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***AAB COLLEGE***  
***(Gjakova Campus)***  
***MARKETING AND BUSINESS, BA***

***RE-ACCREDITATION***

**REPORT OF THE EXPERT TEAM**

*07 April 2021, Riga*



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## 1. INTRODUCTION

### 1.1. Context

**Date of site visit:** 17<sup>th</sup> of March 2021

**Expert Team (ET) members:**

- Prof. Dr. Ramona Rupeika -Apoga

**Coordinators from Kosovo Accreditation Agency (KAA):**

Naim Gashi, Executive Director of KAA

Shkelzen Gerxhaliu, Senior Officer for Evaluation and Monitoring

Arianit Krasniqi, Senior Officer for Evaluation and Accreditation

Leona Kovaci, Senior Officer for Evaluation and Monitoring

Ilijane Ademaj, Senior Officer for Evaluation and Monitoring

**Sources of information for the Report:**

- Self-evaluation Report, 2021, Gjakova, MARKETING AND BUSINESS, BA
- National Qualifications Framework
- KAA's Formal Policies, guidelines and regulations
- Course Syllabuses
- Staff CVs
- Annex (List of scientific papers of the Faculty of Economics academic staff; List of conferences of the Faculty of Economics academic staff; Student Numbers; List of students who participated in internship (practical work) in 2018 and 2019;/ List of activities organised by the Faculty of Economics 2015-2020; Video of Campus buildings)



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*Requested documents:*

- List of academic staff with taught study courses.
- 2020./2021. ac. year autumn and spring schedules for students.
- Students' and Graduates Survey results for Study program and Study courses for the last year, separately for each campus.
- Report about the seminars and trainings offered to academic staff last year.
- Regulation for organizing bachelor studies.
- Module Handbook (Regulation) for BA Thesis.
- Most recent meeting minutes of the Faculty Council and Ethics Committee

*Received documents:*

- Schedules of lectures
- Graduates Surveys templates
- Teaching and Learning and Administration Survey template
- Assessments of Academic Staff members
- Assessments of Graduates
- Questionnaires for Administration
- Study Regulation
- Dissertation Study Guide Bachelor Programs (BA, BSc)
- Examples of Minutes of the Ethic Council
- Examples of Meeting the Faculty Council at the Faculty of Economics

**Criteria used for program evaluation:**

Standards & performance indicators for external quality assurance, Accreditation Manual, July, 2018; Triangulation criteria; Criteria of Relevance, Efficiency, Effectiveness, Impacts, Sustainability



## 1.2. Site visit schedule

### 17<sup>th</sup> March

09.00 – 09.40	Meeting with the management of the faculty where the programme is integrated ( <i>no slide presentation is allowed, the meeting is intended as a free discussion</i> )
09.45 – 10:45	Meeting with the heads of the study programme 1: Marketing and Business/ BA - Prishtina
10:50 – 11.50	Meeting with the heads of the study programme 2: Marketing and Business/ BA - Gjakova
11:50 – 12:30	Lunch break
12.30 – 13:10	Meeting with quality assurance representatives and administrative staff
13.15 – 14.05	Meeting with teaching staff
14.10 – 14.40	Meeting with students
14:45 – 15:25	Meeting with graduates
15:30 – 16:10	Meeting with employers of graduates
16:10 – 16:20	Internal meeting of KAA staff and experts
16:20 – 16:30	Closing meeting with the management of the faculty and program

No	Study programs	Experts	Responsible persons of study programs			
1	Marketing and Business/ BA (Reaccreditation)	Prof. Dr. Ramona Rupeika-Apoga	Vjollca Hasani	Agron Hajdini	Rrezarta Gashi	Adelina Gashi



	Prishtina					
2	Marketing and Business/ BA (Reaccreditation) Gjakova	Prof. Dr. Ramona Rupeika-Apoga	Kosovare Ukshini	Donat Rexha	Fjolla Trakaniqi	

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

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

The Faculty of Economics, as one of the earliest faculties of AAB College, is also among the best and most qualitative faculties, it runs highly diversified programs, and it aims to develop in students the high skills that will link Economics, Business, Information Technology, Marketing, Finance, Banking and Management as the main disciplines, which when combined provide opportunities for students to develop skills applicable in business and other organizations, and that also serve their employability. The Faculty of Economics is highly committed to contributing to the country's economy, especially through the launch of high quality programs, and to providing the economy with professionals and scientists who will be able to influence the performance of businesses and create new structures in the market. Also, the Faculty has tried to continuously promote research in the field of banking, finance, management, marketing, and in the field of economics in general.

The faculty has a considerable number of academic staff with elevated academic preparation and experience in the field of Finance, Banking, Accounting, Management, Marketing, and other economic fields. Some of the permanent staff members are pursuing doctoral studies abroad at national and international universities, such as in Kosovo, Albania, North Macedonia, Slovenia, Bulgaria, etc. Other staff members have also earned post-doctoral



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specializations under the Fulbright program and some are visiting professors at Aleksandër Moisiu University in Durrës and at the International University of Struga in North Macedonia.

All staff and students carry out their teaching and learning activities in accordance with internal regulations relating to academic and administrative activities. All policies, regulations, terms of reference and statements of responsibility relating to the management and distribution of the program, are reviewed at least once a year and are amended as necessary in certain circumstances.

The Faculty of Economics conducts teaching in separate groups on the main campus in Prishtina and in the two branches, that of Gjakova and Ferizaj, depending on the number of students enrolled in one academic year. For lectures, a group consists of 60-80 students, while for exercises in practical subjects, a group consists of 30 to 40 students. Progress and completion rates are maintained in an accessible central database where they are reviewed and reported regularly in periodic program reports. Progress rates at the end of each semester are collected through semester reports compiled by the faculty management, which report on the percentage of students passing each exam term.

## **2. PROGRAM EVALUATION**

### **2.1. Mission, objectives and administration**

According to the SER, the mission of the study program is to develop students' analytical and strategic skills, promoting concepts derived from the field of marketing and business. This program enables students to display creativity and efficiency, and to challenge themselves with the global business environment. While, the mission of the Faculty of Economics is to provide students with a favorable environment to achieve their career and employment goals, with special emphasis on personality development through quality education in all areas of Economics, and specializations in Banking, Finance, Accounting, Management, Marketing and Business Management. At the general level of information provided, the mission of the study program is in compliance with the overall mission statement of the institution, which aims to provide quality and diversified higher education programs for the labor market in Kosovo, the region, and beyond.

Nevertheless, it should be noted that according to the information received during the site visit, some ambiguities were reported resulting from the challenge of meeting the skills

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requirements in both, marketing and business, as business is a broad concept that includes marketing. Overall, the curriculum of the program appears to be consistent with the mission.

Regarding the consistency of the program with the National Qualifications Framework and the Framework for Qualifications of the European Higher Education Area, no evidence-based information was provided in the SER nor during the site visit. In particular, no explicit formulations which would link the intended learning outcomes of the program to specific level descriptors relevant to the program were provided. However, after the draft submission, the expert received additional appendixes clarifying the links he intended learning outcomes of the program to specific level descriptors (Program learning outcome/Teaching methods and assessment table/map; The connection between the curriculum and the learning outcomes / goals of the program - Marketing and Business).

With regard to the didactic and research concept, the SER contains very general statements on didactical approaches and research activities. Quite often the statements are rather abstract or normative statements without giving information how they implemented in the study program practically. In accordance to SER, the Marketing and Business (BA) study program is built on the basis of the general didactic and research concept through which it aims to combine theoretical concepts with internships and specializations in specific fields of Marketing and Business, and is compatible with market demands in Kosovo. However, there is no syllabus for internship provided and no internship included in study plan. Further information on how an important concept such as student-centered learning is implemented was not received.

In addition, the statements on the research concept are more likely to serve as general definitions of objectives in a research strategy but this cannot replace the description of the particular measures that would foster the involvement of students in research activities at the program level as well as on the course level. The introduction of Diploma Thesis as part of the curriculum, which will develop research and academic writing skills in students, is estimated as positive, however, no concrete linkages were developed to relate teaching and research to each other.

From this perspective, the didactic and research concept consists of a cumulative enumeration of didactical terms and research objectives, however, they seem to be only loosely connected, which makes it difficult to regard it as an elaborated, overarching concept in its entirety.





In the annexes belonging to the SER, college home page and during the site visit, considerable information was provided on formal policies, guidelines and regulations dealing with recurring procedural or academic issues. It can be assumed that program topics related to administration and quality assurance of the program as well as the interaction between teachers and students as subjects of academic rights and duties are well developed and well-known to these groups.

In the meetings with the program directors, professors and students, the expert gained the impression that a good level of compliance with internal regulations relating to ethical conduct in research, teaching and assessments in most of the relevant areas has been achieved so far. One major difficulty that was reported concerns the lack of a system for plagiarism detection. Recently, AAB College has advanced the forms of quality assurance of student papers, applying the TURNITIN platform to identifying and avoiding violations in students' academic writing, however, the system doesn't exam papers in Albanian language. In the meetings, the expert was informed that there is no software for plagiarism detection in Albanian language and teachers handle this individually. However, there is a regulation concerning the consequence of plagiarism.

AAB college after the draft submission, informed the expert, that the representatives of TURNITIN have assured AAB College that the platform is language independent and can recognize all online materials published in Albanian Language and can identify the cases of plagiarism.

The information received about the procedures and intervals for reviewing policies and regulations are ambiguous. The Faculty of Economics publishes all relevant information and regulations on the website of the university. In the SER, the university reports a two year-interval for reviewing policies and regulations which is supposed to facilitate quick changes. These processes are also foreseen in the AAB College Development Plan, and the AAB development planning group has drafted a general framework for performance appraisal for the five-year period.

Standard	Compliance	
	Yes	No



Standard 1.1. The study program mission is in compliance with the overall mission statement of the institution.	X	
Standard 1.2. 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 partial	
Standard 1.3. The study program has a well-defined overarching didactic and research concept.		X
Standard 1.4. 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	
Standard 1.5. All staff and students comply with the internal regulations relating to ethical conduct in research, teaching, assessment in all academic and administrative activities.	X	
Standard 1.6. All policies, regulations, terms of reference and statements of responsibility relating to the management and delivery of the program are reviewed at least once every two years and amended as required in the light of changing circumstances.	X	

**Compliance level:** Substantially compliant

**ET recommendations:**

1. The program mission should clearly define the intended learning outcomes at the descriptive levels of the European Framework of Qualification.
2. The study program should strive for a fundamental revision of the didactic and teaching concept concentrating on three priorities: (1) creating a coherent concept of student-centered teaching and learning, (2) integration of modern teaching practices, (3) visible integration of research at the program level and strengthening the linkages between teaching and research.

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3. The didactic concept should take into account all relevant stages and elements of the teaching and learning process. This would include assessment approaches and choosing a coherent overarching concept or fundamental principles which align the main stages and elements of teaching and learning.
4. Fulfilment of evaluation standards must be substantiated through evidence-based, empirically testable statements, not normative statements.

## 2.2. Quality management

The SER contains a description of how quality management at the university works and which instruments it contains. Quality assurance is one of the most important components for which AAB College and the Faculty of Economics are committed to. To ensure an effective and functional quality assurance system, AAB College has developed internal regulations which define the quality assurance procedures of programs within the college such as the Regulation on Quality Assurance, the Quality Assurance Guideline, and the Strategic Development Plan of AAB College. These regulations define the criteria for evaluation and reviewing process of programs, opportunities for linking programs with the labor market, the aspect of description and content of courses within the programs, etc. While it was stated in the SER that evaluation and planning for improvement processes are integrated into the normal planning processes no evidence was provided on site how this is achieved practically and on which concepts or methodologies the quality assurance system of AAB college is based on. AAB college uses a set of questionnaires and has established a process to review the questionnaires regularly.

One of the survey instruments used is the survey within the framework of course evaluation, which students fill out and are made available to the teachers and responsible persons. There is no discussion of the evaluation results with the students. In addition to the course evaluation, the college has implemented further surveys. Their results are used in the context of internal quality management but are not published further. Accordingly, the transparency of these results is lacking.

As already recognised in the self-report, the college has recognised that there is room for improvement in the area of alumni engagement. The creation of the Alumni Association on the recommendation of the previous accreditation is rated very positively, as it can help track the development of alumni personnel in the long term.



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The evaluation processes carried out by the Quality Assurance Office are ensured to be regular, periodic, with a special focus and comprehensive. Depending on the type of evaluation, the Office formulates questionnaires and provides information of the evaluation process. For example, an assessment may include measuring student satisfaction with the College in general, including counselling, courses offered, quality of teaching, and workload. Alternatively, an assessment may include measuring the achievement of a number of competencies envisaged by the program. In addition, the number of students and their transition from one year to the next, gender ratio, grades, etc. are analysed. In this way, the data obtained from the evaluation questionnaires can be compared with the data from the student files, as well as the trends can be followed from year to year. The evaluation may also include the overall functioning of the College in terms of the functioning of management, administration and other services. Recently, questionnaires were conducted aimed at evaluating online learning by academic staff and students, as well as evaluating online evaluation, digital platforms applied and in general how successfully online learning has been completed in the last academic year. However, it does not provide a procedure for assessing student achievement in learning outcomes. The main problem here is that the curricula do not indicate learning outcomes, with a few exceptions. After the draft submission the college admitted an error in the translation of curricula, which was taken into account when preparing the final report.

The Faculty of Economics is constantly engaged in drafting general quality reports which are related to the BA program on Marketing and Business. Also, more substantial evaluations are carried out when drafting the self-evaluation report for the accreditation process which occur at least once within three years.

After each evaluation carried out by the central Office for Quality Assurance in cooperation with the coordinator of the Faculty, reports are compiled based on the data of the questionnaires. These reports in summary form together with the recommendations for improvement are sent to the management of the Faculty and the College which serve as a basis for improving the study programs, improving student services, improving teaching and learning, etc. Organizing additional hours of lectures and exercises, reducing or increasing the number of students in groups, offering foreign language courses, reviewing syllabuses and adapting them, are just some of the most common examples that the Faculty of Economics has changed / improved as a result of ongoing evaluations. On the other hand, improving administrative services and providing better physical conditions for students who aim to improve the quality of their studies is almost an activity integrated in the daily management of AAB College.

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From the available documents and the discussions on site, it is clear to the expert that the data collected will also be used for continuous development. The corresponding responsibilities have been defined and are carried out by the appropriate persons.

Previous evaluation results have also led to corresponding adjustments to the study programmes, including study content, workload and professional qualification.

Reports are provided to program administrators for each course delivery and these include details if planned content cannot be addressed and any difficulties in finding the planned strategies. Appropriate adjustments are made in teaching plans after examining course reports. Assessment of teaching (courses) by the students is done at the end of each semester. Analysis of the faculty for the course results for academic staff, and provision of information on quality assurance measures and ranking of plans to improve quality.

Unfortunately, there are no reports on how the public or college members are informed about quality development in a public report.

Regarding the review and improvement of its own quality assurance processes, the Quality Assurance Office of AAB College ensures that all quality assurance and evaluation processes are reviewed based on the circumstances created within the Faculty, based on changing needs and requirements of the academic community as well as based on the changes that occur.

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



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

**Compliance level:** Substantially compliant

**ET recommendations:**

1. Discussion of the course evaluation results with the students.
2. Publication of evaluation results from the general surveys. Summary of these results for the public. In particular, make clear what changes have been brought about by evaluation results.



3. The faculty and the college should make efforts to develop and implement a quality management system which is (1) grounded in a widely accepted quality management framework, (2) ensures proactive involvement of all stakeholders following a PDCA-cycle approach and (3) will be implemented with testable action plans for improvement.
4. In quality evaluation, special attention should be paid to student learning outcomes.

### 2.3. Academic staff

The Faculty of Economics has an academic staff of 56, of which 38 are employed full-time and 18 part-time. 33 of them hold PhD degrees, 3 of them are pursuing PhD studies, and the rest hold MA degrees. In Marketing and Business program in Gjakova are involved 16 of regular and 3 of non-regular employees. The engagement of the staff in the Faculty of Economics is always done under contracts, in accordance with the Labor Law of the Republic of Kosovo, the Statute of the AAB College, and other internal regulations. Each member of the academic staff within the Faculty of Economics, full-time or part-time, is provided with a contract and job description. Most staff have professional titles and proven track record of academic activities in the chosen specialist area.

According to *Regulation for the Promotion of Academic Staff* the academic staff consists of:

- 1.Regular professors,
- 2.Associate professors,
- 3.Assistant professor;
- 4.Lecturers;
- 5.Assistants.

Nevertheless, from 38 full-time employees only one person holds the professor title and one asoc. professor title, but in the Gjakova Campus no one holds the above positions. In addition, the information about the duration of official (valid) contract for employees was not provided. During the site visit and meetings with academic staff, the expert was informed that the contract is for 3-4 years and is usually prolonged. However, the expert did not get the impression that there is a clear policy on how contracts with academic staff are extended and what are the consequences of non-compliance with the faculty's requirements, for example, for the publication of scientific papers. Also, the *Regulation for the Promotion of Academic Staff* doesn't provide the clear procedure of personal re-election. The election process of regular professor isn't described in this regulation.



It is evident from the site visit as well as formal staff profiles submitted prior to the review, that academic staff is able to deliver high level student learning experience through inclusive, relevant programmes and curricula while being professional and collaborative. This in turn fosters students' ability to advance their career, be resilient and responsive to change, become global citizens that meaningfully contribute to professional communities and wider society.

In accordance with the internal quality assurance system, after the end of each semester the academic staff undergoes student evaluations. The evaluation is conducted in electronic format every semester, it is completely anonymous, and the results are generated through the database from the Central Office for Quality Assurance, which are then transmitted to each staff member. Their results are used in the context of internal quality management but are not published further. Accordingly, the transparency of these results is lacking.

<i>Standard</i>	<i>Compliance</i>	
	<i>YES</i>	<i>NO</i>
<b>Standard 3.1.</b> 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
<b>Standard 3.2.</b> The teaching staff must comply with the legal requirements concerning the occupation of teaching positions included in the Administrative instruction on Accreditation.	X	





<p><b>Standard 3.3.</b> 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</p>	<p>X</p>	
<p><b>Standard 3.4.</b> 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.</p>	<p>X</p>	
<p><b>Standard 3.5.</b> 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.</p>	<p>X</p>	
<p><b>Standard 3.6.</b> Opportunities are provided for additional professional development of teaching staff, with special assistance given to any who are facing difficulties.</p>	<p>X</p>	
<p><b>Standard 3.7.</b> The responsibilities of all teaching staff, especially full-time, include the engagement in the academic community, availability for consultations with students and community service.</p>	<p>X</p>	
<p><b>Standard 3.8.</b> Academic staff evaluation is conducted regularly at least through self-evaluation, students, peer and superiors' evaluations, and occur on a formal basis at least once each year. The results of the evaluation are made publicly available.</p>	<p>X partial</p>	



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

**Compliance level:** Substantially compliant

**ET recommendations:**

1. It's recommended to increase the number of professors and asoc. professors in the academic staff.
2. Clear policies for academic recruitment, contract renewals and promotions, *the Regulation for the Promotion of Academic Staff* should be more detailed.
3. Ensure various motivation (based not only on the financial, but also non-financial methods – with non-monetary rewards) from all levels to develop and promote the research, teaching and learning projects with local and international universities based on the system of academic and research values.
4. Faculty of Economics should recognise that teaching observations/ peer-observations should be carried out throughout academic year on a multiple basis to obtain a full picture on one's performance. Also, in addition to teaching observations variety of other methods should be effectively deployed to fulfil performance management function in full (360° appraisal, line manager's observations, performance review meetings, etc). Teaching observation should be collaborative and centred around a professional and supportive dialogue. This can particularly be achieved when design of the process is informed by such criteria as planning, presentation, teaching approach and aids to share good practices in teaching (as well indicate one's performance). Finally, it is important to assess student response to one's teaching (e.g. general atmosphere, level of student engagement, etc.).

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5. Nominate staff who can take lead on developing manuals/ teaching resources for Blended Learning Model in the light of current external challenges and transition to on-line learning model.

#### **2.4. Educational process content**

The BA in Marketing and Business study program is a program which aims to provide high-level knowledge of the key concepts of marketing and business and skills in the use of marketing tools. The program aims to prepare students for the labor market at the national and international level through innovative, creative methods, the latest approaches to teaching and research, the most advanced technology and the creation of friendly academic and developmental conditions that enable the development of analytical and strategic skills, promoting concepts derived from the field of marketing and business. In this regard, the manner of organization of the study program is such that it offers to the students lectures and exercises within the institution, as well as at the same time professional internships in industries.

Generally, the program is designed in such a way that it contains a number of main-basic subjects of the profession, general subjects that include the field of economy, and specific subjects that include the field of Marketing and Business, then some elective subjects, which help the student to choose subjects according to their interests in the field of Marketing and Business. According to SER, the distribution of total subjects required for the study program is 50% professional subjects, 25% subjects which are closely related to the Marketing profile, and 25% elective subjects, however what means 50% professional subjects isn't clear. Most probably these are generic subjects of Management and Economics.

The program is based on the skills and knowledge required for professional and academic practice. However, according to the National Qualification Framework, learning outcomes are to be specified in three categories – as knowledge, skills and competence. Such classification isn't used in Course Syllabuses and Study Program. These categories are to be translated and listed in at least 7 learning outcomes for the study program under evaluation (Standard 4.3 of KAA). SER doesn't reflect these issues of educational process content related to the most important issues like learning outcomes, qualification objectives, competences and skills. There is no clear difference between knowledge, skills and



competencies. For instance, SER states that at the general level, at the end of the study program the student will be equipped with the following skills: Knowledge of the main concepts of economics. “*Knowledge of the main concepts of economics*” isn’t a skill, but a knowledge.

Standard 4.4. Each syllabus should include clearly: (i) Course description, (ii) Course objectives, (iii) learning outcomes, (iv) teaching methodology, (v) assessment methods, (vi) literature and (vii) as well as the learning plan of topics covered in each week of lectures. The Course Syllabuses check shows that the “learning outcomes” are directly written and indicated only in some subjects, other words are in use like “achievability” or “achievements”. Although the teaching academic staff are great professionals in their own areas, it is becoming important to ensure the “learning outcomes” are written down for each subject in Syllabuses both for the deep understanding of students and professors.

The language of the program is the Albanian language, as result Standard 4.5. is not relevant. However, the AAB College has entered into cooperation agreements with certified organizations for the organization of TOEFL and IELTS tests that are internationally recognized and accepted, in order to meet this criterion.

Lecturing is the main teaching method in all Bachelor level subjects of this program (Standard 4.7). At this study level, classes for all program materials are scheduled. The teaching method is interactive, student-centered, and the students are expected to complete seminar papers, various essays on different subjects, business plans, projects, as well as field research papers, and these methods help the student to better understand and acquire the necessary skills for this study level. In most subjects, students and professors will also use software packages such as MS Office (especially Excel), STATA, SPSS, etc. The basic literature in Albanian, which is published in the last five years, and other literature in English not older than 1 year, represents a strong standard of teaching. However, syllabuses contain also much older resources as a main literature in English. The college, after the draft was submitted, explained that it should be 10 years instead of 1 year; the SER contained error.

Under normal conditions, student participation and activity in lectures cannot account for more than 10%, while the weight of research papers depending on the specifics of the study program varies from 20% to 40%. Semester exams are applied in most subjects and reach the value of up to 60% of the student evaluation (30% + 30%) while the final exam is taken by students who have failed to successfully pass the semester exams defined in the syllabus.



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In terms of internships (Standard 4.11), internships for all study programs at the AAB College are managed by the Career Office, which in accordance with the internal regulations of the Institution, in cooperation with the deans' offices, as well as in cooperation with the institutions with which the institution collaborates, organizes, supervises and assists various student activities, such as internships. Also, this office organizes, supervises, and facilitates various visits, both domestically and abroad. The Faculty of Economics has so far reached a large number of cooperation agreements with various companies. However, no internships included in the Study Plan, specially taking into account that the program focuses on practical skills and competences, and it mentioned as program strengths. During the site visit, the expert received an answer to the question about the internship, which lasts 3 weeks and is included in the study course, but no information about it was found in the study course syllabuses. The list of students who completed internships in 2018 and 2019 provided by the faculty does not include the program, possible the students are from all programs, at the same time, financial institutions dominate this list, but internships should be focused on marketing, as banking and finance represents a different program of the faculty.

In addition, in the SER and during the site visit was mentioned that student work in AAB college is organized in small groups. For lectures, a group consists of 60-80 students, while for exercises in practical subjects, a group consists of 30 to 40 students. The Faculty of Economics, for the Bachelor level, conducts teaching in separate groups, especially in the first year that covers general pathways, while in the second year they are divided into pathways, and the groups are divided depending on the number of students. Provided schedules of lectures and seminars show that in the first year students are divided into 2 groups. In the second and third year, the students are not divided into groups, but taking into account the small number of students in the Campus the criteria can be reached. Moreover, according to the contact hours schedule provided some lectures are hold 1 hour and 30 minutes, but some only 60 minutes, while seminars fluctuate from 45 minutes to 90 minutes, with the same number of ECTS. The expert does not know what are the minimum requirements for classroom lectures and seminars for 9 ECTS in Kosovo, but from the point of view of the European Union, an average of 2 academic hours for a lecture and 1 academic hour for classroom seminars/practical work is not enough to get 9 ECTS. Also, in the SER (p.45) is stated that 9 ECTS requests 2h Lectures and 3 h Excises per week. Nevertheless, according to schedule provided it is maximums 2h L and 1h E per week. Summarizing, the expert came to conclusion that the number of hours devoted to practical work (seminars) in the classroom is limited, and mostly practical work students perform as a self-studies. The previous expert recommendation was to reconsider the distribution of ECTS and the number

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of contact hours. More time devoted to seminars (exercises) would increase the level of skills and competencies of students and thus contribute to their employment. This recommendation has not been fully followed and remains valid.

Also, some discrepancies with the program plan and class work schedule were found, for example, according to the Study Plan in II Semester should be delivered Macroeconomics I, but in schedule of classwork is written Microeconomics I. There is also a change of subjects in semesters, but the subjects have a different number of ECTS, Marketing 9ECTS and Entrepreneurship and SMEs only 6ECTS.

Standard	Compliance	
	Yes	No
Standard 4.1. The study program is modelled on qualification objectives. These include subject-related and interdisciplinary aspects as well as the acquisition of disciplinary, methodological and generic skills and competencies. The aspects refer especially to academic or artistic competencies, to the capability of taking up adequate employment, contributing to the civil society and of developing the students' personality.	X	
Standard 4.2. The study program complies with the National Qualifications Framework and the Framework for Qualifications of the European Higher Education Area. The individual components of the program are combined in a way to best achieve the specified qualification objectives and provide for adequate forms of teaching and learning.	X partia l	
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.	X partia l	



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, <b>learning outcomes</b> , the distribution of classes, seminars and applicative activities, students' assessment system, the minimal bibliography, etc. The full course description/ syllabuses of each subject/ module should be attached only in electronic form to the self-assessment report for the study program under evaluation.	X	partia I	
<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>	na		na
Standard 4.6. The student-teacher relationship is a partnership in which each assumes the responsibility of reaching the learning outcomes. Learning outcomes are explained and discussed with students from the perspective of their relevance to the students' development.	X		
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.	X	partia 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.	X		
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.	X		
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.	X		



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.	X Partia 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.	X	

**Compliance level:** Substantially compliant.

**ET recommendations:**

1. Include and reflect the issues of SER educational process content according to NQF, and standards of KAA.
2. Remove the mistakes from the Syllabus as well as include all necessary elements (from general requirements up to didactics), with the use of technologies, etc.
3. Learning outcomes are to be specified in three categories – as knowledge, skills and competence. Qualifications, competences and learning outcomes are to be added into each subject according to the NQF.
4. The expert recommends to implement a more systematic approach to assure the achievement of learning outcomes on a yearly basis. This could be done by the Study Programme Management or an independent group within the faculty or the HEI.
5. Ensure the “learning outcomes” are written down for each subject in Syllabuses, Course Catalogue.
6. The bachelor program must include internship as obligatory requirement to graduate and include it as separate subject with credit points in Study Plan.
7. Work more actively and with a long term plan for attracting teaching staff abroad.
8. It is recommended that an industry council/board be established to assist in the teaching process, program content and learning outcomes.
9. It is recommended to increase the number of classroom hours, as well as divide students into small groups also in the second and third year.
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## 2.5. Students

In accordance with the Statute of the AAB College, the decision for admission of new students is taken at the level of the institution, by the Senate of the AAB College. In June of the respective year, the competition for the admission of new students in the Bachelor level is published. In the published competition, the criteria for admission of new students are set, which are determined based on the Statute of the AAB College but also based on the legal regulations established by the MEST and KAA.

Unfortunately, SER and the college home page of *Policies and Regulations* don't provide information about the admission criteria for applicants and what system is used to select the candidates. On home page is mentioned: "Each person who has completed secondary school and has passed the Matura exam is eligible for enrolment at AAB University. The candidate should provide this necessary documentation: secondary school diploma, birth certificate, a copy of ID, 2 photos (format 4X6) and to fill the application form which can be obtained at the AAB University." In addition, from the information provided on the home page, the expert was under the impression that the admission process was based on an essay. As a result, the expert was unable to assess the comprehensibility of the applied system when searching for suitable candidates.

Before the beginning of the academic year, preparations are made for the beginning of the teaching process, which includes the division of students into groups. Depending on the number of admitted students, groups must be divided in accordance with the provisions of the statute, under which a group of students can have no more than 80 students in lectures and no more than 40 students for practical exercises. This is a comprehensible approach, however the expert doubts its actual implementation, as discussed in the section above.

The communication of student evaluation results, in accordance with the *Regulation on Studies of AAB College*, is done no later than 7 days from the date of the exam, according to the official schedule. For each exam, consultations are organized, which are organized on the 7th day after the exam, and the professor, after setting the grades, has no more than 72 hours to conclude the evaluation report. On the other hand, students have the right to refuse within 48 hours the grade, using the electronic system, and to be subject to the final evaluation in the next following term. According to the regulation, if even in the second case the student is not satisfied with his/her grade, then he/she has the right to make a written complaint to the dean's office and request evaluation through the commission.



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According to *the Regulation on Studies of AAB College*, section 12, the exam from the same subject can be taken at most 5 times. The student who does not complete the exam at the 5<sup>th</sup> time may, at his/her request, be subject to a commission established by the dean of the faculty concerned. If the student does not pass the exam even on the 5<sup>th</sup> time, as well as before the commission, that student is obliged to attend the lectures and exercises of the respective subject again. According to the expert, giving students the right to take the same exam five times is too many times, three times should be the maximum number. If the exam is not passed after the second time, the evaluation is done by commission. If even after the third time the student fails to pass the exam, he/she automatically fails the whole year.

The student is evaluated, according to the regulation, with a grade from 5 (five), which is insufficient, to 10 (ten), which is excellent. Grading is done electronically by the professor of the subject and the totality of student grades constitutes the transcript of grades that the student can generate from the system at any time. The exam report for each subject is signed by the Vice Rector for Teaching, the Vice Rector for Administration, the Dean of the respective Faculty and the Office for Quality Assurance and is then archived in the files of the institution. The bureaucratic approach to signing the exam report by so many people, if possible, should be facilitated, one signature of the person in charge and the teacher should be enough.

According to the Statute of the AAB College, but also administrative instructions at MEST level, two terms are set for the transfer of students either from other HEIs or within the AAB College. After the impressions the expert can confirm that, the students' transfer between higher education institutions, faculties and study programs is clearly regulated in formal internal documents.

The academic staff at the AAB College, in addition to lectures, is accessible to students during office hours. Each teacher has two hours per week, specified for individual meetings with students. In cases where requests for appointments are high, the academic staff is obliged to hold even more weekly consultations with students, either physically or through electronic platforms.

According to the available documents and after the discussions at the college, the expert can also state that the lecturers are accessible to the students and can be approached for problems.

In the university's own SWOT analysis, a number of points have already been mentioned which the college should also pursue itself.

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Standard	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
Standard 5.2. All students enrolled in the study program possess a high school graduation diploma or other equivalent document of study, according to MEST requirements.	X	
Standard 5.3. The study groups are dimensioned so as to ensure an effective and interactive teaching and learning process.		X
Standard 5.4. Feedback to students on their performance and results of assessments is given promptly and accompanied by mechanisms for assistance if needed.	X	
Standard 5.5. The results obtained by the students throughout the study cycles are certified by the academic record.	X	
Standard 5.6. Flexible treatment of students in special situations is ensured with respect to deadlines and formal requirements in the program and to all examinations.	X	
Standard 5.7. Records of student completion rates are kept for all courses and for the program as a whole and included among quality indicators.	X	
Standard 5.8. Effective procedures are being used to ensure that work submitted by students is original.	X	



Standard 5.9. Students' rights and obligations are made publicly available, promoted to all those concerned and enforced equitably; these will include the right to academic appeals.	X	
Standard 5.10. The students' transfer between higher education institutions, faculties and study programs is clearly regulated in formal internal documents.	X	
Standard 5.11. Academic staff is available at sufficient scheduled times for consultation and advice to students. Adequate tutorial assistance is provided to ensure understanding and ability to apply learning.	X	

**Compliance level:** Substantially compliant

**ET recommendations:**

1. A clear and formally adopted admission procedure at institutional level that the study program respects when organising students' recruitment should be provided.
2. The *Regulation on Studies of AAB College*. 12 section, should be changed to more strict requirements, allowing students to take the same exam only 2 times, and the third - with a commission.
3. The bureaucratic approach to signing the exam report by so many people, if possible, should be facilitated, one signature of the person in charge and the teacher should be enough.
4. The expert highly recommends introducing the identification of plagiarism as a compulsory procedure not only for thesis, but for all graded course works at the faculty.
5. Ensure active involvement of students into the joint research activities and publications with professors.

**2.6. Research**

In accordance with SER, the Faculty of Economics has marked a significant improvement in the field of scientific research. Since one of the strategic objectives of the AAB College is scientific research, at the level of the institution great efforts have been made to improve the quality of scientific research and other research-related activities. The strategic objective of the Development Plan of the AAB College is to support development and research projects of staff and students in order to increase the relevance of studies, as well as to improve working



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conditions and to establish a culture of excellence, innovation and use of new technologies in order to develop the quality of educational and research services. Through this objective, the Faculty of Economics aims to organize scientific conferences, increase the number of staff involved in scientific publications with an international impact factor, and increase cooperation with regional and international universities in the field of scientific research. The SE report does not contain information on the research development plan of the Marketing and Business program/ department regarding the reflection of scientific / applied research objectives.

AAB home page section: Research consists from five subsections. It would be necessary to create a separate Research section at the Faculty of Economics homepage with Priority research directions for each Program or Department; Journals, Conferences etc.

The AAB College International Scientific Journal entitled ‘Thesis’, is a yearly publication, and applies the anonymous double blind peer review process, which means that the reviewer does not know the identity of the author and the author does not know who the evaluator of their article is. However, the journal is not indexed in any international databases and it is recommended to promote the journal's inclusion in WoS, Scopus, or at least EBSCO.

So far, the Faculty of Economics has held two international scientific conferences (Economic Sustainability of the Balkan Countries and Integration Challenges - June 03, 2017 and Economic Sustainability of the Balkan countries and the Euro-integration challenges II, on May 26, 2018, as well as being a co-organizer in regional conferences). The faculty has organized several roundtables with external and local experts, various symposia, workshops and 7-10 professional trainings in each academic year, while more than 30 staff members have participated in regional or international scientific conferences.

According to the employment contract, each member of the academic staff is obliged to produce at least one scientific paper within the academic year and to engage in other cooperation projects which aim to increase the quality of teaching at the Faculty of Economics. The discussion with academic Faculty members during the site visit showed that academic staff is informed about the criteria for evaluating and promoting staff and considers them achievable. Nevertheless, statistics on the number of published works of the involved academic staff shows that not each academic staff member has produced at least an average of one scientific/applied research publication per year for the past three years (for instance, Ass. Dr. Ali Ismajli, Abdullah Prebreza, Enver Bajçinca, Fjolla Trakaniqi and others).

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Scientific research at the AAB College is validated through scientific and applied research publications, artistic products, technology transfer through consulting centers, and other validation structures.

AAB has prepaid access to J-STOR, Edward Elgar, EBSCO, DOAJ – Directory of Open Access Journals, SCIENCE COMMONS – Open access Law Journal, BioOne Research Evolved, IOP Electronic Journals, Oxford Reference, OECD iLibrary, Directory of Open Access Books, The New England Journal of Medicine, ASTM COMPASS, IMF eLibrary, e-Duke Journals Scholarly Collection, eIFL Kosovo Consortium. However, some of sources are free available for all users, and there is no access to the Elsevier, Scopus and WoS databases. In addition, it is recommended to look for EU projects to obtain financing for the purchase of databases with data access as Orbis, Market Line etc.

<i>Standard</i>	<b>Compliance</b>	
	<b>Yes</b>	<b>No</b>
<i>Standard 6.1.</i> The study program has defined scientific/applied research objectives (on its own or as part of a research centre or interdisciplinary program), which are also reflected in the research development plan of the institution; sufficient financial, logistic and human resources are allocated for achieving the proposed research objectives.		X
<i>Standard 6.2.</i> Expectations for teaching staff involvement in research and scholarly activities are clearly specified, and performance in relation to these expectations is considered in staff evaluation and promotion criteria.	X	
<i>Standard 6.3.</i> Clear policies are established for defining what is recognized as research, consistent with international standards and established norms in the field of study of the program.	X	
<i>Standard 6.4.</i> The academic staff has a proven track record of research results on the same topics as their teaching activity.	X	
<i>Standard 6.5.</i> The academic and research staff publish their work in speciality magazines or publishing houses, scientific/applied/artistic products are presented at conferences, sessions, symposiums, seminars etc. and contracts, expertise, consultancy, conventions, etc. are provided to partners inside the country and/or abroad.	X	
<i>Standard 6.6.</i> Research is validated through: scientific and applied research publications, artistic products, technological transfer through consultancy centres, scientific parks and other structures for validation.	X	
<i>Standard 6.7.</i> Each academic staff member and researcher has produced at least an average of one scientific/applied research publication or artistic		X



outcome/product per year for the past three years.		
<i>Standard 6.8.</i> Academic and research staff publish under the name of the institution in Kosovo they are affiliated to as full-time staff.	X	
<i>Standard 6.8.</i> Academic staff are encouraged to include in their teaching information about their research and scholarly activities that are relevant to courses they teach, together with other significant research developments in the field.	X	
<i>Standard 6.9.</i> Policies are established for ownership of intellectual property and clear procedures set out for commercialization of ideas developed by staff and students.		X
<i>Standard 6.10.</i> Students are engaged in research projects and other activities	X	

**Compliance level:** Substantially compliant

**ET recommendations:**

1. The study program needs to add the scientific/applied research objectives related to Marketing and Business, based on the priority areas of research.
2. Create separate faculty home page with Research section, identifying Priority research directions for each Department; Journals, Conferences etc.
3. Networking with international universities in the organisation of conferences.
4. Stimulate students to apply for the independent research grant and funds from the external funding, donors and projects.
5. Apply for projects to get funding for databases as Scopus, WoS, Orbis, Market Line etc.
6. The program should develop and implement measures for better involvement of students in research activities.
7. It is recommended to increase the scientific level of the journals “Thesis” to meet the criteria for indexing them in the Web of Science and Scopus databases. The research achievements of the Faculty are recognised, though mechanisms for the involvement of students have not been very successful.

**2.7. Infrastructure and resources**



In terms of infrastructure and resources, the AAB College has the most modern infrastructure and offers the best study conditions for students. The new facility built by the AAB College meets all European standards for the organization of the academic teaching process, as well as offers suitable opportunities for conducting research work. Also, the Faculty of Economics has administrative staff which is at the service of students and academic staff, while a large part of the communication between students - academic staff and the Dean’s Office is conducted through the E-Service electronic platform.

Regarding the financial plan, in accordance with the provisions of the Statute, AAB provides financial means from the following sources: 1) tuition fees, administrative fees and other payments made by students; 2) from payments for commercial services and other services; 3) from the funds of the Ministry and the Budget of Kosovo for teaching and scientific-artistic research of general interest; 4) from donations, gifts and assistance; 5) from the use of AAB intellectual property; 6) from contracts with national, international, public or private organizations in the field of teaching, scientific research, art; and 7) from any other source permitted by the laws in force in Kosovo. The AAB College, as the largest non-public higher education institution in the country, generates sufficient revenue through the above sources and thus ensures the financial sustainability of the study program. After, submission of the draft report, the college provided the Financial plan.

The total number of spaces offered there is about 4,657m<sup>2</sup> for the campus in Gjakova. The spaces are equipped with classrooms, computer rooms, library, recreational spaces for students, professors, and management offices, etc.

There is only one Library in the Gjakova campus, but students have access to all AAB College Libraries across all campuses. However, the specified requirements of Standard 7.5 have not been clarified, as a result the expert estimates it as “No Compliance”.

After the draft report submission, the college clarified the specified requirements of Standard 7.5, that allowed the expert to change it estimate to “Compliance”.

The students of the Faculty of Economics have the best access in terms of infrastructure. The facility has escalators, elevators, emergency exits and all relevant infrastructure for students with special needs.

<i>Standard</i>	<b>Compliance</b>
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	Yes	No
Standard 7.1. The adequate long-term implementation of the study program is ensured in quantitative terms as regards premises, human resources and equipment. At the same time, it is guaranteed that qualitative aspects are also taken into account.	X	
Standard 7.2. There is a financial plan at the level of the study program that would demonstrate the sustainability of the study program for the next minimum three years.	X	
Standard 7.3. The higher education institution must demonstrate with adequate documents (property deeds, lease contracts, inventories, invoices etc.) that, for the study program submitted for evaluation it possesses the following, for the next at least three years: a) owned or rented spaces adequate for the educational process; b) owned or rented laboratories, with the adequate equipment for all the compulsory disciplines within the curriculum, wherever the analytical syllabus includes such activities; c) adequate software for the disciplines of study included in the curriculum, with utilisation licence; d) library equipped with reading rooms, group work rooms and its own book stock according to the disciplines included in the curricula.	X	
Standard 7.4. The number of seats in the lecture rooms, seminar rooms and laboratories must be related to the study groups' size (series, groups, subgroups); the applicative activities for the speciality disciplines included in the curricula are carried out in laboratories equipped with IT equipment.	X	
Standard 7.5. The education institution's libraries must ensure, for each of the study programs: a) a number of seats in the reading rooms corresponding to at least 10% of the total number of students in the study program; b) a number of seats in the group work rooms corresponding to at least 10% of the total number of students in the study program; c) their own book stock from Albanian and foreign speciality literature, enough to cover the disciplines within the curricula, out of which at least 50% should represent book titles or speciality courses of recognised publishers, from the last 10 years; d) a book stock within its own library with a sufficient number of books so as to cover the needs of all students in the cycle and year of study the respective discipline is provided for; e) a sufficient number of subscriptions to Albanian and foreign publications and periodicals, according to the stated mission.	X	
Standard 7.6. The infrastructure and facilities dedicated to the implementation of the program is adapted to students with special needs	X	

**Compliance level:** Fully compliant



**ET recommendations:**

1. Development of a financial plan at the level of the study program that would demonstrate the sustainability of the study program for the next minimum three years.
2. Develop the list of free library resources to all categories of users (from students – up to professors). Prepare the additional source of information – like the Guide to Free Online Library Resources.

**3. OVERALL EVALUATION AND RECOMMENDATION OF THE ET**

The Expert would like to commend the programme development team for their proactive engagement with the expert during the validation event. There was a very strong sense of teamwork and ownership exhibited by the programme development team. It is evident that a good level of care and attention has been given to the (re)design of the programmes for the upcoming cohorts of students. Having considered the documentation provided and discussed it with the programme development team, the Re-accreditation expert recommends the following:

<b>Standard</b>	<b>Compliance Level</b>
Mission, objectives and administration	Substantially compliant
Quality management	Substantially compliant
Academic Staff	Substantially compliant
Educational Process content	Substantially compliant
Students	Substantially compliant



Research	Substantially complaint
Infrastructure and resources	Fully complaint
<b>Overall Compliance</b>	Substantially complaint

The overall compliance is assessed by the expert at the level of **Substantially Compliant**. However, the following recommendations need to be considered in relation to programmes re-accreditation:

1. A number of grammatical, translation, spelling and formatting errors have been recorded across all sections of original self-evaluation report; this often impeded understanding and could raise further questions.
2. The expert highly recommends introducing the identification of plagiarism as a compulsory procedure not only for thesis, but for all graded course works at the faculty.
3. The expert recommends to implement a more systematic approach to assure the achievement of learning outcomes on a yearly basis. This could be done by the Study Programme Management or an independent group within the faculty or the HEI.
4. It is strongly recommended that the program develops a differentiated catalogue of intended learning outcomes which is complemented by significant explanations how these learning outcomes and the competences to be acquired by students relate to the relevant descriptor levels of the European Qualification Framework.
5. It is recommended to increase the number of professors and acos. professors in the academic staff.
6. It is recommended to increase the number of classroom hours, as well as divide students into small groups also in the second and third year.
7. It is strongly recommended to include internship as obligatory requirement to graduate and include it as separate subject with credit points in Study Plan.



8. The Regulation on Studies of AAB College. 12 section, should be changed to more strict requirements, allowing students to take the same exam only 2 times, and the third - with a commission.
9. The bureaucratic approach to signing the exam report by so many people, if possible, should be facilitated, one signature of the person in charge and the teacher should be enough.
10. It is recommended that an industry council/board be established to assist in the teaching process, program content and learning outcomes.
11. It is recommended to increase the scientific level of the journals “Thesis” to meet the criteria for indexing them in the Web of Science and Scopus databases. The research achievements of the Faculty are recognised, though mechanisms for the involvement of students have not been very successful.
12. For achieving greater publicity about departmental research activities, it is recommended that a separate faculty home page with Research section, identifying priority research directions for each Programme is created. Information about student opportunities for applying for independent research grants and funds from the external donors should be included into the same dedicated area; as well as clear policies for defining what is recognized as research, consistent with international standards and established norms in the field of study of the program are provided.
13. Work more actively and with a long-term plan for attracting teaching staff abroad.
14. Development of a financial plan at the level of the study program that would demonstrate the sustainability of the study program for the next minimum three years.

In conclusion, the Expert considers that bachelor of art in Business and Management study programme (Full Time form) offered by AAB COLLEGE (Gjakova Campus) is **Substantially compliant** with the standards included in the KAA Accreditation Manual and, therefore, recommends to accredit the above study programme for a duration of 5 years with 80 students to be enrolled on the programme.

#### APPENDICES *(if available)*

##### 1. A



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- 2. B
- 3. C

### Expert

Member

  
(Signature)

**Prof. Dr. Ramona Rupeika-Apoga**

(Print Name)

**07.04.2021**

(Date)