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***AAB COLLEGE  
ARCHITECTURE BA***

***RE-ACCREDITATION***

**REPORT OF THE EXPERT TEAM**

*20<sup>th</sup> May 2022*



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## 1. INTRODUCTION

### 1.1. Context

**Date of online evaluation:** 20<sup>th</sup> of April 2022

**Expert Team (ET):**

- Prof. Dr. Gábor Dombay
- Christoph back

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

- Flamur Abazaj, Senior Officer for Evaluation and Monitoring
- Ilirjane Ademaj, Senior Officer for Evaluation and Monitoring

**Sources of information for the Report:**

- Self-Evaluation Report (SER) submitted by AAB College;
- Information obtained during the online meetings;
- Meetings conducted with the management of the institution and program, quality assurance representatives and administrative, teaching staff, students, graduates, employers of graduates and external stakeholders;
- Supplementary documents requested by the ET.

**Criteria used for program evaluation:**

- KAA Accreditation Manual 2021



## 1.2. Online meeting schedule

**30<sup>th</sup> March 2021**

Time	Meeting	Participants
09:00 – 09:45	Meeting with the management of the faculty where the programme is integrated	- Dr. Bujar Demjaha - Dr. Armend Fazliu - PhD. Cand. Elisa Nikolla
09.50 – 10.35	Meeting with quality assurance representatives and administrative staff	- Medina Spahiu - Ceko - Saranda Rifati
10:40 – 11:40	Meeting with the heads of the study programme	- Dr. Bujar Demjaha - Dr. Armend Fazliu - Dr. Kaltrina Jashanica
11:40 – 12.25	Lunch break (provided at the evaluation site)	
12:25 – 13:10	Meeting with teaching staff	- Arianit Loxha - Ejup Dullinja - Xhemajli - Haxhimustafa - Valon Xhelili - Adelina Tahiri - Florian Kurteshi - Hektor Vokshi
13:15 – 14:00	Meeting with students	- Ledina Kajtazi - Leonat Shabani - Adisa Salihi - Ambeta Brahimi - Albina Leka - Andi Kepuska - Dea Mulaj
14:05 – 14:50	Meeting with graduates	- Rinor Ahmetaj - Arrita Berisha - Alma Fuga - Dijedon Shala - Gerta Agoici - Gramoz Demjaha - Besiana Perniqi



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14:55 – 15:40	Meeting with employers of graduates and external stakeholders	<ul style="list-style-type: none"><li>- "LOCUS" - Valdete Pacolli</li><li>- DP&amp;Partners -</li><li>- Abedin Beqiri</li><li>- " WICONA" –</li><li>- Driton Kukulaj</li><li>- "A- Design" –</li><li>- Shkurte Pacolli</li><li>- "LSN architect"-</li><li>- Lulzim Nuza</li><li>- "Living -architect" –</li><li>- Ardit Kasapolli</li></ul>
15:40 – 15:50	Internal meeting of KAA staff and experts	
15:50 – 16:00	Closing meeting with the management of the faculty and program	



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

**AAB College** is the largest non-public institution of higher education in the Republic of Kosovo and in the region. It was established in 2002, initially with a unique program in Journalism and Mass Communication and continued further with the accreditation of study programs in the field of forensic sciences in cooperation with the Public University of Sarajevo. AAB College continued to expand as an institution of higher education by continuously offering study programs in various fields, thus, becoming a relevant academic institution in the country and in the region. Currently, AAB consists of a total of 14 faculties with study programs at both BA and MA levels. AAB College offers teaching in its main campus in Prishtina, and in the two branches in Gjakova and Ferizaj, as accredited by decision of KAA and licensed by MEST.

The **Architecture BA Program** aims to stimulate the creative and artistic side of Architecture itself with its students, at the same time generating required and valuable relation with the knowledge of technological side of it and the architectural constructions as closely related elements at all times. This means an Architecture that has a form of artistic declaration as a result, the purpose of creating contemporary ideas, respecting the environment at all times. To be able to practice architecture, it requires the ability to recognize the meaning of the space, form, proportions and completeness. Amongst all the knowledge about the function, construction/ technology side, materials and conditions of the environment are a necessity. Putting all of the above said together, the main goal of the BA in Architecture Program is oriented towards the architectural design, architectural constructions and systems, urban context and history of architecture through ages including the developments nowadays. Acquired knowledge in theoretical level are amplified with practical work in local studios with which AAB College has collaboration agreements.



The Architecture BA study programme is summarized in the following tables:

Name of the Institution:	AAB College
Faculty/Department:	Faculty of Architecture
Main and/or Branch Campus:	Main Campus
Specify the Branch you are applying for:	Prishtinë
Name of the Study Programme:	Architecture
Person in charge of the study programme:	Bujar Demjaha
Accreditation/Reaccreditation:	Reaccreditation
Level of qualification according to NQF:	ISCED 6
Academic degree or the name of the Diploma:	Bachelor of Science in Architecture
ECTS:	180
Specialization/Concentration:	/
Erasmus Subject Area Code (ESAC):	02.0; 02.1
Form of studies:	Full Time
Minimum duration of studies:	3 years – 6 semesters
Number of study places / Quote:	180
Permanent scientific/artistic personnel for the study programme (at least 3 PhDs):	Bujar Demjaha; Armend Fazliu; Kaltrina Jashanica; Xhemajl Haxhimustafa

<b>Year I</b>						
<b>Semester - I</b>			hours/week			Professor
Nr.	O/Z	Course	<u>L</u>	<u>U</u>	<u>ECTS</u>	
1	O	Design 1- Basics of architecture	2	6	9	PhD Armend Fazliu
2	O	<b>Architectural Construction 1 - Elements and Systems</b>	2	3	6	PhD Xhemajl Haxhimustafa
3	O	Free drawing - 1	1	1	3	Mr. Art. Fitim Aliu
4	O	English Language – 1	1	1	3	Cand PhD. Elisa Nikolla
5	O	Architectural Drawing	1	2	3	PhD Kaltrina Jashanica
6	O	Descriptive geometry	2	2	6	MA. Florian Kurteshi
<b>Semester - II</b>						
1	O	Design 2 – Individual residential buildings	2	6	9	PhD Armend Fazliu
2	O	<b>Architectural construction 2 – Stairs / roofs</b>	2	3	6	PhD Xhemajl Haxhimustafa
3	O	History of architecture – Antiquity to the Middle Ages	2	1	3	PhD Ejup Dullinja



4	O	CAD 1	1	1	3	Cand MA. Merkur Pajaziti
5	O	English Language – 2	1	1	3	Cand PhD. Elisa Nikolla
6	O	Free drawing - 2	1	2	3	Mr. Art. Fitim Aliu
7	Z-	Perspective	1	1	3	MA. Florian Kurteshi
8	Z	Applied Mathematics	1	2	3	Nga AAB

*Students can choose an elective course (Semester-2)*

**Year II**

**Semester – III**

Nr.	O/Z	Course	hours/week			Professors
			L	U	ECTS	
1	O	<b>Design 3</b> – Administrative buildings	2	6	9	MA Ida, Arianit Loxha
2	O	<b>Architectural construction 3</b> – Architectural physics	2	3	6	PhD Xhemajl Haxhimustafa
3	O	Basics of Urbansm	1	2	3	PhD Bujar Demjaha
4	O	Interior design	1	1	3	MA. Gazmend Vokshi
5	O	History of architecture – The Middle Ages until 1900	2	1	3	PhD Ejup Dullinja
6	O	CAD 2	1	1	3	Cand MA. Merkur Pajaziti
7	Z	Mechanics	2	1	3	Nga AAB
8	Z	Archiectural composition and presentation	1	1	3	Nga AAB

*Students can choose an elective course (Semester-3)*

**Semester - IV**

1	O	Design 4 – Collective housing	2	6	9	MA Ida, Arianit Loxha
2	O	Urban Planning	2	3	6	PhD Ilir Gjinolli
3	O	Installations	1	1	3	Nga AAB
4	O	History of Contemporary Architecture XX Century	1	1	3	PhD Ejup Dullinja
5	O	Architectural Analysis	1	1	3	PhD Kaltrina Jashanica
6	O	CAD 3	1	1	3	Cand MA. Merkur Pajaziti
7	Z	Furniture Design	2	1	3	Cand PhD Medina Çeko
8	Z	Historic Environent and Restoration	1	1	3	PhD Ejup Dullinja
9	Z	Resistance of materials	1	1	3	Nga AAB





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Expected learning outcomes of the BA Architecture Program are:

- Specialized knowledge of the higher level in the relevant field of studies/research, which serves as the basis for original thinking.
- Critical awareness towards issues of one field of study in relation to other disciplines.
- Knowledge which covers the majority of closely related disciplines (in the relevant field), their integration, the use of proper terminology and characteristics.
- The ability to use critical thinking which come out of main theories, concepts and principles.
- The use of extensive, detailed and critical knowledge, in one or more close disciplines, which are the most advanced part of their field.
- To be qualified for their studies on the Master level.
- To understand the real problematics of physical environment and global trends and impacts.
- To understand the relationship and interference of Fine Arts and Architectural Design.
- To interrelate the ideas and knowledge about the profession of architecture and its role in society -
- To have knowledge about Research Methods
- To acquire the competences in the fields of theory and practice,
- To be able to create environments that complement the aesthetic, technical, ecological requirements,
- To have creative, analytical, innovative thinking skills,
- To provide interdisciplinary cooperation and have professional ethics, potential training, to be sophisticated, confident, honest, capable of self-criticism, impartial and authentic,
- Understand the differences between people and buildings, evaluate the project and the environment in which they are located,
- To be skillfull on fullfulling all the requirements on the aesthetic and technical work within the design process,
- To have knowledge on planning and urban design,
- To understand the problems of physical environment and related research through technology about comfort and aesthetic conditions
- To have the knowledge on industrial sectors, organizations, regulations and processes related to the transformation of the design concepts and requirements of the building projects according to approved master plans.
- Have knowledge of sustainable design, and environmental improvement.



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- To have knowledge on Research methods and report techniques which act as an integral part of architectural education.



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## 2. PROGRAM EVALUATION

*The program evaluation consists 7 sub headings through which the educational process content, students, research and resources are assessed, as well as quality assurance, mission and objectives, according to the requirements of KAA Accreditation Manual 2021.*

### 2.1. Mission, objectives and administration

In 2018 KAA introduced its new accreditation standards which defines the framework of evaluation. The Self Evaluation Report (SER) of AAB Architecture BA Program follows the structure of the Accreditation Manual, briefly referring to the compliance of each standard. The SER is fairly concise, yet it mostly sufficiently covers the areas required for the re-accreditation procedure.

The mission statements are clearly defined in compliance with the overall mission statement of AAB College, although it is fairly general and there is no research strategy, no clearly defined research concept for the study programme.

As the ET was informed during the meetings professional advice and consultation was taken into account in the creation of the curricula of the programs. Didactic and research concepts are defined. Formal policies, guidelines and regulations are set.

The ET was concerned about the lack of Key Performance Indicators and requested additional documents about them and their application in the quality assurance procedures of AAB. Unfortunately the documents sent did not prove that indicators are effectively taken into account in the procedures and planning. More details about it are in the Quality Management chapter of this report.



## Compliance calculation

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

**Compliance level:** 83% - Substantially compliant

### ET recommendations:

1. *The research aspects of the programme mission should be presented in more clear and detailed way.*
2. *A detailed strategic research development plan should be prepared for the Architecture BA programme.*



## 2.2. Quality management

ABB College was able to demonstrate a working QM system. A wide range of surveys are used for the process of data collection. All necessary stakeholders are part of the evaluation process via surveys. The gathered data is used for the further development of the program.

The QM system is able to ensure that required standards are met and that there is continuing improvement in performance. Detailed QM reports (including strengths and weaknesses) are prepared for every KAA evaluation.

The QA representatives were able to explain how the quality assurance arrangements are evaluated and improved. For this an example (revision of the surveys) could be presented.

For the planning process of the program ABB College was not able to explain how Quality Indicators are used. With the additional documents, requested by the EP, AAB College provided a list of “Quality Assurance performance Indicators”. Unfortunately, during the interview with the QA representatives, this list could not be explained, nor accurate examples could be given. Therefore, the EP puts in question, if these “Quality Assurance performance Indicators” are used in the program planning process.

While the data collecting process is working quite well, ABB College is not publishing the survey data (not even in aggregated form).

### Compliance calculation

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



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

**Compliance level:** 78% - Substantially compliant

**ET recommendations:**

1. *Key Quality Indicators should be thoroughly defined and applied in the QA procedures, reporting and planning.*
2. *Quality evaluations should be made publicly available. A bilingual website for quality management can be a mean for this.*



### 2.3. Academic staff

Based on the staff CVs the ET considers that teaching staff complies with the relevant legal requirements, they possess the necessary qualifications needed for each study program.

The contains the required summary table of the teaching staff, clearly indicating full time, part time. Based on the SER, the academic staff of the Architecture BA programme is comprised of 17 full time, 2 part time and 2 visitor academic personnel. Based on this data the 50% criteria for full time staff of Standard 3.4. is fulfilled. Out of the 17 full time staff 7 persons are scientifically qualified (6 Dr.sc and 1 PhD), which is 41% of the full time academic staff. As there are 4 PhD candidates in the list, this number will hopefully increase in the near future.

The SER provides some information about trainings organized for the academic staff, and also the activity of the Center for Professional Advancement, which are mostly related to teaching methodology, but not professional development. The ET thinks that AAB should integrate a professional development plan of its existing staff into its staff development strategy, and should not only focus on increasing the number of the qualified academic staff.

### Compliance calculation

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



<i>Standard 3.3.</i> Academic staff do not cover, within an academic year, more than two teaching positions (one full-time, one part-time), regardless of the educational institution where they carry out their activity.	X	
<i>Standard 3.4.</i> At least 50% of the academic staff in the study program are full time employees, and account for at least 50% of the classes of the study program.	X	
<i>Standard 3.5.</i> For each student group (defined by the statute of the institution) and for every 60 ECTS credits in the study program, the institution has employed at least one full time staff with PhD title or equivalent title in the case of artistic/applied science institutions.	X	
<i>Standard 3.6.</i> Opportunities are provided for additional professional development of teaching staff, with special assistance given to any who are facing difficulties.	X	
<i>Standard 3.7.</i> The responsibilities of all teaching staff, especially full-time, include the engagement in the academic community, availability for consultations with students and community service.	X	
<i>Standard 3.8.</i> Academic staff evaluation is conducted regularly at least through self-evaluation, students, peer and superiors' evaluations, and occur on a formal basis at least once each year. The results of the evaluation are made publicly available.		X
<i>Standard 3.9.</i> Strategies for quality enhancement include improving the teaching strategies and quality of learning materials.	X	
<i>Standard 3.10.</i> Teachers retired at age limit or for other reasons lose the status of full-time teachers and are considered part-time teachers.	X	

**Compliance level:** 90% - Substantially compliant

**ET recommendations:**

1. *Academic staff evaluation has to be made publicly available.*
2. *Professional staff development is to be integrated int the staff development plan.*





## 2.4. Educational process content

In the Architecture BA program the ratio of theory and practice related subjects is favourable. The courses cover all major areas of architecture on a bachelor level. As the ET was informed, the management is planning to reform the programme, adapting it to the changes that has happened in the recent years in Kosovo. As the ET has no further information about this, this report concerns only the existing programme.

The ET considers the involvement of computer aided design and classical methods favourable. The curricula is comprehensive. The only concern the ET might point out is that Materials in Architecture is taught in the 5<sup>th</sup> semester only. As there are numerous subjects build upon material knowledge (e.g. Architectural construction 1-3, Resistance of Materials et.), the ET recommends that Materials in Architecture should be rather placed in the first year, preferably the first semester.

The cooperation with companies and institutions regarding to student involvement in internships and site visits is good.

### Compliance calculation

<i>Standard</i>	<b>Compliance</b>	
	<b>Yes</b>	<b>No</b>
<i>Standard 4.1.</i> The study program is modelled on qualification objectives. These include subject-related and interdisciplinary aspects as well as the acquisition of disciplinary, methodological and generic skills and competencies. The aspects refer especially to academic or artistic competencies, to the capability of taking up adequate employment, contributing to the civil society and of developing the students' personality.	X	
<i>Standard 4.2.</i> The study program complies with the National Qualifications Framework and the Framework for Qualifications of the European Higher Education Area. The individual components of the program are combined in a way to best achieve the specified qualification objectives and provide for adequate forms of teaching and learning.	X	
<i>Standard 4.3.</i> The disciplines within the curriculum are provided in a logical flow and meet the definition and precise determination of the general and	X	



specific competencies, as well as the compatibility with the study programs and curricula delivered in the EHEA. To be listed at least 7 learning outcomes for the study program under evaluation.		
<i>Standard 4.4.</i> The disciplines within the curriculum have analytical syllabuses which comprise at least the following: the discipline's objectives, the basic thematic content, learning outcomes, the distribution of classes, seminars and applicative activities, students' assessment system, the minimal bibliography, etc. The full course description/ syllabuses of each subject/ module should be attached only in electronic form to the self-assessment report for the study program under evaluation.	X	
<i>Standard 4.5.</i> If the language of instruction is other than Albanian, actions are taken to ensure that language skills of both students and academic staff are adequate for instruction in that language when students begin their studies. This may be done through language training prior to the commencement of the program.	X	
<i>Standard 4.6.</i> The student-teacher relationship is a partnership in which each assumes the responsibility of reaching the learning outcomes. Learning outcomes are explained and discussed with students from the perspective of their relevance to the students' development.	X	
<i>Standard 4.7.</i> Teaching strategies are fit for the different types of learning outcomes programs are intended to develop. Strategies of teaching and assessment set out in program and course specifications are followed with flexibility to meet the needs of different groups of students.	X	
<i>Standard 4.8.</i> Student assessment mechanisms are conducted fairly and objectively, are appropriate for the different forms of learning sought and are clearly communicated to students at the beginning of courses.	X	
<i>Standard 4.9.</i> Appropriate, valid and reliable mechanisms are used for verifying standards of student achievement. The standard of work required for different grades is consistent over time, comparable in courses offered within a program, and in comparison with other study programs at highly regarded institutions.	X	
<i>Standard 4.10.</i> Policies and procedures include actions to be taken in to dealing with situations where standards of student achievement are inadequate or KAA inconsistently assessed.	X	
<i>Standard 4.11.</i> If the study program includes practice stages, the intended student learning outcomes are clearly specified and effective processes are 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.	X	



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<i>Standard 4.12.</i> In order to facilitate the practice stages, the higher education institution signs cooperation agreements, contracts or other documents with institutions/organisations/practical training units.	X	
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**Compliance level:** 100% - Fully compliant

**ET recommendations:**

1. *Materials in Architecture subject should be taught in the 1<sup>st</sup> semester.*



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## 2.5. Students

ABB College provides a good working administration for its students. All necessary regulations (regarding to admission procedure, rights and obligations of students and students transfer between HEI's and faculties) are available for students and applicants as well as fairly applied.

During the interview with the students, the EP got a good impression about the life of a student at the program. ABB College manages to split the study groups if they grow too big for a lecture or seminar. The students also explained that they are satisfied with the availability of the teaching staff for advice and consultation. The same goes for the feedback after an examination, the grades are available after two weeks at the latest. The academic record for a student is available at any time.

With the help of examples, AAB College was able to credibly explain the flexible and fair treatment of students in special situations. The process on how a student can request such a treatment is regulated.

The topic of academic integrity and prevention of plagiarism is covered by AAB College. The academic staff is in charge to enlighten the students about it. Also, a plagiarism detection software ("*Turnitin*") is available to check if work submitted by students is original.

While the data collection system of the QM keeps track of student completion rates for all courses, the EP is not able to state that these completion rates are used for comparison with quality indicators. (See 2.2)

Student dropout rate is fairly high in the Architecture BA programme, around 30%. The ET was informed that AAB would like to increase the number of enrolled students in order to mitigate its loss of income due to the dropouts. The ET considers that AAB should create a different strategy to tackle this problem. Increasing the enrolment numbers would further



increase dropout rates. Even if it creates a momentary income benefit, from a macroeconomic point of view this would be a waste of resources. Rather AAB should create incentives for the students in order to reduce the dropout rates.

### Compliance calculation

<i>Standard</i>	<b>Compliance</b>	
	<b>Yes</b>	<b>No</b>
<i>Standard 5.1.</i> There is a clear and formally adopted admission procedure at institutional level that the study program respects when organising students' recruitment. Admission requirements are consistently and fairly applied for all students.	X	
<i>Standard 5.2.</i> All students enrolled in the study program possess a high school graduation diploma or other equivalent document of study, according to MEST requirements.	X	
<i>Standard 5.3.</i> The study groups are dimensioned so as to ensure an effective and interactive teaching and learning process.	X	
<i>Standard 5.4.</i> Feedback to students on their performance and results of assessments is given promptly and accompanied by mechanisms for assistance if needed.	X	
<i>Standard 5.5.</i> The results obtained by the students throughout the study cycles are certified by the academic record.	X	
<i>Standard 5.6.</i> Flexible treatment of students in special situations is ensured with respect to deadlines and formal requirements in the program and to all examinations.	X	
<i>Standard 5.7.</i> Records of student completion rates are kept for all courses and for the program as a whole and included among quality indicators.		X
<i>Standard 5.8.</i> Effective procedures are being used to ensure that work submitted by students is original.	X	
<i>Standard 5.9.</i> Students' rights and obligations are made publicly available, promoted to all those concerned and enforced equitably; these will include the right to academic appeals.	X	
<i>Standard 5.10.</i> The students' transfer between higher education institutions, faculties and study programs is clearly regulated in formal internal documents.	X	
<i>Standard 5.11.</i> Academic staff is available at sufficient scheduled times for consultation and advice to students. Adequate tutorial assistance is provided to ensure understanding and ability to apply learning.	X	



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**Compliance level:** 91% - Fully compliant

**ET recommendations:**

1. *AAB should create a viable strategy to decrease student dropout rates by introducing incentives for students and means of further supporting their studies.*



## 2.6. Research

According to the SER, AAB has established a scientific development plan. Unfortunately there are no details or references are provided in the report neither about the plan, nor about how the Architecture BA program is integrated in this plan. Strategic research areas and goals are not defined for the program. As the main focus of this Architecture BA programme is art and creativity related, the ET could consider key areas in these domains also of strategic importance, which could substitute certain research goals. Unfortunately there is no elaboration either in this regard in the SER. AAB College should emphasize more its institutional guidance in the area of research and art, to assist and trigger the individual research activities of the academic staff.

The SWOT analysis for research does not reflect how AAB is promoting or not promoting the academic staff in its research activities. Providing forums and publication opportunities are inadequate if there are no ongoing organized research activities, research projects of which results can be published.

As the ET was informed during the stakeholder meeting, construction business is still booming in Kosovo. The ET considers that AAB should be profiting from these circumstances by establishing applied research projects with local companies, rather than referring to limited EU research funds as a weakness in the SWOT analysis.

The shortcoming of institutional research activity unfortunately is well reflected by the teaching staff's CVs: there are only a few publications from the recent years. According to the role of universities in research, scientific and technical development, and also the KAA standard requirements, AAB should put a significant effort to bring up its research and publication activity to a higher level.



### Compliance calculation

<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 outcome/product per year for the past three years.		X
<i>Standard 6.8.</i> Academic and research staff publish under the name of the institution in Kosovo they are affiliated to as full time staff.	X	
<i>Standard 6.9.</i> Academic staff are encouraged to include in their teaching information about their research and scholarly activities that are relevant to courses they teach, together with other significant research developments in the field.	X	
<i>Standard 6.10.</i> Policies are established for ownership of intellectual property and clear procedures set out for commercialization of ideas developed by staff and students.	X	
<i>Standard 6.11.</i> Students are engaged in research projects and other activities.	X	

**Compliance level:** 64% - Substantially compliant





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**ET recommendations:**

- 1. In the framework of AAB's Scientific Development Plan, create a detailed research strategy and research development plan for the Architecture BA programme, emphasizing applied co-operations with companies and possible synergies within the College, giving specific and realistic research directions.*
- 2. The management of AAB should establish funding opportunities, and effectively support the staff to establish and carry out research projects, in accordance with the research development plan.*
- 3. AAB should create a publication strategy within the framework of the research strategy. As KAA standards put an emphasis on the publication activity, the College must consider it a crucial strategic question in the re-accreditation procedures in the future.*
- 4. Establish an Advisory Board with stakeholders, mostly representatives of construction companies in order to facilitate the set up of applied research projects and activities.*



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## 2.7. Infrastructure and resources

Because of the ongoing COVID-19 pandemic situation the EP was not able to travel to Pristina. The procedure was conducted via ZOOM platform. The information for this chapter was provided by AAB and KAA in the form of a video and documents.

The program operates at the main campus of AAB in Pristina. AAB provides an impressive infrastructure with very good conditions for students and the academic staff. The long-term implementation of the study program is ensured by sufficient rooms for lectures and exercises and enough human resources. Furthermore, the e-service platform of AAB is well designed and supports the students in many ways.

The financial plans and security of funding of AAB is audited by two external auditing companies. So, the EP judges the security of funding of the program as given. A mitigation plan would help to stabilize the situation even more.

AAB College owns all premises, classrooms, laboratories, software, equipment and libraries at the main campus in Pristina. No obligations toward third parties exist. As above mentioned, the campus is providing very good conditions for learning and teaching.

The number of seats in the lecture and seminar rooms are sufficient for the study groups of the program. Adequate IT equipment for the program is provided as well. There are 2 libraries on the main campus of AAB in Pristina. The number of seats and books in the libraries are sufficient for the study program. Furthermore, several resources for e-books can be used by the students and academic staff.

Flat entrances, elevators and special toilets ensure that the infrastructure and facilities on the main campus of AAB College can be used by students with special needs without any inconveniences.



## Compliance calculation

<i>Standard</i>	<b>Compliance</b>	
	<b>Yes</b>	<b>No</b>
<i>Standard 7.1.</i> 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	
<i>Standard 7.2.</i> 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	
<i>Standard 7.3.</i> 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	
<i>Standard 7.4.</i> 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	
<i>Standard 7.5.</i> 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;	X	



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

**Compliance level:** 100% - Fully compliant

**ET recommendations:**

1. *A mitigation plan is needed as insurance for the financial stability is needed. The Faculty management is encouraged to explore and detect additionally funding from the possibilities for research and cooperation with the industry*



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

Based on the evaluation of the actual KAA standards, the compliance level of the programme is as follows:

Standard	Compliance level	
1. Mission, objectives and administration	83%	Substantially compliant
2. Quality management	78%	Substantially compliant
3. Academic staff	90%	Substantially compliant
4. Educational process content	100%	Fully compliant
5. Students	91%	Fully compliant
6. Research	64%	Substantially compliant
7. Infrastructure and resources	100%	Fully compliant
<b>Overall compliance</b>	<b>87%</b>	<b>Substantially compliant</b>

**In conclusion, the Expert Team recommends to re-accredit the Architecture BA study programme for a duration of 3 years, with the provision of 180 students enrolled per year.**

Expert Team

Chair

**Prof. Dr. Gábor Dombay**

20.05.2022.

Member

**Christoph Back**

20.05.2022.



#### 4. APPENDICES

##### **Compliance level assessment calculation**

In order to assess the compliance level of each general area the following guidelines were used, as required by the KAA Accreditation manual:

1.1. fully compliant – all the standards included in a particular general area are met. If the institution exceeds the standards and meets some of the performance indicators, commendations are appropriate. This recognition provides the institution motivation to pursue even greater levels of excellence in their quality management practices;

1.2. substantially compliant –above 60 – 90% of the standards included in a particular general area are met, while the others are not yet in line with stated expectations. Also, there is potential for requirements of the standards not to be satisfied before the next review (examples may include the loss of key faculty members due to retirements, declining student enrolment, or projected reductions in financial or personnel resources, and others);

1.3. partially compliant - 30 – 60% of the standards included in a particular general area are met. Also, the institution lacks the strength of compliance with the standards to ensure that the quality of the institution will not be compromised;

1.4. non-compliant – less than 30% of the standards included in a particular general area are met. The institution does not satisfy the requirements of the standards.