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***AAB College  
BA Radiology Technician***

***RE/ACCREDITATION***

**REPORT OF THE EXPERT TEAM**



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*August 2022, online*

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## 1. INTRODUCTION

### 1.1. Context

**Date of site visit: 16<sup>th</sup> August 2022**

**Expert Team (ET) members:**

- *Dr. Domagoj Vugic*
- *Delia Lupescu*

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

- *Flamur Abazaj, SO for Monitoring and Evaluation*
- *Ilirjane Ademaj-Ahmeti, SO for Monitoring and Evaluation*

**Sources of information for the Report:**

- *SER and annexes.*
- *Discussions during online meetings.*
- *Video presenting the campus.*
- *Extra documents required by the ET and received from the AAB.*
- *The webpage of the college.*

**Criteria used for program evaluation:**

- *The KAA Manual for accreditation*



## 1.2. Site visit schedule

Time	Meeting	Participants
09:00 – 09:45	Meeting with the management of the faculty where the programme is integrated	<ul style="list-style-type: none"><li>- Shemsedin Vehapi, Vice Rector</li><li>- Bujar Gjickolli, Dean of the Faculty</li><li>- Nora Gashi, Coordinator for Teaching</li></ul>
09:50 – 10:35	Meeting with quality assurance representatives and administrative staff	<ul style="list-style-type: none"><li>- Furtuna Mehmeti, Head of the QAO</li><li>- Edona Gara, QA Coordinator</li></ul>
10:40 – 11:40	Meeting with the heads of the study programme	<ul style="list-style-type: none"><li>- Bujar Gjickolli</li><li>- Ilir Bejta</li><li>- Murat Murati</li><li>- Milaim Kosumi</li><li>- Sehad Kadiri</li><li>- Daut Gorani</li></ul>
11:40 – 12:25	Lunch break (provided at the evaluation site)	
12:25 – 13:10	Meeting with teaching staff	<ul style="list-style-type: none"><li>- Izet Sadiku</li><li>- Antigona Sadikaj</li><li>- Mustafë Buzoku</li><li>- Ekrem Hyseni</li><li>- Shpend Haxhibeqiri</li><li>- Flaka Pasha</li></ul>
13:15 – 14:00	Meeting with students	<ul style="list-style-type: none"><li>- Arjana Venhari</li><li>- Mimoze Duriqi</li><li>- Granit Rrustemi</li><li>- Eduarda Bytyqi</li><li>- Fjona Konjufca</li><li>- Valdrim Bunjaku</li></ul>
14:05 – 14:50	Meeting with graduates	<ul style="list-style-type: none"><li>- Erëza Kadriu</li><li>- Fatmir Miftari</li><li>- Erion Kamberi</li><li>- Eron Shala</li><li>- Auron Sahiti</li><li>- Alban Mustafa</li></ul>
14:55 – 15:40	Meeting with employers of graduates and external stakeholders	<ul style="list-style-type: none"><li>- Rrezart Halili</li><li>- Naser Rrustemi</li><li>- Flurim Berisha</li><li>- Florim Agaj</li><li>- Lorik Rrustemaj</li><li>- Durim Ratkoceri</li></ul>
15:40 – 15:50	Internal meeting of KAA staff and experts	



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15:50 – 16:00	Closing meeting with the management of the faculty and program	<ul style="list-style-type: none"> <li>- Shemsedin Vehapi, Vice Rector</li> <li>- Bujar Gjokolli, Dean of the Faculty</li> <li>- Nora Gashi, Coordinator for Teaching</li> </ul>
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### 1.3. A brief overview of the institution and program under evaluation

*Insert general information about the institution and the program under evaluation, its legal status, its mission, and others.*

## 2. PROGRAM EVALUATION

### 2.1. Mission, objectives and administration

**The mission of the Professional Bachelor in Radiology Technician program** is "to prepare, through advanced teaching and research methods, radiology technicians of a professional level, who are competent at the local and international level, who are prepared to become professional leaders with clinical and didactic skills in radiological imaging, and who can positively change the approach around the promotion of the radiology technician profession". [SER, p.12]

**The mission of the college:** "AAB organises student centred and diversified studies, engages in quality basic and applied research, and partners with community and industry to provide transformational learning experiences enabling development of the full potential of the students, staff, social and economic partners and the society". [SER, p.12]

The two missions are linked by the didactic concept of the program and the learning- related objective of the college. Moreover, they seem to be in sync as far as the contribution to the society is concerned - e.g. promotion of the radiology technician profession. However they seem to fall apart on one aspect: the program does not have a research concept defined - which might be understandable given that it is a BA-level professional programme. But even such programs can develop research-like projects in partnership with the industry and involve students.

The programme follows the rules and regulations of the college including the Code of Ethics [SER,p.14]. They are available for download and study on the college website: <https://aab->



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[edu.net/en/about-aab/policies-and-regulations/](http://edu.net/en/about-aab/policies-and-regulations/). They are revised formally every three years, when the college prepares for the institutional external evaluation, but sometimes even faster if needed.

The program has defined intended learning outcomes - following international models like the one in Sarajevo - and they are consistent with the NQF and the EHEA EQF, but the representatives of the faculty were not able to identify international academic or professional experts that were involved in the curriculum design. Nevertheless, the ET commends the college for involving students and potential employers in the discussions about the curriculum changes (as indicated during the site visit).

Standard	Compliance (yes/no)
Standard 1.1. <b>The study program mission is in compliance with the overall mission</b> statement of the institution	Yes
Standard 1.2. <b>Relevant academic and professional advice</b> is considered when <b>defining the intended learning outcomes</b> which are consistent with the <b>National Qualifications Framework and the Framework for Qualifications of the European Higher Education Area.</b>	No
Standard 1.3. The study program has a <b>well-defined overarching didactic and research concept.</b>	Yes
Standard 1.4. There are formal <b>policies, guidelines and regulations</b> dealing with recurring procedural or academic issues. These are made <b>publicly available</b> to all staff and students.	Yes
Standard 1.5. <b>All staff and students comply with the internal regulations</b> relating to <b>ethical conduct in research, teaching, assessment</b> in all academic and administrative activities	Yes
Standard 1.6. <b>All policies, regulations,</b> terms of reference and statements of responsibility relating to the management and delivery of the program <b>are reviewed at least once every two years</b> and amended as required in the light of changing circumstances.	Yes

**Compliance level:** Substantially compliant

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### **ET recommendations:**

- 1. Consider involving national or international experts in the field when revising the curriculum, learning outcomes and program design.*
- 2. Consider asking for graduates feedback on the program design, flow and relevance of courses/practical activities.*
- 3. Clear research plan with a list of projects is needed.*

### **2.2. Quality management**

During online visit and according to Self-evaluation report, expert team concludes that:

College has developed an extensive number of internal regulations dealing with the quality assurance such as Quality Assurance Regulation, Quality Assurance Guideline and Strategic Development Plan that are integrated into normal planning processes.

Assessments predominantly in a form of questionnaires are conducted with:

- Academic staff
- Students
- Employers
- Graduates
- Administrative staff

Example of a good practice is that those questionnaires are made obligatory for students which yields a better response rate. Unlike students, the response rate is lower for other areas: academic staff and especially employers and graduates, and college should aim to motivate those groups to reach higher response rates and gain more realistic feedback. Indeed we found that all the evaluation processes above are aimed at ensuring that the minimum quality criteria are met and continuous improvement of the quality of study programs is achieved. Additionally, all of the processes are carried out regularly and at least once a year or on a semestral basis regarding the students. Furthermore, QA processes take in all the aspects of the

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program and provide an overview of quality issues for the overall program as well as of different components found within it. However, as discussed during site visit, more attention should be given to areas such as quality of research, admissions, student examination and reaching learning outcomes. Finally, we note that all the processes related to quality assurance are evaluated and reviewed regularly and that the College has developed a framework of performance evaluation to monitor quality implementation.

Last but not least, the ET observed the starting efforts of the college to develop a set of key quality indicators, in relation with the institutional strategy and objectives. The endeavour should be finished by setting targets and starting monitoring the implementation of these indicators.

Standard	Compliance (yes/no)
Standard 2.1. <b>All staff participate in self-evaluations</b> and cooperate with reporting and improvement processes in their sphere of activity.	no
Standard 2.2. <b>Evaluation processes and planning for improvement are integrated into normal planning processes.</b>	yes
Standard 2.3. <b>Quality assurance processes deal with all aspects of program planning and delivery</b> , including services and resources provided by other parts of the institution.	no
Standard 2.4. Quality evaluations provide <b>an overview of quality issues for the overall program</b> as well as of different components within it; the evaluations consider inputs, processes and outputs, <b>with particular attention given to learning outcomes for students.</b>	yes
Standard 2.5. Quality assurance processes ensure both that <b>required standards are met</b> and that there is <b>continuing improvement in performance.</b>	yes
Standard 2.6. <b>Survey data is being collected from students, graduates and employers;</b> the results of these evaluations are <b>made publicly available.</b>	yes





Standard 2.7. <b>Results of the internal quality assurance system are taken into account for further development of the study program.</b> This includes evaluation results, investigation of the student workload, academic success and employment of graduates.	yes
Standard 2.8. The institution ensures that <b>reports on the overall quality of the program are prepared periodically</b> (eg. every three years) for consideration within the institution indicating its <b>strengths and weaknesses.</b>	yes
Standard 2.9. <b>The quality assurance arrangements for the program are themselves regularly evaluated and improved.</b>	yes

**Compliance level:** Substantially compliant

**ET recommendations:**

- 1. Publication of evaluation results from every survey. Summary of these results for the public.*
- 2. Ensure that all of the academic staff are participating in QA processes (just like students)*
- 3. Make sure that Research is also monitored through Quality assurance processes (is given more space and particular focus).*

**2.3. Academic staff**

During online visit and according to Self-evaluation report, expert team concludes that:

The college has established clear instructions and regulations regarding academic staff employment. Candidates are provided with full position descriptions and conditions of employment. Under the work contract and in full compliance with the Law of Labour teaching staff must comply with the legal requirements concerning the occupation of teaching positions included in the Administrative instruction on Accreditation. We were informed in the additional documents received that none of the staff has more than two teaching positions (one full-time, one part-time). However, the majority of staff is involved in non-teaching positions at other Institutions which might pose a threat to full dedication to college activities and increased workload. The fact that academic staff publish their research results under other affiliations is proof that their commitment goes to other Institutions that also offer them bigger



support. AAB should develop a long term strategy to increase the support they offer to their staff so that they are incentivised to work full-time at AAB.

From academic staff background and structure point. majority of them hold a PhD title in a relevant field and are employed on a full time basis. However, full time professor percentage still did not reach ideal 50% even though it is rather close to that number. Furthermore, we found that for each student group (at least according to current number of students and study groups) 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. College itself is providing certain opportunities for professional development. However, it is also one of the areas that could benefit some improvement in the future. In particular, staff should receive more funds for their professional development, continuous education, international mobility but also with administration and soft skills development. We will discuss this point further in the Research section but more opportunities in research project development, grant writing could only benefit the academic staff and the Institution overall.

Standard	Compliance (yes/no)
Standard 3.1. Candidates for employment are provided with <b>full position descriptions and conditions of employment</b> . 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.	yes
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.</b>	yes
Standard 3.3. Academic staff <b>do not cover</b> , within an academic year, <b>more than two teaching positions</b> (one full-time, one part-time), regardless of the educational institution where they carry out their activity.	yes
Standard 3.4. <b>At least 50% of the academic staff in the study program are full time employees</b> , and account for at least 50% of the classes of the study program.	no



Standard 3.5. <b>For each student group</b> (defined by the statute of the institution) and for every 60 ECTS credits in the study program, the institution has employed at <b>least one full time staff with PhD title</b> or equivalent title in the case of artistic/applied science institutions.	yes
Standard 3.6. <b>Opportunities</b> are provided for <b>additional professional development of teaching staff</b> , with special assistance given to any who are facing difficulties.	yes
Standard 3.7. The responsibilities of all teaching staff, especially full-time, include the <b>engagement in the academic community, availability for consultations with students and community service.</b>	yes
Standard 3.8. <b>Academic staff evaluation is conducted regularly</b> at least through self evaluation, students, peer and superiors' evaluations, and occur on a formal basis at least once each year. The <b>results</b> of the evaluation are made <b>publicly available.</b>	yes
Standard 3.9. Strategies for quality enhancement include <b>improving the teaching strategies and quality of learning materials.</b>	yes
Standard 3.10. <b>Teachers retired at age limit</b> or for other reasons lose the status of full-time teachers and <b>are considered part-time teachers.</b>	yes

**Compliance level:** Substantially compliant

**ET recommendations:**

1. *College should aim for even more full time staff professors.*
2. *More opportunities for professional development should be taken into account for academic staff, also soft skills development.*
3. *Develop more mobility opportunities for academic staff.*

**2.4. Educational process content**

During online visit and according to Self-evaluation report, expert team concludes that:

Bachelor programme in Radiology at AAB college aims to train and educate a professional capable of working in fields of diagnostic and therapeutic radiology within the scope of practice



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to bridge diagnostic and interventional radiology, radionuclide imaging and radiotherapy. The study program itself 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 study program is more or less similar to other study programs in Radiology with somewhat more emphasis on practical knowledge and techniques rather than basic biology and medicine subjects. In principle this is a good practice if the student already has certain basic biology and medicine knowledge. However, we found that some of the students come from different study backgrounds that are not always ideal and those students could benefit from some pre-enrollment program/courses, intensive consultations and/or tutoring programs during their studied, so they can all follow at the same level this study program.

The structure of the program is in principle designed in a more or less logical manner with a room for adjustments. One of the issues we see is not always realistic alignment between study matters and student workload in terms of ECTS credits allocation. For example same number of ECTS is associated for Anatomy and "Position of the patient during radiological imaging procedures" disciplines. Also similar ECTS points are given to English language. English 1 and English 2 have different ECTS points allocation and the same amount of lecture hours, which should be reconsidered. The ET recommends the college to re-evaluate the ECTS by asking students about their real workload, and based on their feedback to allocate the ECTS.

Syllabuses structure is an example of good practice at college and the Faculty as they contain: the discipline's objectives, the basic thematic content, learning outcomes, the distribution of classes, seminars and applicative activities, students' assessment system, the minimal bibliography and others. We found particularly good inclusion of lecturer contact, consultation hours and detailed references to literature with a division into basic and additional one. Teaching strategies are fit for the different types of learning and they differ from traditional ones, including various different teaching methods that are explained in SER but also in syllabus.

The programme includes a great share of practical activities which seems to be in line with the desire to have a "professional" programme, not a BSc. More can be done though to make this program even more relevant for (future) professionals in the field - e.g. talks/meetings with

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experts, teaching methods that encourage problem-solving (dealing with cases inspired from real-life), common (research) projects with employers that involve students etc.

Finally, talking to students, graduates but also academic staff, we found that the student-teacher relationship is indeed in the form of a partnership with constant feedback and information exchange.

<b>Standard</b>	<b>Compliance (yes/no)</b>
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.	yes
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.	yes
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 list at least 7 learning outcomes for the study program under evaluation.	no
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	yes



<p>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</p>	
<p>Standard 4.5. If the language of instruction is <u>other than Albanian</u>, 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.</p>	n/a
<p>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.</p>	yes
<p>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.</p>	yes
<p>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.</p>	yes
<p>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.</p>	yes
<p>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.</p>	yes



Standard 4.11. If the study program includes practice stages, the intended student learning outcomes are clearly specified and effective processes are followed to ensure that those learning outcomes and the strategies to develop that learning are understood by students. The practice stages are allocated ETCS credits and the work of the students at the practical training organisations is monitored through activity reports; students during practice stages have assigned tutors among the academic staff in the study program.	yes
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.	yes

**Compliance level:** Substantially compliant

**ET recommendations:**

1. *Some ECTS allocation in the study plan is not realistic. Reconsider some ECTS allocation to real workload*
2. *For the last semester it would be beneficial to have predominantly elective subjects that might help the students with their thesis work and some of mandatory ones regarding the conduct of research. Practice 6 could easily be merged with Bachelor thesis to have more quality thesis work.*
3. *Program lecture content needs to stay fluid as the radiology field changes quickly.*
4. *Considering valueing the numerous opportunities to boost interdisciplinarity with the other study programs of the College (e.g. computer science) including at the level of the curriculum.*
5. *When a student from non medicine/biology background is enrolled, it would be beneficial to organise some pre-enrollment courses, intensive consultations and/or tutoring programs to gain basic knowledge needed to be on the similar level to biology/medicine educated students.*



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## 2.5. Students

**Admission processes** are regulated by the Statute of the College which dictates the admission criteria and approximate calendar – the exact dates being decided by the Senate in relation with the KAA accreditation decision (SER, p. 34). The admission and enrolment is only allowed for graduates of secondary education that have successfully passed the Matura exam (SER, p.34) The site visit indicated that there are no formal procedures to ensure fair, consistent and transparent application of the admission procedures. As such, only some students get invited to an interview and thus get the chance to defend their position in front of faculty members, convincing them they are fit to enrol in the program even if they come from a field of study not compatible with the program.

The admissions-related details are published in June/July on the college website and advertised, along with relevant information about the program, throughout the highschools of Kosovo.

**Students benefit from Open Days** at the beginning of the first academic year.

Students are divided in **groups of 40 for the lectures** and in groups of 8-10 students for the practical exercises (SER, p.35). These dimensions of the study groups are enough to ensure the premises of interactive learning, but not enough. Teaching methods that facilitate active participation of students in the teaching-learning process, need to complement small-study groups. The head of the programs requested an increase in the number of places they can open up for admissions, but did not provide a plan to manage this: timetables for a number of double students, space management plans, human resources plan etc. Nor the documents received, neighted the information collected during the site visit manage to indicate that a proper preparation for doubling the number of enrolled students has been done. The ET recommends the faculty to consider thoroughly the impact this will have on the entire day-to-day activity.

**Feedback** to students is offered through the ongoing evaluations that include formative and summative forms of evaluation (SER, p.35). However, the feedback should always refer back to pre-set learning objectives – in terms of knowledge, competencies and abilities - that should be gained during each course. This way, the student could understand where he/she stands on the path to reaching these learning outcomes and what they could do to get back on track if the evaluation indicated that they are not reaching the desired outcomes. Both students and teachers should look more attentively to the learning outcomes – they should represent a constant preoccupation. All results are recorded in the electronic transcript of records (SER, p.35). There

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is some flexibility guaranteed in setting the deadlines, but it is not clear if this is also ensured for students in special situations – e.g. a member of the family died, the student was hospitalised/quarantined etc. (SER, p.35). Reports including statistical data about exams in an exam session are prepared for the Office of the Vice-rector for Training and discussed with the Deans (SER; p.35).

The **students rights and obligations** are determined by the institutional regulations – the Statute and the Regulation on Studies. They are well known to the students and teachers and are available on the website. They include the right to consult with the teachers within their 2 hour/week for consultation hours. However, part-time academic staff do not have their own office, but share a common office space. For them a specially–designated room for consultations should be available to be booked during the consultation hours in order to ensure a safe confidential space for students to address their issue to their teachers. The students union fights for the students rights and represents their interest in the relationship with the college, however students seemed to be more satisfied with the work of the year student representative, while their perception of the student union seemed to be that it is a sort of NGO organising charity work. Both the students and the teachers mentioned that the college has an ‘open-door’ policy, that encourages students to address their issues with the academic or administrative staff - including the faculty management - on the go. The most frequently related issue was linked to exam scheduling and students reported they always find teachers to be open to their suggestions of rescheduling exams in order not to overcrowd their exam session.

The **transfer of students** is allowed and regulated by the Statute of the college and in accordance with the MEST Administrative instruction. In practice, the transfer requests are analysed by the Transfer Office. There was also a case of a student from a General medicine program transferring to this programme reported and some others registered since the beginning of the program.

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’	No



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recruitment. Admission requirements are consistently and fairly applied for all students.	
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.	Yes
Standard 5.3. The study groups are dimensioned so as to ensure an effective and interactive teaching and learning process.	Yes
Standard 5.4. Feedback to students on their performance and results of assessments is given promptly and accompanied by mechanisms for assistance if needed.	No
Standard 5.5 The results obtained by the students throughout the study cycles are certified by the academic record.	Yes
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.	No
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. [SEP]	Yes
Standard 5.8. Effective procedures are being used to ensure that work submitted by students is original.	Yes
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.	Yes
Standard 5.10 Standard 5.10. The students' transfer between higher education institutions, faculties and study programs is clearly regulated in formal internal documents.	Yes
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.	Yes

**Compliance level:** Substantially compliant

**ET recommendations:**

1. *Ensure flexible treatment for students in difficult situations – e.g. possibility to take the exam upon a different date.*



2. *Continue the efforts to develop Key quality-indicators in relation with the strategy of the college/program and include statistical data about the courses/pass rates etc. among them;*
3. *Consider developing QA procedures that can ensure that admission procedures are consistently and fairly applied to all potential students and that they are in alignment with the formally adopted policies.*
4. *Consider investing in continuously developing the teachers' teaching competences to ensure an interactive teaching and learning process.*
5. *Consider revising the appeal policy and procedure so that they are clear regarding the grounds on which academic appeals might be based on, criteria for decision and available remedies. They should also guarantee impartial consideration by persons or committees independent of the parties involved.*
6. *Consider developing tutorial programs as a mechanism for assistance of the students in meeting their learning objectives (based on the feedback they receive from their teachers).*

## 2.6. Research

During online visit and according to Self-evaluation report, expert team concludes that:

Research is one of the areas that need the most improvement in the future. At the moment we found that college was focused predominantly on its teaching rather than research objectives. In additional documents received we found that there is a research plan for future activities but a rather broad one. College should have set direct and precise objectives regarding research, mostly by planning and creating new research projects.

Additionally, college is a mixture of different study fields and different experts but unfortunately we do not see a lot of interdisciplinary work among different fields. Additionally, College provided us with the list of research cooperations agreements. However, we do not see a high impact/outcomes of those collaborations but for the moment only as an opportunity in the future for research development. What is evident (at least looking at the publication) is that there is a lot of cooperation ongoing within the country which is a positive indicator. However, whether these relationships are formalised remains unclear.

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Expectations for teaching staff involvement in research and scholarly activities are clearly specified in employment contracts but sometimes criteria of 1 publication per year might be difficult to achieve. If not mistaken, we do not think that all the staff meet this criteria. The Faculty of Radiology has employed 26 professors, of which 11 are full-time and 15 part-time but we only received evidence that 9 professors met this particular criteria.

Outside of the research project, other research activities such as conference attendance are poorly developed and could be improved. SER states that in the last 5 years there were only a few conferences, both attended and organised, which is a rather low number. Both staff and students should drive a change and try to attend more conferences relevant to their work or their studies.

According to SER, the regular academic staff within the Faculty is obliged to publish works on behalf of AAB College. However, looking closely into the list of publications provided we found, if not mistaken, only a low percentage of research publications affiliated to AAB college. Majority of publications were affiliated to other Institutions. Furthermore, most, if not all the research work (outside of students) is performed outside of college. This is highly understandable but to reach its objectives of not only teaching but also research excellence in the region, college needs to invest further in its research infrastructure.

Finally we found that the programme itself provides enough opportunities for students to gain insight in research, predominantly through practical courses and Bachelor thesis.

Standard	Compliance
Standard 6.1. The study program has defined scientific/applied research objectives (on its own or as part of a research centre or interdisciplinary program), which are also reflected in the research development plan of the institution; sufficient financial, logistic and human resources are allocated for achieving the proposed research objectives.	no
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.	yes

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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.	yes
Standard 6.4. The academic staff has a proven track record of research results on the same topics as their teaching activity.	yes
Standard 6.5. The academic and research staff publish their work in specialty magazines or publishing houses, scientific/applied/artistic products are presented at conferences, sessions, symposiums, seminars etc. and contracts, expertise, consultancy, conventions, etc. are provided to partners inside the country and/or abroad.	yes
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.	yes
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.	no
Standard 6.8. Academic and research staff publish under the name of the institution in Kosovo they are affiliated to as full-time staff.	no
Standard 6.8.(1) 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.	no
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.	yes
Standard 6.10. Students are engaged in research projects and other activities.	yes

**Compliance level:** Partially compliant

**ET recommendations:**

- 1. Academic and research staff should publish under the name of the institution in Kosovo they are affiliated to as full-time staff.*
- 2. More national and international collaboration is needed.*
- 3. College should aim to produce more high quality publications in speciality journals.*



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4. *For outsiders and interested parties, information about research should be readily available on the webpage.*
5. *Number of grants written is rather low. The college should aim to increase it, or educate further its staff in research grant writing or even research project writing.*
6. *Intensify the efforts of supporting teaching staff and students to attend conferences. Now the number of conferences attended and held at the college is rather low, in the digital world it is easier than ever to participate in a conference and to organise one.*
7. *Research as seen in publication and staff affiliation is done predominantly outside of the college. If a college wants to position itself as not only teaching, but also a research centre, more investment is needed to have in house research activities. Consider allocating a budget line for research in the financial plan of the college/program.*

## **2.7. Infrastructure and resources**

The AAB college operates in 3 campuses: Pristina, Gjakova and Ferizaj. All of the campuses benefit from a modern infrastructure adequate for the purpose it is intended: the processes of teaching, learning and research. The BA programme for Radiology Technicians is only offered in Pristina in the 40.000m<sup>2</sup> campus. It includes X-ray machines, ultrasound machines, lecture rooms equipped with computers and a laboratory for 3D processing of radiology images [SER, p.42].

The ET commends the opportunities for practice offered to students through the AMD Clinic which operates within the campus [SER, p.42].

The college and this program use electronic platforms for the communication with students – e.g. for communicating grades [SER, p.42]. The college also has access to several academic journals like EBSCO, JSTOR OECD Library, etc. [SER, p.44].

The Faculty of Radiology employs 1 administrative staff that serves both students and academics of the faculty and thus of this program. They also benefit from the services of other support offices of the college: IT support, Career Office, Central Administration etc. [SER, p.42]

**Financial resources** of this program comprise of tuition fees, administrative fees and other payments (including payments for services provided by the faculty), donations, use of AAB

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intellectual property etc. [SE, p.43]. **The financial plan** provided as an extra-document indicated that the sustainability of the program relies heavily (more than 90%) on enrolling 150 students at least starting from the academic year 2023/2024. This seems a little bit unrealistic at the moment, since the program did not yet manage to cover all its current study places. Moreover, the expected increase in enrolled students is accompanied by an increase in the expenses with the academic staff salaries, but with no indication on whether the allocated sum for this would manage to cover the extra hours the current staff will have to do or the hiring of new academic staff. **The financial plan definitely needs revision.** Consider including resources for research (research-related issues are discussed in section 6 of this report). Also include the share of revenues from the clinic that are/can be used by the program as income. The international practice is that clinics bring in money for the Higher education institution to use to improve the quality of their teaching and research activities.

The college has two libraries that the students of this program can use. The central library has 180 study places, while the second library has extra 80 places. They are shared with all the students of the college, thus it is impossible to check if they meet the standard 7.4 and 7.5. - especially there is not sufficient data to check if they cover 10% of all the students. The ET recommends that the college administrative staff responsible with the library to check if the study places are enough or insufficient for all the students' requests (especially after the number of enrolled students increases) and to find solutions on the go. These potential solutions may include installing working places on the hallways, ensuring wifi connections all over campus, keeping classrooms open after hours so that students can use them as study places.

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.	Yes
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.	No
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;	Yes



<p>b) owned or rented laboratories, with the adequate equipment for all the compulsory disciplines within the curriculum, wherever the analytical syllabus includes such activities;</p> <p>c) adequate software for the disciplines of study included in the curriculum, with utilisation licence;</p> <p>d) library equipped with reading rooms, group work rooms and its own book stock according to the disciplines included in the curricula.</p>	
<p>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.</p>	Yes
<p>Standard 7.5. The education institution's libraries must ensure, for each of the study programs:</p> <p>a) a number of seats in the reading rooms corresponding to at least 10% of the total number of students in the study program;</p> <p>b) a number of seats in the group work rooms corresponding to at least 10% of the total number of students in the study program;</p> <p>c) their own book stock from Albanian and foreign 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;</p> <p>d) a book stock within its own library with a sufficient number of books so as to cover the needs of all students in the cycle and year of study the respective discipline is provided for;</p> <p>e) a sufficient number of subscriptions to Albanian and foreign publications and periodicals, according to the stated mission.</p>	No
<p>Standard 7.6. The infrastructure and facilities dedicated to the implementation of the program is adapted to students with special needs.</p>	Yes

**Compliance level:** Substantially compliant

**ET recommendations:**

1. *Revise the financial plan and include resources for research.*
2. *Consider lowering income percentage coming from tuition only, more projects are needed in this aspect.*





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3. *Buy more equipment specific to the field of study.*
4. *Buy more books in the library so that students can lend their most important bibliography references from the library.*
5. *Continue efforts of making the spaces and learning resources available to potential students and teachers with different disabilities, not just physical impairments.*
6. *Collect an infrastructure wish-list to get an idea of what devices / services / faculties staff members would like to use within the lecture / practice. And use this list as a starting point for future budget planning.*
7. *Consider developing partnership with other national or international institutions in order to grant access to the academic staff to specific equipment needed for research.*
8. *Increase the number of study places in the faculty/campus.*

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

In conclusion, the Expert Team considers that the study program BA Radiology Technician offered by AAB College is **Substantially compliant** with the standards included in the *KAA Accreditation manual* and, therefore, recommends to *accredit the* study program for a duration of **3 years** with a number of **100 students** to be enrolled in the program.

### 4. APPENDICES (if available) – N.A.

#### Expert Team

##### Chair

**Dr. Domagoj Vugić**

(Signature)

(Print Name)

*Domagoj Vugić*

(24/08/2022)

##### Member

**Delia Lupescu**

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*Delia Lupescu*

(24/08/2022)

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