informatics
6	Gentrit Deliu	Management and Informatics
7	Donat Fuga	Management and Informatics

6. GRADUATES

No	Name and Surname	Study program
1	Lulezim Azemi	Management and Informatics
2	Fatos Haliti	Management and Informatics
3	Flora Ahmeti	Management and Informatics
4	Albion Hasani	Management and Informatics



5	Endrita Hyseni	Management and Informatics
6	Ilirida Ajdari	Management and Informatics
7	Rilind Balaj	Management and Informatics

7. REPRESENTATIVES OF THE INDUSTRY

No	Name and Surname	Enterprise
1	Betim Qerkini	Ex Projekt Shpk
2	Sead Krasniqi	Prisig
3	Liman Hashani	Divani
4	Alban Beqiri	Storm ICT
5	Arburim Shabani	Human Capital
6	Linda Osaj	Kosova Menaxhment Institut

1.2 A brief overview of the institution and program under evaluation

Management and Informatics Study programme (BSc) of AAB College in Prishtina is one of the programmes of the Faculty of Economics is under the current evaluation of the ET. The programme lasts for 3 years, 180 ECTS with a total of 6 semesters. The aim and programme profile are provided under the website: <https://aab-edu.net/en/faculties/economics/study-programs/management-and-informatics/>

The AAB College was established in 2002, and later it proceeded with the accreditation of study programmes in the field of forensic sciences in cooperation with the Public University of Sarajevo. Currently, AAB has 14 faculties with study programmes at the Bachelor and Master levels. Teaching for Bachelor and Master levels at the AAB College is organised in 3 campuses: in Prishtina, Gjakova and Ferizaj, and the branches have the same academic standards, similar infrastructure as in the central campus Prishtina. The AAB College has a network of collaborations with national and international colleges and universities. The mission of AAB College <https://aab-edu.net/en/about-aab/mission-and-vision/> is located on its website, and it says, that AAB contributes to society through:

- **Provision of quality** and diversified programs in higher education and applied science for Kosovo's labour market, region and beyond;
- Advancement, creation, and dissemination of the knowledge through **scientific research** with the aim to improve the welfare and health of the population, as well as through cultural, societal and economic development;
- Ensuring an environment which results with **social mobility and personal development** of individuals, a **responsible citizen**.



2. PROGRAM EVALUATION

2.1. Mission, objectives and administration

It should be noted, that the administration and management of the programme answered the related questions during the online visit, and all meetings went quite smoothly. The **mission of study programme** is provided in SER (it is not found on the website):

- To develop students' analytical, innovative and strategic skills, by promoting the most modern **concepts** in the field of management and informatics by making **them** (**ET comments: meaning students, but it sounds that it is related to the concepts**) principled and smart leaders who create and promote positive change at various levels of society.

First, the SER continues the following statements/paras "The program enables students to display...", so it is not quite clear whether it is a continuation of the same mission, or it is just an explanation of the mission. The required study programme mission does not specifically reflect the research pillar (in addition to the Faculty's mission of inexplicit research pillar).

Second, this programme's mission contains the phrases like "*to develop skills by promoting ...concepts*" which are not quite clear, in terms of the logical conclusion or might have some translation deficiencies. For instance, the promotion of the modern concepts does not lead to the development of skills. Moreover, the promotion of modern concepts does not make the person a smart leader.

Third, as far as the programme mission vs. the overall mission statement of the institution is concerned, the SER says that it is fully in line with the mission of AAB College which is aimed for provision of "quality and diversified higher education programs". However, there is no concepts of "quality", linked to "knowledge" and "competences" embodied in the formulation of mission.

Fourth, SER does not contain the internal market's analysis of the competitors in the SER available on the market for Prishtina. At the same time, following the request of the ET, AAB College prepared the related information on competitors' analysis, and according to this information, the related programme on "Management and Informatics" is being offered not only by **AAB, but also the UP**. At the same time, there are three major concerns – first, what is understood under "Informatics", vs. „Information" (what is available on the website under the title of "Management and "Information"), second, high unemployment rate (about 50% in 2019 prior COVID-19, which has worsened the situation), and the dominated attitude of students/graduates towards the formation of small businesses (according to the majority of students' opinions – which again may not be quite favourable trend in the time of epidemic diseases for young graduates).



The online site session reveals the positive assessment of stakeholders and the current needs in this programme by all external stakeholders, who are also prepared to provide the internship opportunities and jobs to the current students and graduates. There is also positive opinion about the graduates from the side of the external stakeholders has been perceived during the online session with the AAB College's stakeholders. At the same time, the situation with the youth unemployment is growing (see also 2.5 Students).

Fifth, SER for Prishtina campus somehow misses the information about Prishtina, but includes the details of its other branch – in Ferizaj. The website also does not separate the information for the study programme for Prishtina.

Sixth, the mission of study programme (related to standard 1.1.) is not available at the website, (if it is available, please, provide the link), but the aim and programme profile is available: <https://aab-edu.net/en/faculties/economics/study-programs/management-and-informatics/>.

The ET agree that there are small details when the aim/programme profile includes the tautology (which might be the technical mistake as well and should be checked out): “The programme will build a powerful *students* that will enable *students*...” (below)

MANAGEMENT AND INFORMATICS



Aim and program profile

The programme offers students highest international education standards in the field of management and informatics. Our programme will assist students to develop their personalities with powerful ethical, analytical and problem solving skills through critical thinking. Students will be able to see all types of management challenges in all types of companies from various perspectives and will have sufficient knowledge on relations between companies and other disciplines. The programme will build a powerful students that will enable students to know their potential as responsible managers, who think clearly, judge wisely, communicate effectively and act with integrity during all times.

It is not considered as the main website in English, but ET just pay attention that the EHEA now pay attention to the visibility of all HEIs through their website. The ET just advice to pay attention to the website information provided in English because it is the source of visibility for rankings, platforms and social media and the other third party's information.

Seventh, during the online visit, it has been mentioned that there **are 25 study programmes** of the Faculty of Economics in Prishtina, whereas there are **5 study programmes** in Ferizaj (located on its 2-nd place after Prishtina).

According to the website <https://aab-edu.net/en/faculties/>, on the one hand, there are 6 study programmes in the Faculty of Economics – 3 Bachelor and 3 Master degree programmes (see



screenshot 1), but information is not available whether these study programmes from Prishtina or include other branches. Indicators show that 25 programmes are the target for 2022 (screenshot 2).



Screenshot 1.

Indicator	Current	Target 2022
Square meter space for students:	~ 2.5 m2	~ 5 m2
Square meter square/ Total Space	53,000	+ 20,000 m2
Number of laboratories:	20	40
Number of computers: per student	1 për 10	1 për 6
Number of professors for students:	1/30	10 medical 20 human sc
Bachelor Programs	20	25

Screenshot 2

On the other hand, the check of the website <https://aab-edu.net/en/faculties/> indicates that there are **22 study programmes** at the level of **Bachelor degree** in 14 Faculties. Therefore, this information should be double-checked in (a) number of programmes/and students and (b) number of programmes/students in the related campuses with the division of information for each campus (Prishtina campus/Ferizaj campus).

Eighth, the programme has undergone the process of comparison with a number of outside universities (foreign ones), and by the opinion of ET, the detailed analysis is well-provided with the proper explanation. At the same time, there is no written explanation of the internal market's analysis and comparability and comparison of the internal competitors inside Kosovo. Indeed, the needs of the labour market of Kosovo exist for informatics and data management according to the labour market's external stakeholders, but it remains still uncertain how many graduates are provided with the jobs due to the fact that majority of students mention that they want to set up their own business. At the same time, the description, curriculum and explanation about this programme remind more the fields of information and management. Thus, the resemblance of programmes may not be always identical, because programmes are delivered in other environment, other language and culture, and with the different literature and background.

Ninth, it has been mentioned that the study BSc programme "Management and Informatics" has been subject to the reaccreditation procedure for the fifth time now. It also means that the market can be saturated with the management specialists and the knowledge of Informatics. Therefore, the analysis of the internal competitors is even more required (mentioned before) for the current needs of Kosovo labour market, because students are coming from this local market, and not from LSE, SEB LJ, or University of Manchester (where programmes, research capacity, internationalisation and teaching in English make the same programme very much differ from each other).



In general, as a comment, some small numeration is recommended to be adjusted in the SER, for instance, standard 1.2 should corresponds to the point 2.1.8 (while 2.1.7 is indicated), standard 1.3 – to 2.1.10 (while 2.1.9 is listed), and so on.

Standard 1.2 (in 2.1.8) does not say anything about Prishtina, but somehow the description of BSc study programme includes Ferizaj leading to the impression that this SER of Prishtina is mixed with the SER dedicated to Ferizaj branch of the same programme.

The following positive features should be observed in this chapter of SER:

- The market of Kosovo is described in terms of the typical business structure linked to the predominant number of small businesses;
- It is also confirmed by the interviews of the graduates and the current students, who are willing to set up their own businesses.

Standard 1.3 only partially covers both research and didactic concepts. It is not clear how the didactic has been covered during in-class, and then – during the online studies, during the lockdown time. The interesting and good idea has been revealed during the online visit, that AAB launched its TV and radio, and therefore, the didactic approach was mentioned in the association with these methods combining with lectures and within AAB labs. The members of academic staff did not mention these specifics, and it is also not reflected in the curricula. The themes of the trainings for the members of academic staff have not included any pedagogics, or didactic seminars. During the online teaching, the expected trainings on didactics and peculiarities of technology to cover the didactics were not revealed.

Online visit of Prishtina branch partially answered that the research concept is associated to the changes and themes of strategic management and IT technology, as well as the related theses of students.

As for challenges, the following problems were mentioned: the capacity to purchase the software (the majority use the old software programmes), private/public forms of ownership; involvement of stakeholders, and the low research capacity due to the formation of the research culture which is moving from the embrionic state towards it further development.

As far as the policy and regulations are concerned, the website of the institution has the related policy and regulations publicly located on the website (available source: <https://aab-edu.net/en/about-aab/policies-and-regulations/>) with the following policies/documents provided below.

At the same time, the updated check of the current 40 regulations, has shown that 14 documents are not currently available on the website (and SER does not explain where the missing documents are):



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1. Statute
2. Study Regulation- AAB
3. Regulation for organizing master studies
4. Regulation for promotion of academic staff
5. Regulation for internal communication
6. Regulation for students' transfer
7. Regulation for the regular calendar of annual activities
8. Regulation disciplinary proceedings
9. Regulation for travel expenses abroad
10. Working regulation about Architecture and Arts' center
11. Working regulation for the Centre of justice, criminology, and security studies
12. Working Regulation for Public Opinion Research Center
13. Working Regulation about Linguistics and Cultural Research Centre
14. Working regulation for the Centre of Research in sport
15. Working regulation for the Centre of Development and Economic Forecast
16. Regulation of Procedure of the Standing Committee for evaluation
17. Regulation of Procedure of the Permanent Commission for Habilitation
18. Regulation of Procedure of the Permanent Commission for Curricula
19. Regulation of Procedure of the Standing Committee for Students
20. Working regulation of the Senate
21. Regulation about publications
22. The regulation about the tutorial system
23. Regulation on the use of official vehicles
24. Manual proposals on working Master's thesis
25. Diploma paper guide - Master program
26. Dissertation Study Guide – Bachelor Programs
27. Manual and Regulation for academic misconduct



- 28. Guidelines for academic references and bibliography writing
- 29. Code of conduct
- 30. Regulation on the procedure and conditions for obtaining the diploma
- 31. Regulation for the operation of the archive
- 32. Regulation on the criteria for awarding scholarships to outstanding students
- 33. Regulation report on exam results
- 34. Work regulation of the Steering Council
- 35. Regulation- for procedures of initiating, drafting and signing cooperation agreements
- 36. Code of Ethics 2019
- 37. Student Code of Conduct
- 38. Regulation for publications
- 39. Code of Ethics for Scientific Research
- 40. AAB Development Plan

The consideration of policies and regulations are very important, and there are relevant and appropriate documents listed for 1.5 standard. The check of the listed documents showed that those documents (in red colours) – available, but the other ones (in black colour) are not available.

Next, regarding the ethical conduct *in research*, it should be noted that the Ethical Code (N 8. page 3) of AAB refers to the only statement on the problem of plagiarism: “*when participating in research activities, not be involved in plagiarism, sell the work of others as theirs, or falsify the results, and respect the ethical principles for the protection of personal data and other established principles in other areas*”. By the opinion of the ET, this statement implied in 1.5 standard, without any introduction of additional and specific measures will not be enough for the Faculty of Economics, and more anti-plagiarism measures should be introduced to ensure its normative nature; second, the procedures for thesis writing do not include any references to the procedures linked to the use of the anti-plagiarism tool.

At the same time, the positive side is that the request of the ET for the additional documents has been satisfied, and the AAB administration provided 3 theses (from Gjakove, Prishtina and Ferizaj campuses) with the check for plagiarism in Albanian language.



According to the experts Foltýnek¹ et al., (2020) refers to the specifics of Kosovo region that “*Software cannot determine plagiarism, but it can work as a support tool for identifying some text similarity that may constitute plagiarism*”. Regarding the use of anti-plagiarism tool, the Turnitin version in both languages - English and in Albanian ones should be applied depending on the use of language. In addition, the specific attention should be paid to the Albanian written works with the special instructions/developed recommendations of by AAB related to anti-plagiarism measures to be incorporated to the policy for QA (part 1.1. Policy for QA ESG, 2015): academic integrity and freedom with a policy vigilant against academic fraud.

Last, considering that various authors like Shala et al² (2018), and Leka et al., (2018)³ show the spread of this problem with the lack of law implementation and adherence, making it difficult to achieve any proper results. The problem is becoming a widespread challenge not only for private, but also for public universities (in both languages). In addition, the anti-plagiarism tool has been a long-term problem, and there are not effective mechanisms that exist for the national language. Therefore, the additional anti-plagiarism measures with the certain instructions are to be introduced (which are to be initially created) for each group of users, and, first of all, for Bachelor and Master students.

Finally, The website: <https://aab-edu.net/en/faculties/economics/study-programs/management-and-informatics/> refers to the following academic level and degree “**Bachelor of Sciences – Management and Information**” (the snapshot is below), but SER for Prishtina is submitted for the title “Management and **Informatics**”, BSc.

¹ Foltýnek, T., Dlabolová, D., Anohina-Naumeca, A., Razi, S., Kravjar, J., Kamzola, L., ... & Weber-Wulff, D. (2020). Testing of support tools for plagiarism detection. *International Journal of Educational Technology in Higher Education*, 17(1), 1-31.

² Shala, S., Leka, D., & Morganella, T. (2018). Plagiarism in Kosovo: a case study of two public universities. *International Journal for Educational Integrity*, 14(1), 1-15.

³ Leka, D., & Kosumi, B. Plagiarism in Kosovo and its Perception in Kosovo and Albania Society. *Towards Consistency and Transparency in Academic Integrity*, 43.



The screenshot shows the website of KOLEGJI AAB. At the top, there is a navigation bar with links: SCHEDULE, E-SERVICE, E-PROFESORI, WEBMAIL, and SQ. Below the navigation bar, the text reads: "implement a research project • Manage time efficiently and independently • Master a number of computer and communication skills." The main content area is titled "Academic level and degree" and states: "Academic degree title: Bachelor of Sciences – Management and Information". Below this, there is a section titled "Duration of studies and workload" which explains the calculation of ECTS credits based on student engagement (up to 40 hours per week) and lists activities like lectures, exercises, internship, homework, consultations, seminars, and individual work. It states that 60 ECTS are required to complete the year.

Informatics is a branch of information science, but there is a following conceptual **difference** between **“informatics”** and **“information”** (see in the Academic level and degree, academic degree title: “Bachelor of Sciences” – Management and **Information**”).

- Informatics is (computing) a branch of information science and of computer science, that focuses on the study of **information processing** and particularly as respect to systems integration and human interactions with machine and data¹; Informatics is the theoretical and fundamental knowledge and concept behind the applied fields of information technology (IT);
- Information is things that can be known about a given topic; communicable knowledge of something; or knowledge obtained from investigation, study, or instruction²

In addition, the information from the report and by the content of this information collected during the online site-visit, have been more related to the direction of “Management and Information” rather than to “Management and Informatics”. It is therefore, would be important for the AAB College’s representatives to put the correct version on the website, because it is the official open source of information.

In addition to the listed issues above, there are few more things that remain unclear from SER related to this chapter:

1. The SER refers to the rankings of AAB College by Webometrics, with the following information and results which may raise some questions due to the following facts:
(a) HEIs of Kosovo are mixed with Serbian universities - <https://webometrics.info/en/Europe/Serbia>;

¹ According to <https://wikidiff.com/informatics/information>

² Pursuant to the : <https://www.merriam-webster.com/dictionary/information>



- (b) positioning of AAB **College** as AAB University – remains under the question;
(c) AAB has its “excellence” rank which is under the number of **6683**;
(d) the same rank number - 6683 is also given for other universities of Kosovo (from the range of different institutions – from the University of Prizren up to RIT Kosovo); but it is clear that all of these universities are different from each other;
(e) Colleges (like AAB College) are compared to the Universities

ranking	World Rank	University	Det.	Impact Rank*	Openness Rank*	Excellence Rank*
1	403	University of Belgrade	98	983	467	352
2	922	University of Novi Sad	98	1383	794	1138
3	1466	University of Niš	98	3173	1045	1572
4	1811	University of Kragujevac	98	4644	1342	1774
5	3022	University of Prishtina (Albanian language)	98	5934	1586	3597
6	3173	Singidunum University	98	6486	2175	3546
7	3792	University of Pristina (Serbian language in Mitrovica)	98	4550	2451	4934
8	5248	Megatrend University Belgrade	98	13117	5963	3996
9	5261	State University of Novi Pazar	98	16477	5963	3281
10	6063	AAB University	98	5829	3473	6683
24	14217	University of Prizren	98	15461	5442	6683
25	15377	Universum College	98	14322	5963	6683
26	15745	University of Peja	98	19505	4707	6683
27	15840	RIT Kosovo (American University in Kosovo)	98	14873	5963	6683
28	15862	(3) Union University Faculty of Computer Sciences	98	14896	5963	6683

- Research and didactic concepts are not clear for this programme: in terms of research, there is only one subject for students - Market research (but it is the elective course), and didactic concept is not particularly explained in the SER. Therefore, how the thesis is prepared is also remaining unclear. This requested question during the site visit revealed that didactic approach includes combining the lectures as well as TV and radio. It would be great if this information would be explored more in reports and website in Pristina.
- At the same time, during the online visit the following current challenges listed for this programme have been outlined like: 1. the capacity to purchase the related software, because majority of programme's users deal with the old software; 2. involvement of the AAB stakeholders in participation, 3. culture of research still remains to be a



problematic issue (which is reflected on the research capacity), 4. administration of financial issues when faculties are not independent.

4. Policies are reviewed at least once every two years, but the 2.1.15 refer to the AAB College Development Plan of 2018-2022 with the following targets:
- By 2020, AAB will become a leader in the region for its technological and educational base (if we make the reflection towards programme's challenges, it does not look like the current state);
 - By 2021, AAB has achieved the standards of European higher education institutions for new technology equipment (however, from the challenges described, the current state is different);
 - indicators reflect different number of Bachelor programmes.

Mission, objectives and administration

<i>Standard</i>	Compliance	
	Yes	No
<i>Standard 1.1.</i> The study programme mission is in compliance with the overall mission statement of the institution	X (0.5)	
<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 (0.5)	
<i>Standard 1.3.</i> The study programme has a well-defined overarching didactic and research concept.	X (0.5)	
<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 (0.5)	
<i>Standard 1.5.</i> All staff and students comply with the internal regulations relating to <i>ethical conduct in research</i> , teaching, assessment in all academic and administrative activities	X (0.5)	
<i>Standard 1.6.</i> All policies, regulations, terms of references and statements of responsibility relating to the management and delivery of the <i>programme</i> are reviewed at least once every two years and amended as required in the light of changing circumstances	X (0.5)	

The mission, objectives and administration is calculated as 50% of the assessed standards in a general area met at this report.

Compliance level: Partially-compliant

ET recommendations:



1. To prepare the consolidated version of this programme – there is a conceptual difference that exist between “informatics” (SER version) and “information” (website version; under the academic degree title: “Bachelor of Sciences” – Management and Information”) – please, pay attention to the English version of the website
2. Think how to embody the research-related pillar to the study programme (with the correspondence and possibilities for embracing the research-related pillar in the mission of the Faculty of Economics).
3. Include the instructions and additional motivation for consideration of anti-plagiarism procedures as the required procedure (with the introduction of the written instructions how to use it); and additional anti-plagiarism measures with the motivation mechanisms for BSc students.
4. The Turnitin version in both languages - English and in Albanian are recommended. The attention should be paid to the Albanian written works with the special instructions/developed recommendations related to anti-plagiarism measures for different levels of users, especially for BSc students of this study programme.
5. Anti-plagiarism measures are recommended to be incorporated to the policy for QA (part 1.1. Policy for QA ESG, 2015): academic integrity and freedom with a policy vigilant against academic fraud.
6. The internal market’s analysis of the Kosovo competing programmes of HEIs is recommended to understand how the programme is developing.
7. Review the goals and indicators in the related Programme documents/regulations (example is provided - in its Development Plan, page 32 and adjust indicators where needed.

2.2. Quality management

Staff participate in the various self-evaluation processes through the evidence that is submitted in addition to SER. There is also evidence about other Questionnaires collected from students (on the Teaching process of each subject’s teacher) and from administration support services due to two identical standard answers (1 and 2)). From the additionally submitted information, according to the recent survey introduced and conducted among the stakeholders - private and public companies, the processed results show that students lack:

(a) skills in practice (mainly related to the leadership and soft skills), (b) digital marketing skills and knowledge, and (c) development of competencies in the analysis of numerical data as well as their interpretation.

According to SER, Quality assurance (QA) is regulated by 3 internal documents:



1.Regulation on QA, 2.QA Guidelines and 3.Strategic Development Plan of AAB College.

One of the related documents - Strategic Development Plan 2018-2022 refers to the ESG 2015 for

- ensuring that quality assurance processes and policies are maintained in accordance with Part 1 of the European Quality Assurance Standards and Guidelines (ESG 2015);
- The principles set by ESG 2015 are an integral part of the quality assurance model within the institution (in 2.3.1). According to ESG, the policy should have a formal status which is publicly available

However, out of 3 documents listed, the first 2 documents are not available (list of the publicly available documents are in p. 2.1, page 13). When documents are not available at the level of institution, it is more uncertain what is happening at the level of programme (in Prishtina), and even much less – in the branches (Ferizaj, and Gjakova). Therefore, the related Quality regulations (Quality Assurance Guidelines-2015 and Regulations on QA, issued in 2009 have been requested by the ET and they were provided (with references towards self-evaluation process are in place).

The check of these two regulations (for 2.2. and 2.3) showed that it is not always easy to make projections about any running programmes (for instance, versus branches, because first of all, these policies are not available on the official page), and second, these documents do not contain any no references in regulations related to branches (other parts of institution).

Third, since KAA introduced the new QA standards in 2018, it is also recommended to make a revision of QA regulations issued earlier and include the statements related the regulation in branches. There are no references that the results of the evaluation (listed in 2.2. Quality Management) made publicly available, but ET accept the answer provided to this report, with the expectations that the relevant information is going to be published.

The ET received an additional evidence about standards 2.4, and related 2.5 with attention to learning outcomes for the available students based on specific recommendations from the members of the academic staff, concerning the contents/ structure of the program. It has been evident that the survey data is being collected from students, and stakeholders from the labour market, but the ET did not find that these results are publicly available at its programme's level (2.6).

The evaluation results in the SER are related to the satisfaction of online learning, platform and teaching, although it is not quite clear what is the participation rate of students (this information is missing) who answered Questionnaires. It is pretty important to know because, the following information in the SWOT (SER; p. 27) suggests that there is no interest of students to be involved in the electronic evaluation of academic staff and administration.



There is no clear evidence about investigation of the student's workload, academic success and employment of graduates. The management of AAB College has introduced a number of various mechanisms integrated in the normal planning processes aimed at evaluating and improving the quality of study programmes, but does not specifically list them.

At the same time, what remains unclear is the issues related to the previous chapters, and the areas of responsibilities related to:

- Titles of programmes
- Updates in Regulations themselves
- Inclusion of branches
- How workload is distributed

From the online session, the staff confirms that it participate in self-evaluations and cooperate with reporting, but in terms of improvement process – some more efforts should be done to get academic staff to be motivated, for instance, about the feedback in development of questionnaire for available programmes.

Some reporting and development of the survey process, still requires attention and involvement of others into the improvement of QA process. All aspects of the future programme are recommended to consider just to be sure that the process is organised in the right direction. As the example, the SER provides the following answers (SER, pages 26-27):

■ Very satisfied ■ Satisfied ■ Moderately satisfied ■ Dissatisfied ■ Very dissatisfied

While here it is related to the extent of satisfaction, the additionally submitted Questionnaires have the different structure of answers (Annex 3, "Survey Templates"), related to the state of agreement:

1 – Strongly disagree 2 – Disagree 3 - Neutral 4 - Agree 5 – Fully agree

Therefore, there is a principal difference between the satisfaction of process (and therefore, the fulfilment of expectations and needs) and agreement with one or the other statement (the formal act of approving or accepting something).

The provided answers (1. The professor has been prepared for the course: 2. The professor has adhered to the topics set out in the syllabus of the course and has given sufficient practical examples during lectures) have the structure which is related to agreement/disagreement answers, and not to the level of satisfaction (provided).



The other results of survey – the students' satisfaction have also been submitted by the request of the ET – from the form it looks that two branches - Prishtina and Ferizaj branches are included.

The results of the other provided survey:

1. They are not prepared in the final form (without formula as well), and therefore, the question arises, based on which evidence the improvement process takes place if there are no final results provided?
2. It looks like there is a following situation: the level of dissatisfaction is higher in the related branch (- could be in "very dissatisfied 2" – it seems to be branch (?) compared to Prishtina office, but again the results do not mention either Prishtina campus or branch;
3. What is not also quite clear is:

Why the results of the second column has the whole number, and the result of the 2nd campus includes the different structure of number, which is presented in the following form:

Exerpt1:

11

Total	Very Dissatisfied	Very dissatisfied2	Dissatisfie	Dissatisfied
68	3	4.411764706	2	2.941176471
68	2	2.941176471	3	4.411764706

There was an additional observation from the provision of some of the survey results and the details of Questionnaires' processing may serve as the reliable basis for the results. The SER makes reference that assessment of graduates is done electronically through the surveyMonkey platform, but these results of graduates are not provided. It is also not clear which types questionnaire are developed (as well as improved and by whom, and how they are processed – Exerpt 1), and who is responsible for the development of SurveyMonkey questionnaires.

It is quite ambiguous how the survey results are processed and addressed at the level of this study programme in Prishtina, as well as this study programme in branch and how it is correlated to the other study programmes and whether this analysis is provided at the level of the Faculty of Economics.

Quality Management

Standard	Compliance	
	Yes	No
Standard 2.1. All staff participate in self-evaluations and cooperate with reporting and improvement process in their sphere of activity	X	
Standard 2.2. Evaluation processes and planning for improvement are integrated into normal planning process	X (0.5)	



<i>Standard 2.3. QA processes deal with all aspects of program planning and delivery including services and resources provided by other parts of the institutions</i>	X (0.5)	
<i>Standard 2.4. Quality evaluations provide an overview of quality issues for the overall program as well as of different component within it, the evaluations consider inputs, processes and outputs, with particular attention given to learning outcomes for students</i>	X (0.5)	
<i>Standard 2.5. QA processes ensure both that required standards are met and that there is continuing improvement in performance</i>	X (0.5)	
<i>Standard 2.6. Survey data is being collected from students, graduates and employers; the results of these evaluations are made publicly available</i>	X (0.5)	
<i>Standard 2.7 Results of the internal QA system are taken into account for further development of the study program. This includes evaluation results, investigation of the student's workload, academic success and employment of graduates</i>	X (0.5)	
<i>Standard 2.8 The institution ensures that reports on the overall quality of the program are prepared periodically for consideration within the institution indicating its strengths and weaknesses</i>	0.5 (X)	
<i>Standard 2.9 The QA arrangements for the program are themselves regularly evaluated and improved.</i>	0.5 (X)	

There are 4.5 standards which can be assessed at the programme level with the correspondence of 50% of general area.

Compliance level: Partially compliant

ET recommendations:

- 1. Check the public availability of key QA regulations and the related information embedded on branches*
- 2. Check the process of a survey design and results linked to collecting, aggregating, and analyzing the responses to provide the reliable data;*
- 3. It is recommended to prepare analysis of the survey results for this (as well as other study programmes) at the levels of Prishtina and other two campuses to see the difference in results with a clear set of recommendations*

2.3. Academic staff

According to the SER, there are 56 members of academic staff, and **38** members are employed on a **full-time basis**. According to the additional information submitted (see Table 2.5.2 on its sub-chapter: Students), there are **26 full-time members** of academic staff, and therefore the contradiction information is emerging on the number of the full staff members of the academic



staff. Therefore, the first question which is not clear: how many members are employed on a full-time basis?

Out of 38 members (who are employed on a full-time basis according to the SER) , there are 30 CVs available and submitted. If we take into account the information in SER, therefore, CVs were missing from 8 members of the academic staff employed on a full-time basis.

Out of the listed members, there is only one CV who has a PhD in Computer Sciences related to the Informatics field. In addition to this report, there were also 4 CVs submitted from the Faculty of Computer Science who are engaged as professors in the Management and Informatics programme.

The teaching staff should comply with the regulations that are listed as the internal Statute of the AAB College, Labor Law, and KAA's Administrative Instruction (AI). The check of the available internal document – AAB Statute includes the key section 5 that embeds the employment conditions, and some more references inside this key regulation.

As far as the job description, SER refers to the additional regulation entitled as the Regulation on Systematisation of jobs. This Regulation (which refers to the standard 3.1 and 3.7 according to SER) is not available in the website, but the SER includes it among the main documents for this chapter. According to the tasks of academic staff, the staff is required to conduct work related to the teaching process, research, engagement with students and engagement in the community again, according to the Regulation on Systematization of Jobs of the AAB College.

The trainings organised by the University of Ghent, and the University of Florence – related to the academic and scientific publications are certainly useful in terms of additional skills related to the research pillar. The provided list of training materials (Table 1, in addition to SER) is more related to quality enhancement of teaching staff provided for Prishtina and branch Ferizaj (standard 3.9) which includes the following webinars - under N 2. Online Teaching, and the related N 3. "Writing a scientific paper", and N 6 – on learning (submitted as the requested documents on training in addition to SER):

Table 2.4.1.



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No.	Type/title of the training provided	Holder of the training	Time	Method	Assessment
1	Re-Thinking Student Assessment in Online Learning Key topics: <ul style="list-style-type: none"> - Assessment in traditional learning versus assessment online - How to assess effectively in an online course? Diagnostics, formative and summative assessments, - Technology tools to support assessment (i.e. discussion forums, online quizzes, portfolios, blogs, etc.) - Key considerations when designing assessment for online learning - Designing online exams and quizzes: Tips and guidelines 	Organized by CLICKS Dr. Narimane Hadj-Hamou	9 November 2020	Online Platform "ZOOM"	Certificate
2	WEBINAR Transitioning Effectively to Online Teaching - AAB College Key topics: <ul style="list-style-type: none"> - Online/blended learning essentials: Knowing the difference with f2f learning - Challenges and opportunities in teaching Online - Defining key characteristics for successful online learning - Various ways of delivering online: How to create the right blend? - Understanding the intersection between technology, pedagogy and people - Planning your online course: Connecting pedagogy with technology - Creating an online presence - Creating online content – Define online 'content' and how content is planned to 	Organized by CLICKS Dr. Narimane Hadj-Hamou	29 October 2020	Online Platform "ZOOM"	Certificate
3	"Writing a scientific paper" Numerous methodological issues and specifics that the author should keep	Prof.Dr. SILVIA PEZZOLI	16 October 2020	Online Platform "ZOOM"	
4	Using TURNITIN platform to ensure originality of papers Key topics that have taken place include: What is Academic Integrity? Core Values of Academic Integrity	Jason Gibson Professional Services Consultant, EMEA	21 August 2020	Online Platform "ZOOM"	



5	Using electronic platform for online assessment Key topics: <ul style="list-style-type: none">- Forms of student testing through the platform - tests with alternatives, tests with essays, combined tests, forms of tests from numerical and statistical subjects.- Inserting questions into the online platform.- How to open the virtual exam and generate questions (the system was such that no student had the same test).- Ways of inserting results in the case of written tests, essays.- Forms of conducting virtual consultations about assessments in the virtual exam.	Valdete Daku Software Development Office – AAB College	30 Mars 2020	Online Google- meet	
6	Using electronic platform for online learning	Valdete Daku	19 Mars 2020	Online Google- meet.	

It seems that the standard 3.9 can be understood in different ways – by the ET opinion, it is about the strategies developed (both in documents and in practices) that lead not only to QA but to the quality enhancement process. In general, the quality enhancement is the next, and more profound stage in a process that began with quality assurance, and after quality assurance processes is in place, both in the set of the regulated documents and in the processes.

The SER explains the standard 3.9 from different perspectives, - the organization of additional training for academic staff who have not had a very positive evaluation from students or management, but it does not mention which strategies it employs. At the same time, the SER lists these trainings, but it does not refer to the number of academic staff and how many of them attended the trainings.

The explanation for this standard is rather related for Standard 3.6 (and not 3.9): *Opportunities are provided for additional professional development of teaching staff, with special assistance given to any who are facing difficulties. This standard is explained in SER with the reference to only one case – the group of PhD candidates, and not the other groups or cases.*

The SER also makes references for the related training, which are certainly beneficial for the members of the staff.

The positive comments have been received: „We had e-system where we provided material, it made us easy to come up online ...After we had a training with one international expert – online



teaching Strategy of teaching online, regarding types of teaching, and how to provide a transition...“.

On the other hand, there was only one webinar on the transition to online teaching. There is a clear needs and demand (according to the online sessions as well), for the range of trainings online - from the didactic interactive methods and online teaching with the innovative teaching methods. The decision related to 3.9 Quality enhancement as it is understood by ET are mainly based on student assessment, but so far there are no holistically formulated strategy to improve the teaching activities.

Academic staff

Standard	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 (0.5)	
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 case of artistic/applied science institutions.	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 (0.5)	
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 (0.5)	
Standard 3.8. Academic staff evaluation is conducted regularly at least	X (0.5)	



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.		
Standard 3.9. Strategies for quality enhancement include improving the teaching strategies and quality of learning materials.	X (0.5)	
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	

Out of 10 points, there are 7.5 points collected corresponding to substantially compliant criteria which corresponds to 75% substantially compliant.

Compliance level: Substantially compliant

ET recommendations:

- 1. The regular training of the academic staff is recommended on the didactics methods and teaching methodologies in class and online environment;*
- 2. Formulation and preparation of strategy of the teaching activities, as well as the opportunities are provided for additional professional development of teaching staff*
- 3. The written instructions should be prepared how to use Turnitin Plagiarism tool;*

2.4. Educational process content

On the one hand, this External Review Report (ERR, p. 8) at the beginning refers to the contradictory information on the “Bachelor of Sciences – Management and Information” (in the website), and the SERs for Prishtina submitted for the title “Management and Informatics”, BSc and outlined already the problematic issues of content’s difference between two concepts. On the other hand, the SER refers to the concepts of management discipline and outline 50% of professional subjects (again which can be different depending on the 1st content).

The SER gives only one example of the most popular courses for students - E-business for its study programme “Management and Informatics” - how to set up company that does all or most of its transactions through the internet. At the same time, the check of this course shows that it is not the mandatory, but only elective course.

Therefore, the ET check website, SER and additional material for its correspondence as well. Web-site of the Faculty of Economics, Bachelor of Science in Management and Informatics available in <https://aab-edu.net/fakultetet/ekonomik/programe-studimore/menaxhment-dhe-informatike/> illustrates 3 years of study below with the listed subjects and available ECTS:



Example 1a.

Mikroekonomia I 9 ECTS	Menaxhment 9 ECTS	Menaxhimi i Burimeve Njerzore 6 ECTS
Matematike për ekonomi dhe Biznes 9 ECTS	Marketing 6 ECTS	Menaxhimi i Operacioneve 6 ECTS
Gjuhe Angleze I 6 ECTS	Bazat e te Dhenave 9 ECTS	Ndërmarrësi dhe NVM-te 6 ECTS
Makroekonomia I 9 ECTS	Lidershipi 9 ECTS	Kontabiliteti Menaxherial 6 ECTS
Statistike për ekonomi dhe Biznes 9 ECTS	Menaxhmenti Financiar 9 ECTS	Sistemi i Informacionit te Menaxhimit 6
Kontabiliteti 6 ECTS	Informatike Biznesi 6 ECTS	Menaxhmenti Strategjik 6 ECTS
Lëndët zgjedhore	Lëndët zgjedhore	Marketingu Ndërkombëtar 6 ECTS

Therefore, the first year's course (on website) suggests: Microeconomics, Math for business, English, Macroeconomics, Statistics for Economics and business, Accounting, Elective subjects.

*First, the website shows **6 subjects and Elective course/(s)** for the 2020-21, but the material which is submitted for the first course is **11, 12 (for the second), 13 (for the third) consecutive subjects** – (Example 1a and Example 2); as well as (Example 1 a and Example 1 b)*

Example 2



Accounting.docx	Business Informatics.doc	Commercial Laws and Taxes in Kosovo.d.
Business accountant.doc	Database.docx	Diploma Thesis.docx
Business communication and academic.d...	European Economic Integrations.docx	E- biznes.docx
Business Law.docx	Financial Accounting.doc	Financial Markets and Institutions.docx
English Language 1.docx	Financial Management.doc	Human resource management.doc
English Language 2.doc	Globalization Trends.doc	INTERNATIONAL BUSINESS.doc
Introduction to informatics.doc	Introduction to Java programming.docx	Knowledge and Inovation Management..
Macroeconomics 1.docx	Leadership.doc	Management Informations Systems.doc
Mathematics for economics and busines...	Management.doc	Managerial Accounting.docx
Microeconomics.docx	market research.docx	Operations Management.doc
Statistics for economics and business (1)...	Marketing.doc	Organizational behavior.docx
	Public Financial.docx	Project Management MI.doc
		Strategic management.docx

Second, the difference occurs not only between each version: 1. Albanian language version available in the website and submitted version (in the files) 2. Difference in the website: Albanian vs. English languages (<https://aab-edu.net/fakultetet/ekonomik/programet-studimore/menaxhment-dhe-informatike/> vs. <https://aab-edu.net/en/faculties/economics/study-programs/management-and-informatics/>) and 3. Examples 3 and 4

Finally, the version is also different in credits for some subjects: example is Marketing (9 ECTS/on the website) & Marketing (6 ECTS, in the SER, page 7);

Some subjects like Entrepreneurship and SMEs (Example 3) are not available in any other versions. There are much more examples of difference, but the listed selected examples provide the broad range of discrepancies available all over through texts.

Example 1 (b)

Microeconomics 9 ECTS	Human Resources Managment 6 ECTS
Mathematics for Economics and Business 9 ECTS	Operations Management 6 ECTS
English Language I 6 ECTS	Managerial Accounting 6 ECTS
Introduction to Business 6 ECTS	Managerial Accounting 6 ECTS
Business Communication and Academic Writing 6	International Business 6 ECTS
Elementary Mathematics 6 ECTS	Financial Markets and Institutions 6 ECTS
Macroeconomics I 9 ECTS	Advanced Business English 6 ECTS



Statistics for Economics and Business 9 ECTS	Databases 9 ECTS	Management 9 ECTS
Accounting 6 ECTS	Entrepreneurship and AMEs 6 ECTS	Business Informatics 6 ECTS
Business Law 6 ECTS	Globalization Trends 6 ECTS	Marketing 9 ECTS
English Language II 6 ECTS	Market Research 6 ECTS	Management of Natural resources 6 ECTS
Introduction to Informatics 6 ECTS	Business analyst for IT 6 ECTS	Business English 6 ECTS
		Economics European Integrations 6 ECTS
		Leadership 9 ECTS

Therefore, there is quite an obvious differences within one study programme – in terms of content, numbers and subjects, as well as the different ranges in all subjects.

The most relevant courses related to Informatics are discovered to be the elective courses: Introduction to Informatics (1st year) is elective course, Introduction to Java programming (2nd year) – elective, E-business (3rd year) is elective, and course linked to the research skills – which is “Market research” is also elective course.

There are only three courses during 3 years programme - Business Informatics, Database, and Information system management which are mandatory.

Example 3 (Exerpt)

Year 1	II	Introduction to informatics	Phd.c Shpresa Bajrami	Pristina	Elective
Year 1	II	Business Law	Phd.C Astrit Dema	Pristina	
Year 2	III	Business Informatics	Dr.sc Besim Limani	Pristina	Mandatory
Year 2	III	Management	Dr.sc Ilir Rexhepi	Pristina	Mandatory
Year 2	III	Management	Dr.sc Vrullim Buja	Pristina	Mandatory
Year 2	III	Financial Management	Medain Hashani	Pristina	Mandatory
Year 2	III	Introduction to Programming (with Java)	Dr.sc Ilir Keka	Pristina	Elective
Year 2	III	Marketing	Dr.Sc. Gezim Shabani	Pristina	Elective
Year 2	III	Marketing	Ma. Brikena Berisha	Pristina	Elective
Year 2	III	Financial Accounting	Dr.sc Medain Hashani	Pristina	Elective
Year 2	IV	Leadership	Dr.sc Vrullim Buja	Pristina	Mandatory
Year 2	IV	Database	Prof.ass.dr Lulëzim Shabani	Pristina	Mandatory
Year 2	IV	Database	Dr.sc Shpëtim Latifi	Pristina	Mandatory
Year 2	IV	Database	Ma. Besnik Avdijsa	Pristina	Mandatory
Year 2	IV	Entrepreneurship and SMEs	Prof.ass.dr Kosovare Ukshini	Pristina	Mandatory
Year 2	IV	Entrepreneurship and SMEs	Dr.sc Abdullah Prebreza	Pristina	Mandatory



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Year 2	IV	Public Finances	Prof.ass.dr Remzi Smajli	Pristina	Elective
Year 2	IV	Public Finances	Ma. Arian Ibrahim	Pristina	Elective
Year 2	IV	Market Research	Prof.ass. dr Ali Ismajli	Pristina	Elective
Year 2	IV	Market Research	Ma. Brikena Berisha	Pristina	Elective
Year 3	V	Operations Management	Dr.sc Pranvera Dalloshi	Pristina	Mandatory
Year 3	V	International Business	Prof.ass.dr Shqiponja Nallbani	Pristina	Mandatory
Year 3	V	International Business	Prof.ass.dr Vjollca Hasani	Pristina	Mandatory
Year 3	V	Human Resources Management	Dr.sc Adelina Gashi	Pristina	Mandatory
Year 3	V	Human Resources Management	Prof.ass.dr Fëllanze Pula	Pristina	Mandatory
Year 3	V	Managerial Accounting	Prof.ass.dr Enver Bajcinca	Pristina	Mandatory
Year 3	V	Managerial Accounting	Ma. Driton Sejdiu	Pristina	Mandatory
Year 3	V	E-Business	Prof.ass.dr Lulezim Shabani	Pristina	Elective
Year 3	V	E-Business	Ma. Besnik Avdija	Pristina	Elective
Year 3	V	Financial Markets and Institutions	Dr.sc Erblina Pira	Pristina	Elective
Year 3	V	Digital Marketing	Prof.ass.dr. Ali Ismajli	Pristina	Elective
Year 3	VI	Information Systems Management	Dr.sc Ilir Keka	Pristina	Mandatory
Year 3	VI	Project Management	Prof.ass.dr Florije Miftari	Pristina	Mandatory
Year 3	VI	Strategic Management	Prof.ass.dr Fëllanze Pula	Pristina	Mandatory
Year 3	VI	Diploma Thesis (Bachelor)	Prof..ass.dr Kosovare Ukshini	Pristina	Mandatory
Year 3	VI	Organizational Behavior	Dr.sc Abdullah Prebreza	Pristina	Elective
Year 3	VI	Knowledge and Innovation Management	Dr.Sc Ilir Rexhepi	Pristina	Elective

The SER (p. 38) refers that students should know

- different applications and the data systems and the possibilities that come from them;
- building a basic database system and analysing and interpreting them.

Some courses related to Informatics area (Introduction to Informatics - elective) covers only the very basic foundation – the standard office applications - Word, Excel, Powerpoint, which is not quite expected from this course. The ET thinks that Informatics course (comments: Informatics studies the representation, processing, and communication of information in natural and engineered systems) should includes more specific courses, unless this study programme is related to Information.

The mandatory course “Business Informatics” again refers to applications, but from the course description it is not clear whether it means the standard office applications (like in previous course), or application programmes (Email, Web browsers, Games, Word processors, softwares, Media players, Database management), or it includes Application software and system software. Therefore, the ET thinks that “capability of taking up the adequate



employment, contributing to the civil society and of developing the students' personality" would be quite difficult here.

As far as the study programme, syllabus and content of the courses are concerned, there are the following comments:

- learning outcomes are prepared not for all subjects; the course objectives are missing from many subjects, (4.4), as well as the related structure recommended by KAA standards (the basic thematic content, distribution of classes, seminars and applicative activities, the distribution of classes, seminars and applicative activities, etc)

The various versions of programme have been submitted, and these versions are all slightly different in terms of subjects.

Example 4

PRISTINA AND FERIZAJ

Program Bsc. Managements and Informatics - Pristina/Ferizaj					
YEAR / SEMESTER		CURRICULUM			
	Semester	Subjects	Teacher	Campus	M/E
Year 1	I	Microeconomics I	Dr.sc Erblina Pira	Pristina and Ferizaj	Mandatory
Year 1	I	Mathematics for Economics and Business	Phd.c Kaltrina Qerkini	Pristina and Ferizaj	Mandatory
Year 1	I	Business Communication and Academic Writing	Prof. Ass. Dr. Hasan Saliu	Pristina and Ferizaj	Elective
Year 1	II	Statistics for Economics and Business	Phd.c Kaltrina Qerkinu	Pristina and Ferizaj	Mandatory
Year 1	II	Accounting	Phd.c Ylber Prekazi	Pristina and Ferizaj	Mandatory
Year 1	II	Introduction to Informatics	Dr.sc Laurik Helshani	Pristina and Ferizaj	Elective
Year 1	II	Business Law	Prof.ass.dr Vjollca Hasani	Pristina and Ferizaj	Elective
Year 2	III	Business Informatics	Phd.c Shpresa Bajrami	Pristina and Ferizaj	Mandatory
Year 2	III	Financial Management	Phd.c Ylber Prekazi	Pristina and Ferizaj	Mandatory
Year 2	III	Financial Management	Ma. Arijan Ibrahim	Pristina and Ferizaj	Mandatory
Year 2	III	Introduction to Programming (with Java)	Dr.sc. Jusuf Qarkaxhija	Pristina and Ferizaj	Elective
Year 2	III	European Economic Integrations	Prof.ass.dr Rrezarta Gashi	Pristina and Ferizaj	Elective



Year 2	IV	Leadership	Prof.ass.dr Vjollca Hasani	Pristina and Ferizaj	Mandatory
Year 2	IV	Entrepreneurship and SMEs	Dr.sc Baki Rexhepi	Pristina and Ferizaj	Mandatory
Year 2	IV	Globalization Trends	Dr.sc.Fjolla Trakaniqi	Pristina and Ferizaj	Elective
Year 2	IV	Market Research	Prof.ass.dr Shqiponja Nallbani	Pristina and Ferizaj	Elective
Year 3	V	Operations Management	Dr.sc Arbëresha Behlulii	Pristina and Ferizaj	Mandatory
Year 3	V	E-Business	Prof.ass.dr Shkumbin Misini	Pristina and Ferizaj	Elective
Year 3	VI	Information Systems Management	Dr.sc Pranvera Dalloshi	Pristina and Ferizaj	Mandatory
Year 3	VI	Project Management	Dr.sc Ilir Rexhepi	Pristina and Ferizaj	Mandatory
Year 3	VI	Strategic Management	Dr.sc Naim Ismajli	Pristina and Ferizaj	Mandatory
Year 3	VI	Diploma Thesis (Bachelor)	Dr.sc Fidan Qerimi	Pristina and Ferizaj	Mandatory
Year 3	VI	Commercial Laws and Taxes in Kosovo	Prof.ass.dr Enver Bajcinca	Pristina and Ferizaj	Elective
Year 3	VI	Commercial Laws and Taxes in Kosovo	Ma. Blerta Haliti Derguti	Pristina and Ferizaj	Elective

From the online discussions, it is understood that the Internships in reality are organised through the deans' office according to the employers. The SER however makes reference to the career centre. The website does not provide any information on how the career center is functioning, but the additional information is provided.

In some selected subjects (European Economic Integration), there are some general references like: "Basic literature, supplementary literature" – and then there is so called "main and additional literature" of the year (2015) and (2011), but it claims to explain the process of Brexit which took place in January 2020. The other subject – "Economics" refers to the "Summary of the lectures". Bibliography is recommended to diversify, but the ET is not quite sure how the member of academic staff feel themselves about the infrastructure of library.

Regarding 4.9 – there is a regular check of student achievements with the described procedures, but there are no specific regulations mentioned or listed (4.10) how to deal with students if their standards are inadequate. There is nothing is mentioned how students practice is monitored through activity reports; students during practice stages have assigned tutors among the academic staff in the study program.

<i>Standard</i>	Compliance	
	Yes	No
<i>Standard 4.1.</i> The study programme 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 (0.5)	



competencies, the capability of taking up adequate employment, contributing to the civil society and of developing the students' personality		
<i>Standard 4.2. The study programme complies with the National Qualifications Framework and the Framework for Qualifications of the EHEA. The individual components of the programme are combined in a way to best achieve the specified qualification objectives and provide for adequate forms of teaching and learning.</i>	X (0.5)	
<i>Standard 4.3. 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.</i>	X (0.5)	
<i>Standard 4.4. 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 programme under evaluation</i>	X (0.5)	
<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>	Not related N/R	
<i>Standard 4.6. The student-teacher relationship is a partnership in which each assumes the responsibility of teaching 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 (0.5)	
<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 (0.5)	
<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 ECTS 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 (0.5)	
<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	

There are 11 standards, because 4.5 is not applicable, and 7.5 points collected maximum 68%

Compliance level: Substantially compliant

ET recommendations:

- 1. Compliance and harmonisation of subjects are needed within their curricula*
- 2. Educational process content is recommended to be checked for the correspondence between the various versions available in the SER, website in English and website in Albanian language, as well as the correspondence on the concepts between Information and Informatics*
- 3. Bibliography/Literature is recommended to be diversified*
- 4. Include the standard structure with the discipline's objectives, the thematic content, etc.*
- 5. Ensure teaching strategies for different groups of students' needs*

2.5. Students

There is positive dynamics of growth in the Prishtina campus (Table 2.5.1 is provided to the ET among the additionally requested documents), mentioned in SER. The para of 2.5.2 SER refers to the decision for admission of new students in the Bachelor level, but the text is not provided, and the comments are provided and considered. As concerning the ratio of students and staff, the updated information for Management and Informatics study programme has been received in Prishtina and Ferizaj, with the ratio is 9.2.



The criteria for admission is to be set based on the Statute of the AAB College (under so called “acceptance”), with procedures and public competition (for instance, 68 article). The article 84 (translated in English is not quite clear: which programme is it written for (Q: Bachelor degree?)). It also raises the question about “the acceptance condition” (meaning “admission”) for this programme: whether this article on admission is written for bachelor programme, and if yes, why there are similar conditions listed (repeated twice, - under 1. and under 2: “high school” of 12 years with the Diploma shall automatically include the previous level of study - which is a primary school). The article 67 mentions that there are only two modes of study: full-time and part-time basis programmes. The Statute does not make the references for the online, digital or blended modes of studies which may appear, and it is recommended to think about its inclusion in the case of some repeated “non-optimistic” scenarios.

The Statute and related documents, including SER should harmonise their requirements on admission according to the above, despite the formal criteria for admission of new students are set in the Statute of the AAB College. SER does refer to the process of admission at the level VI of the NQF.

The standard 5.2 is formally regulated, and according to the opinions collected during the online sessions (during the online site visit), it currently may include the actual admission for those students who live abroad. As it understood from the online site visit, there are more students (nationals of Kosovo who live abroad, but study in Kosovo, and therefore the amendments/additions are recommended to be adjusted to the local and the English versions of AAB policy/regulations to open the doors to its “internationalization” as well. Therefore, it is recommended to make some additions in the admission procedures reflected in the regulatory documents as the step-by-step process for both the local, international, and other categories of students.

In terms of interactive teaching and learning process, according to the internal regulations (p.2.3.7) a group of students may not consist of more than 80 students (SER, page 30). At the same time, according to the provided ratio (Table 2.5.2) – 1 professor delivers the lectures for the average of 7 or 8 students (ratio =7.4 students). If put both facts together, does it mean that 10 professors are to deliver the lecture to one group? How is it regulated in practice?

The grading, and the system of exam are described regulated. As far as the requests for extension and flexible treatment of students, the SER provides the description that these requests are always approved. The regulation that describes these cases is not mentioned (when the request of student is linked to the disease, for instance, is one case, and what about the other cases - if the student simulates?).

Table 2.5.1. Number of students in Prishtina



Study program/ academic year	2020/2021	2019/20	2018/19	2017/2018
Programme	Number of students	Number of students	Number of students	Number of students
BSC Management and Informatics	191	145	120	102
Increase trend in % from the previous year	31.72%	20.83%	17.65%	Baseline
Number of additional students	46	25	18	Baseline

According to the table 2 provided, 26 full-time professors would be enough for 2020/2021 BSs Management and Informatics. At the same time, it is not explained why every 5th student is leaving this programme (dropout rate according to the Table 2.5.3 is ranging between 19, 3% and more than 21%) which is expanding the possible unemployment rate (according to Table 2.5.1)

The data for the youth unemployment (according to provided Brussels, 6.10.2020 SWD (2020) 356 final, p. 57) shows a slight drop 49.4% in 2019 compared to 55% of unemployment in 2018, but due to the COVID-19, the situation has been worsed by the beginning of 2021 (no data collected yet). According to the recent data from Brussels Report “COMMISSION STAFF WORKING DOCUMENT Kosovo, 2020 Report (Brussels, 6.10.2020 SWD (2020) 356 (p. 114): Youth unemployment rate: proportion of the labour force aged 15–24 (for 2007; 2014, 2015, 2016, 2017, 2018) Table 2.5.1

Youth unemployment rate: proportion of the labour force aged 15–24 that is unemployed (%)		70.0	61.0	57.7	52.4	52.7	55.4
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SER makes a reference to the adoption of Regulation on Bachelor studies which includes the rights and obligations of students (re. 5.9 standards), but the check of this regulation was not successful on the internet website. The version in Albanian language is however, provided. The Statute contains the Article 73 on the students’ rights and obligations as well as 78 Article – with the rights to form the students’ council of academic unit and parliament.

In addition to the information provided in SER, there is an Article 98 of the Statute which allows students to move from one HEI to the other one (5.10). SER also provides more information about the additional 2 hours consultations per week, when teachers allocate their time for the counselling meetings with students, including the through electronic platforms.



All students enrolled in the study programme possess an equivalent document of study with the formally prepared admission requirements prepared for all students. The fee for the study programme is defined (1.200.00 EUR per year). A range of scholarships are provided to students according to the supplied information:

However, this information is not provided in the SER and it is not available on the webpage of the AAB College for other programmes. The ET also understands this information on scholarship as a percentage of discount to the student's tuition fees which is provided for different categories of students - with excellent grades and the different social groups of students, including those with disabilities.

Effective procedures with instructions and motivation are still to be introduced in addition to the described ones to ensure the originality of students' works.

Students

<i>Standard</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 (0.5)	
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 (0.5)	
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 (0.5)	
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 (0.5)	



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 (0.5)	
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	

There are 8.5 points out of 11 related points which is 77 % which corresponds to the substantially compliance's level.

Compliance level: Substantially compliant

ET recommendations:

1. *The add the specifics of admission for students in English (beginning from "internationalisation" process), who apply from abroad;*
2. *If there is an emerged demand observed from the students abroad, therefore, the amendments are recommended to be introduced (for various types of students) that also increases the internationalisation phase.*
3. *The Statute does not make the references for the online, digital or blended modes of studies for students, and it is recommended to think about its possible inclusion in the case of other scenarios (non-optimistic ones).*
4. *Effective additional procedures with instructions and motivation are recommended to be used to ensure that work submitted by students is original.*

2.6. Research

There are 38 full-time basis's employees at the Faculty of Economics, 26 of them are engaged in the Management and Informatics program (working for both Prishtina/Ferizaj) out of more than 56 members of academic staff. At the same time, the list of submitted papers (Appendix 1 – with 43 members of academic staff – working on a full and part-time basis) and research conferences (Appendix 2 – with 48 members of academic staff working on both full and part-time basis) have been submitted. It is difficult to separate the members of academic staff working on the full time and part time basis, because there are not clarifications inside these documents. The positive side reflected to improvement and broadening the research interests



at the Faculty level is organisation of different events like “Challenges of Kosovo during the journey to European Union” (19.01.21), discussion with students, students’ conference on “The challenges of employment for youth in the period of transition” (2019).

The check is made for the specifics of this study programme related to the selected fields of “informatics”, and there is only one member of academic staff who participated in the conference in this field for the last five years (in the year of 2016 in the international 7th conference in the Department of Statistics and Applied Informatics organised by the Faculty of Economy in the University of Tirana in collaboration with Academy of Science of Albania University). As far as the clear policies for defining research, SER provides the general statement on what is related to the research work. Based on the internal procedures at the College level, according to the SER, development of research at AAB is divided into 4 different categories:

- (a) Thematic research work of the departments;
- (b) Research work developed by Research Centers;
- (c) Individual research work of academic staff (with provision of grants);
- (d) Scientific publications

Defining 4 categories for research is the first step towards the policy formulation (policy is not clearly present). The policy and the plan of actions should be activated – first of all, it should take the efforts of 3 levels – institutional, faculty and study programme. It should be the policy to connect the institutional targets to the faculty’s and study programmes level’s (including their branches). Therefore, the bottom-up approach is suggested due to the specifics of this programme. Afterwards, it should also be balanced by the holistic top-down approach (institutional-faculty-study programme).

SER refers that the Faculty of Economics made an improvement in the fields of research, but does not provide a clear evidence in terms of the study programme. It is not clear which sufficient financial logistic and financial assistance is proposed. Study programme has not clearly defined the scientific research objectives, and Strategic development plan 2022 does not include this particular study programme’s defined input and output (also at the Faculty level). According to the Strategic Development plan, every year AAB organises at least two scientific conferences of regional and international character are organized, but the SER does not reflect on it, except the expectations, that at least one paper is published. SER does make reference that it is aiming to organise scientific conferences (which refers to the future tense)



and increase cooperation with universities, but it contradicts to the Strategic development plan 2018-22 (it says that the event handles these activities twice a year). The targets specified in the Strategic development plan -

- *Each year AAB supports at least 50 small research projects.*
- *Every year, at least two scientific conferences of regional and international character are organized for the presentation of the results of the research projects.*

are not clearly specified in the study programme in terms of its participation (how many research projects have been implemented by the study programme of “Management and Informatics” in Prishtina and other campuses, and which 2 scientific conferences, the members of this study programme participated in).

The academic staff is expected to have publications once a year. The positive component is that AAB College has also introduced the International Scientific Journal entitled ‘Thesis’, with the anonymous double blind peer review process. The Journal “Thesis” for scientific publications has also its International Standard Serial Number (ISSN). The check of all members of academic staff illustrates that there are only 4 members of academic staff who used this opportunity. It is also not specified whether it is motivated or there is any promotion for those who publish their papers and articles.

The ET has also undertaken the few attempts at different time to see the publications in the Thesis Journal (<https://thesisjournal.net/>), but the page shows that it cannot be reached. The ET received the additional comments to this Final report – with the different link - <https://thesis-journal.net/>, and it is considered as a valid working link, and it is recommended to put more relevant information.

At the same time, there is no any specific policy/document found, and also involvement of the current academic staff into the activities of existing research units. The additional check was undertaken in the connection to policy implemented within this study programme – to find the links to already established research units and centers, for instance, the Center of Development and Economics Forecast available at the Faculty of Economics <https://aab-edu.net/en/about-aab/policies-and-regulations/> with its working regulations – available (under 15p.). However, these research links and connections are not mentioned in this study programme’s related Research. The journal of AAB Collee International Scientific Journal “Thesis” that is mentioned as the one available for the academic staff members, is also not in use by the members of academic staff for the last few years (according to the list of publications).



According to the latest report, - the Commission Staff Working Document Kosovo, 2020 Report (Brussels, page 86)¹: *“Research is not a priority for universities, with most of the funding allocated to teaching. Private and public higher education institutions apply very uneven criteria for promotion based on scientific research and publications”*.

The Development Plan of the AAB College states that the strategic objective is directed to support research projects of staff and students to improve working conditions for educational and research services. The SER also includes the statement that each member of the academic staff is obliged to produce at least one scientific (1) paper within the academic year and to engage in other cooperation projects which aims to increase the quality of teaching.

The additionally requested List of updated scientific papers of the Faculty of Economics academic staff/Bsc Management and Informatics – Pristina (see the submitted Annex 6) to check the list of publications showed that many members of academic staff did not publish the research papers according to the requirements or it was unevenly distributed (some members published more than one required publication per year and the others – did not publish the one publication required).

Due to the unclear policy on research and publications, the ET is not sure and confident how the members of academic staff are informed what would be the results for promotion, how many hours of research loads versus teaching they are going to have and other clarifications not mentioned in the SER.

The students are involved in the various events at the Faculty level which might be related to research activities – various discussion with students, students’ conference on “The challenges of employment for youth in the period of transition” (2019). At the same time, it is not clarified how many students at the level of Faculty are active (especially, from this particular study programme, campus, who particular - names as well as their participation in the International student conferences and which particular subjects and research). There are topics of research papers provided for 10 people (no names provided) – for those who write the diploma thesis – partially confirmed.

<i>Standard</i>	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	X (0.5)	

¹ Commission Staff Working Document Kosovo, 2020 Report Brussels, 6.10.2020 SWD (2020) 356



the institution; sufficient financial, logistic and human resources are allocated for achieving the proposed research objectives.		
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.	X (0.5)	
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.	X (0.5)	
Standard 6.4. The academic staff has a proven track record of research results on the same topics as their teaching activity.	X (0.5)	
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.	X (0.5)	
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.	X (0.5)	
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.	X (0.5)	
Standard 6.8. Academic and research staff publish under the name of the institution in Kosovo they are affiliated to as full-time staff.	X (0.5)	
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.	X (0.5)	
Standard 6.10. Students are engaged in research projects and other activities	X (0.5)	

There are 4 points collected out of 10 available points which corresponds to 50% of general area for research.

Compliance level: partially compliant

ET recommendations:

- 1. Research Policy is recommended to be prepared at the level of the Faculty adjusted for each study programme (if not available), or it is recommended to be activated (since it has not been visible).*
- 2. The Research policy and the plan of actions is recommended with the bottom-up approach. The efforts are also recommended at different levels – institutional, faculty and study programme.*



3. *It is recommended to connect the institutional targets to the faculty and study programmes levels (including their branches). Therefore, the bottom-up approach is suggested due to the specifics of this programme. Afterwards, it should also be balanced by the holistic top-down approach (institutional-faculty-study programme).*
4. *Research policy's Action plan should include the information about the possible involvement of teaching staff in the activities of already established units (for instance, the Center of Development and Economics Forecast available at the Faculty of Economics) or other working centers.*
5. *Check the research targets for study programme in Prishtina and all branches and adjust them in the related documents*

2.7. Infrastructure and resources

The video entitled “Kolegji AAB | Introduction to our campus/Premises of Economics Study Programs” has been prepared and submitted through the following link: <https://youtu.be/lXs4-j46Jbg>

The video covers the premises of AAB College, including the Faculty of Economics of this campus, - Prishtina, as well as the facilities of other two campuses of AAB College, - in Gjakova and Ferizaj. Video includes the overview of all facilities – from the premises and outside infrastructure up to rooms, labs, library, administration, and the internal rooms of branches are shortly covered as well.

There are excellent conditions for students with a modern infrastructure located in its 64 000 sq. meters. In terms of infrastructure and resources, the AAB College has modern infrastructure and offers the comfortable conditions for students, including the premises for sport and theatre, and according to SER, “*it is the largest non-public higher education institution*”. The video covers all campuses with the sections of Students services, e-administration, Deans' offices, gym-sport facilities, restaurant, inner park's area, snack corners, career and employment offices, computer labs and others, library and start up and innovation rooms. Video does not provide any specific information whether the infrastructure and facilities are adapted to the students with special needs. However, the SER makes reference that the building has escalators, elevators, emergency exits and all relevant infrastructure, but it does not explore any specific information on this topic.



The AAB College generates revenue, and thus, it ensures the financial sustainability of the study programme. The Report includes the structure of financial means from the 7 sources, but do not provides the financial plan itself. Due to the availability of the audit company it should be checked on a regular basis.

There are 2 libraries in Prishtina and two – in the other two campuses. The additional information has been provided about the Library for the Faculty of Economics in terms of libraries, number of seats and many other facilities, as well as the subscription

- Central Library: 380 seats
- Branch Library (AAB2): 60 seats

What is not quite clear is whether there are any specific books related to “Management and Informatics” and whether it is possible to borrow related literature, including the online access during online learning (like last year, 2020).

Currently the Faculty of Economics in Prishtina mention about the students with special needs, but do not say how many of them the study programme has. It would be interesting to know whether there is any policy about this category of students. It is also recommended to expand the social responsibilities towards the students with special needs, considering what can be done for this category of students.

Infrastructure and resources

<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 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 3 years.	X (0.5)	
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	X	



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.		
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	

There are 5.5 allocated points out of 6 points which is 91% corresponds to general area of substantially compliant.

Compliance level: Substantially compliant

ET recommendations:

1. *Pease, include the list of different categories of students (who are considered as the students with special needs) and the related facilities for those categories of students with special needs.*



3. OVERALL EVALUATION AND RECOMMENDATION OF THE ET

In conclusion, the Expert Team considers that the study program PRISHTINA CAMPUS, MANAGEMENT AND INFORMATICS, BSc Programme offered by AAB COLLEGE is *Substantially compliant* with the standards included in the *KAA Accreditation manual* and, therefore, recommends *to accredit this* study program for a duration of 3 years with a number of 180 students to be enrolled in the program.

Standard	Compliance Level
1. Mission, objectives and administration	Partially compliant
2. Quality management	Partially compliant
3. Academic Staff	Substantially compliant
4. Educational Process Content	Substantially compliant
5. Students	Substantially compliant
6. Research	Partially compliant
7. Infrastructure and resources	Substantially compliant
Overall Compliance	Substantially compliant

The overall compliance: **Substantially compliant**

ET recommendations:

1. Please, pay attention to the mission and objectives of the programme and pay attention to the English version of the website due to the visibility for the 3rd parties, stakeholders and rankings. This information is the basis for the rankings as well.
2. Review the goals and indicators in the related Programme.
3. Anti-plagiarism measures are recommended to be incorporated to the policy for QA (part 1.1. Policy for QA ESG, 2015): academic integrity and freedom with a policy vigilant against academic fraud.
4. The regular training of the academic staff is recommended on the didactics methods and teaching methodologies in class and online environment;
5. Formulation and preparation of strategy of the teaching activities, as well as the opportunities are provided for additional professional development of teaching staff
6. Effective additional procedures with instructions and motivation are recommended to be used to ensure that work submitted by students is original.



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

7. Research Policy is recommended to be prepared at the level of the Faculty with the bottom-up approach. The efforts are also recommended at different levels – institutional, faculty and study programme.

Expert Team

Chair

Yelena Istileulova

02.07.2021

(Signature)

(Print Name)

(Date)

Member

(Signature)

(Print Name)

(Date)

Member

(Signature)

(Print Name)

(Date)

Member

(Signature)

(Print Name)

(Date)

Member



Republika e Kosovës
Republika Kosova - Republic of Kosovo



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

(Signature)

(Print Name)

(Date)

Member

(Signature)

(Print Name)

(Date)