



Republika e Kosovës
Republika Kosova - Republic of Kosovo



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

AAB COLLEGE

MSC PROGRAM IN BANKING AND FINANCE Re-accreditation

REPORT OF THE EXPERT TEAM

Warsaw, 12th April 2022



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1. INTRODUCTION

1.1. Context

Date of site visit: April 8th, 2022

Expert Team (ET) members:

- *Prof. Dorota Dobija*
- *Prof. Sasa Aksentijevic*

Coordinators from Kosovo Accreditation Agency (KAA):

- Arianit Krsniqi, KAA Officer
- Ilirjane Ademaj Ahmeti, KAA Officer

Sources of information for the Report:

- The SER
- Additional information requested
 - Quality Assurance Guideline
 - Skills Mismatch in the labour market: the future of work from the perspective of enterprises in the case of Kosovo
 - Regulation on Master studies revised version as of 2021
 - Strategic plan for the AAB
 - A sample of questionnaire action towards academic staff, administrative staff, employers / industry and graduates, and results evaluation, if available
 - An action plan for quality assurance (draft)
 - Regulation for Systematization of Jobs
 - Samples of feedback for the academic staff according to: "The Quality Assurance Office prepares reports for the evaluations of the academic staff which contain the shortcomings identified by the students during the academic process and include the recommendations which are related to the improvement of teaching, evaluation, etc."



- one sample of self-assessment after the dean's office assessment: "Another assessment is made by the dean's office. The Dean completes the evaluation questionnaire for staff based on 6 performance factors."
- samples of student's performance report generated from E-service platform: one where the student successfully passed and the other when (s)he failed

Criteria used for institutional and program evaluations

- *Accreditation Manual, Re/accreditation of bachelor and masters study programs, Kosovo Accreditation Agency.*

1.2. Site visit schedule

Time	Meeting	Participants
09:00 – 09:45	Meeting with the management of the faculty where the programmes are integrated	<ul style="list-style-type: none"> - Shemsedin Vehapi, Vice Rector for Teaching - Medain Hashani, Dean of the Faculty - Kosovare Ukshini, Vice Dean of the Faculty
09.50 – 10.50	Meeting with the heads of the study programme: <i>Banking and Finances MSc</i> (Dr. Dorota Dobija)	<ol style="list-style-type: none"> 1. Remzi Smajli 2. Nakije Kida 3. Roberta Bajrami
10.50 – 11:40	Meeting with quality assurance representatives and administrative staff	<ul style="list-style-type: none"> - Furtuna Mehmeti, Head of QA - Roberta Bajrami, QA Coordinator at the Faculty level - Nusret Bilallaj, Head of IT Office - Albulena Ramadani,



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		Head of Administration
11:40 – 12:20	Lunch break (provided at the evaluation site)	
12:20 – 13:20	Meeting with the heads of the study programme: <i>Marketing and Business Management, MA</i> (Dr. Sasa Aksentijevic)	<ol style="list-style-type: none">1. Ali Ismajli2. Agron Mustafa3. Ilir Rexhepi
13:25 – 14:05	Meeting with teaching staff	<ul style="list-style-type: none">- Shaip Bytyci- Besime Ziberi- Donat Rexha- Pranvera Dalloshi- Albulena Kastrati- Florije Miftari
14:15 – 14:55	Meeting with students	<ul style="list-style-type: none">- Krenar Geci- Ardit Krasniqi- Mevlyde Peci-Shala- Leonita Dobrunaj- Labinot Krasniqi- Driton Rrahmani
15:00 – 15:40	Meeting with graduates	<ul style="list-style-type: none">- Arton Lushaku- Shqipdon Neziraj- Afrim Kuleta- Krenare Shahini- Ardiana Mehmeti- Rendita Hashani
15:45 – 16:25	Meeting with employers of graduates and external stakeholders	<ul style="list-style-type: none">- Agron Dida- Besarb Blakaj- Melita Ymeraga- Arian Zeka- Arbnor Gashi- Yll Çollaku
16:25 – 16:30	Internal meeting of KAA staff and experts	
16:30 – 16:40	Closing meeting with the management of the faculty and program	



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1.3. A brief overview of the institution under evaluation

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

The evaluated program is managed by the Faculty of Economy. The Faculty of Economy has been operating since 2005/06. It has a portfolio of programs on the bachelor and master level. The evaluated program Master of Science in Banking, and Finance is one of 4 master programs offered by the Faculty.

2. PROGRAM EVALUATION

The institutional evaluation consists of 7 subheadings through which the administration, organisation and management of the institution, as well as teaching and research are assessed.

2.1. Mission, Objectives and Administration

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

The two main elements of the mission seem to be (a) leading regional university and (b) innovation in education are the two main elements of the mission of the AAB. Additionally, AAB wishes to be a leader in the European integration process of the country and the promoter of social and economic development.

The evaluated program is located within the faculty of Economy. The mission of the faculty is linked to the mission of the AAB College, includes two main components (1) providing favourable environment to achieve students’ goals in relation to their career and employment



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(b) focus on broadly defined management and economics disciplines. The full mission of the Faculty of Economy is “ to provide students with a favourable 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, Audit, Management, Marketing and Business Management.

The Faculty of Economy also defines the mission of the program in Banking and Finance as: *“AAB organizes student centered 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”*.

All three missions presented above are clearly indicating the quality of education provided to the students in the relevant to the area of specialization is at the heart of AAB College activities. The SER clearly presents that the AAB College fulfills its mission and focuses on the quality of education. However, it is not very clear how the AAB College sees its role in the country and the region and even more broadly withing the society, apart from providing high quality of education. It is also not very clear what is meant by quality education (maybe except of student-centered approach). As a result, all three missions are very general and do not convey a message about the values of the whole community and do not provide clear guidelines for development.

It appears that the programme meets level 7 of the Framework for Qualifications of the European Higher Education Area as well as national standards.

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

Despite of the efforts to build university-industry cooperation, the ET was not able to observe substantial evidence about serious involvement of various stakeholders in the development and improvement of the evaluated programme. Some attempts are made to hear the voices of the practice, however, a more routine involvement of the major stakeholders would be recommended. For instance, the management of the programme together with the management of the AAB could work on establishing a formal Programme Advisory Board specifically for the evaluated program. One of the main role of the Program Advisory Board could be to provide feedback on the programme and suggest improvements in the learning outcomes. Potential employers and internship providers could be invited to serve on the

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Board. Additionally Program Advisory Board members, may also help to get experts from the field to contribute to the teaching programmes to bring the up-to-date knowledge, solutions and challenges broadly related to the financial markets. The existence of the Program Advisory Board could not only lead to the voices of the practitioners to be heard but also could be treated as a way of developing university- financial sector organizations cooperation.

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

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

Standard 1	Compliance	
	YES	NO
<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 (partially)	
<i>Standard 1.3.</i> The study program has a well-defined overarching didactic and research concept.	X	
<i>Standard 1.4.</i> There are formal policies, guidelines and regulations dealing with recurring procedural or academic issues. These are made publicly available to all staff and students	X	
<i>Standard 1.5.</i> All staff and students comply with the internal regulations relating to ethical conduct in research, teaching, assessment in all academic and administrative activities.	X	
<i>Standard 1.6.</i> All policies, regulations, terms of reference and statements of responsibility relating to the management and delivery of the program are reviewed at least once every two years and amended as required in the light of changing circumstances.	X	



Compliance level: Fully compliant

ET recommendations:

1. *Rethink and clarify the mission of the programme,*
2. *Ensuring more voice to be heard from the stakeholders. One way of doing it would be by establishing an Advisory Board on the master program level.*
3. *Clarify the concept of student-centred learning approach and make sure all stakeholders understand the concept in a similar way. Consider inclusion in the student-centered learning concept also learning experience outside the regular class, including the practical and hands-on experience. There are many ways of achieving this. For instance designing an integration course where the students would be working in groups on delivering solutions to the problems presented by the real business (for instance banks). This can be in a form of hackathons. But alternative models for practical knowledge integration are also available.*
4. *Conduct a benchmarking process but not in relation to courses being offered, but on the value added of the master program, including practical and hand-on experience. Also, please consider re-thinking the selected benchmark. Peer-group benchmark can add value, but also a great deal can be learnt from a similar exercise in relation to the aspiration group (for instance a sample of schools from FT Ranking of programmes in Finance, <https://rankings.ft.com/rankings/2864/masters-in-finance-pre-experience-2021>). In the benchmarking exercise it is always worth focusing on existing gaps rather than on similarities.*

2.2. Quality Management

The staff of AAB College participates in self-assessment to enhance the quality of the teacher as well as teaching in general. Evaluation and planning for improvement processes are integrated into the normal planning processes but focuses mainly on assurance of quality of teaching. The Rector's Office as well as the Dean discusses matter raising from conducted evaluations. The AAB College invested also substantial resources into the development of Assurance of Learning Team.



The ET noted that the learning goals have been revised into three groups (knowledge, skills and competences) at the program as well as individual courses levels.

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

However, AAB College seems not have a system of monitoring, measuring, and evaluating the learning outcomes and the individual courses level. The ET noted that the Quality Assurance Team is aware of the fact and plans to integrate the assurance on the course level in the future.

Additionally, surveys of alumni are collected on the programme level. They are however, not made publically available. The surveys may also be biased because of small sample.

Standard 2	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	
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	
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 (partially, as collected by not	



	made publicly available	
Standard 2.7. Results of the internal quality assurance system are taken into account for further development of the study program. This includes evaluation results, investigation of the student workload, academic success and employment of graduates.	X	
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: Fully compliant

ET recommendations:

1. *Developing a learning goals matrix allowing for monitoring the link between the learning objectives at the programme and individual course level.*
2. *Consider development of the quality assurance also on the individual level.*
3. *Separate the assurance of learning outcome monitoring system from the faculty quality of teaching evaluations.*

2.3. Academic Staff

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

It seems that more pressure to publish is coming from the external environment. However, the AAB College should take this external factor into account when considering a model for performance of the individual faculty. However, it is difficult to expect the same type contribution coming from different faculty members. Some faculty members may be willing to devote his/her time mainly to research and teaching(learning), some other faculty would be willing on the other hand to contribute to teaching(learning) and administration/community



service. Some faculty may wish to contribute to the Faculty’s mission by developing international research projects and publications, some other faculty members would be more predestined to develop university-industry collaborative projects, leading to programme level innovations. Acknowledging the importance of all contributions important of to the mission of the AAB College and may have an important positive motivating effect on the faculty members.

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

Additionally, some faculty raised the issue of the change in the pressure to publish (coming from the external environment).

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



Standard 3.7. The responsibilities of all teaching staff, especially full-time, include the engagement in the academic community, availability for consultations with students and community service.	x	
Standard 3.8. Academic staff evaluation is conducted regularly at least through self-evaluation, students, peer and superiors' evaluations, and occur on a formal basis at least once each year. The results of the evaluation are made publicly available.	x	
Standard 3.9. Strategies for quality enhancement include improving the teaching strategies and quality of learning materials.	x	
Standard 3.10. Teachers retired at age limit or for other reasons lose the status of full-time teachers and are considered part-time teachers.	x	

Compliance level: Fully compliant

ET recommendations:

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

2.4. Educational Process Content

The evaluated Banking and Finance program is a broad profile program offering knowledge in relation to banking and finance. The program meets the requirements of the level 7 of national and European Framework for Qualifications. The flow of courses and disciplines covered seems to be coherent. However, the ET observed that the courses are rather standard and biased more toward banking than (corporate) finance. The ET would urge the management of the program to consider offering specialisations (for instance seperate for banking and seperate for corporate finance). The core could be the same, but focusing on specialisation would create more room for adding more courses relevant for the specific specialisation (for instance Big Data Analysis, SQL, AML and Fraud Prevention, Internal Audit and Compliance). Also, the ET highly recommend, to develop such specialisation with the industry cooperation (corporate partners). A Corporate Programme Board (see standard 1) could be a good start to look for partners.

Additionally, the ET strongly encourages the programme management to add a compulsory internship (of one semester) which could be also considered as a mobility window for those who wish to study abroad.



The program could also benefit from a closer cooperation with professional organizations such as CFA or ACCA. These professional organizations have similar arrangements with many universities around the globe.

Additionally, the ET notes the attempts to engage students in research. But some students may be more interested in developing extra-curricular activities related to practice. One possible option to consider would be CFA Global Challenge. <https://www.cfainstitute.org/en/societies/challenge>. But there might be also alternative options available on the local level.

The students, alumni and employers were in general satisfied with the competences the programme offers to its students and alumni. However, some external stakeholders interviewed during the meeting as well as the students suggested more focus on practical experience. Perhaps some space could be made to a longer integrative module focusing on applying skills in real life projects run by AAB College faculty in cooperation financial sector institutions as well as the internships mentioned above. During the module the students could work in groups to solve a practical problem provided by the practice. In order to find time, probably some modification need to be made to the current programme.

The ET notes that the learning objectives are divided into three main components (knowledge, skills and competences). However, the ET would like to encourage the program management to reconsider the learning objectives with the attempts of making them more universal and perhaps limit the number of 8-10 max.

Standard	Compliance	
	YES	NO
<i>Standard 4.1.</i> The study program is modelled on qualification objectives. These include subject-related and interdisciplinary aspects as well as the acquisition of disciplinary, methodological and generic skills and competencies. The aspects refer especially to academic or artistic competencies, to the capability of taking up adequate employment, contributing to the civil society and of developing the students' personality.	X	
<i>Standard 4.2.</i> The study program complies with the National Qualifications Framework and the Framework for Qualifications of the European Higher Education Area. The individual components of the program are combined in	x	



a way to best achieve the specified qualification objectives and provide for adequate forms of teaching and learning.		
<i>Standard 4.3.</i> The disciplines within the curriculum are provided in a logical flow and meet the definition and precise determination of the general and specific competencies, as well as the compatibility with the study programs and curricula delivered in the EHEA. To be listed at least 7 learning outcomes for the study program under evaluation.	x	
<i>Standard 4.4.</i> The disciplines within the curriculum have analytical syllabuses which comprise at least the following: the discipline's objectives, the basic thematic content, learning outcomes, the distribution of classes, seminars and applicative activities, students' assessment system, the minimal bibliography, etc. The full course description/ syllabuses of each subject/ module should be attached only in electronic form to the self-assessment report for the study program under evaluation.	x	
<i>Standard 4.5.</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	Not applicable	
<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 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	Not applicable	



that learning are understood by students. The practice stages are allocated ETCS credits and the work of the students at the practical training organisations is monitored through activity reports; students during practice stages have assigned tutors among the academic staff in the study program.		
<i>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	

Compliance level: Fully compliant

ET recommendations:

1. *Consider designing specialisations to provide more specific knowledge in finance and banking.*
2. *Consider of a separate integrative module organized toward the end of the programme aimed at giving students an opportunity to use their knowledge and skills on solving a real-life problem provided by public sector.*
3. *Consider involving students in extra-curricular activities beyond meetings and workshops with industry experts allowing them to get more practical hand on experience. One recommendation would be the CFA Challenge.*
4. *Consider limiting number of learning objectives for the program and making them more universal.*

2.5. Students

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

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

The ET noticed that the students are generally not aware of the anti-plagiarism checks of their work. This raises a question to what extend the process is efficient.



The ET also noticed that the alumni were in general aware of the existence of the Alumni Association, but they were not able to name the Chairperson/Leader of the Association and activities organised by them.

<i>Standard 5</i>	Compliance	
	YES	NO
Standard 5.1. There is a clear and formally adopted admission procedure at institutional level that the study program respects when organising students' recruitment. Admission requirements are consistently and fairly applied for all students	x	
Standard 5.2. All students enrolled in the study program possess a high school graduation diploma or other equivalent document of study, according to MEST requirements.	x	
Standard 5.3. The study groups are dimensioned so as to ensure an effective and interactive teaching and learning process.	x	
Standard 5.4. Feedback to students on their performance and results of assessments is given promptly and accompanied by mechanisms for assistance if needed.	x	
Standard 5.5. The results obtained by the students throughout the study cycles are certified by the academic record.	x	
Standard 5.6. Flexible treatment of students in special situations is ensured with respect to deadlines and formal requirements in the program and to all examinations.	x	
Standard 5.7. Records of student completion rates are kept for all courses and for the program as a whole and included among quality indicators.	x	
Standard 5.8. Effective procedures are being used to ensure that work submitted by students is original.		x
Standard 5.9. Students' rights and obligations are made publicly available, promoted to all those concerned and enforced equitably; these will include the right to academic appeals.	x	
Standard 5.10. The students' transfer between higher education institutions, faculties and study programs is clearly regulated in formal internal documents.	x	
Standard 5.11. Academic staff is available at sufficient scheduled times for consultation and advice to students. Adequate tutorial assistance is provided to ensure understanding and ability to apply learning.	x	

Compliance level: Fully compliant



ET recommendations:

- 1. Develop the curriculum more into a direction of reflection and translation into practice. This potentially can be done by creating a longer internships in a network of program partners.*
- 2. Enhance the alumni network.*
- 3. Provide trainings related to plagiarism and explain the process to the students. This may be done a distance/online mode at the beginning of the programme.*

Compliance level: Substantially compliant

2.6. Research

Research production is one of the elements of the Faculty Strategy. AAB College has standard expectation from its faculty in terms of research publications. Although the SER on p. 43 specifies that the AAB College requires at least one scientific publication per year. However, interviewing the faculty provided the sense of anxiety regarding the new requirements on the country level for academic promotions (publications indexed in Web of Science or Scopus). The ET recognizes the challenge of developing research projects leading to high quality research publications. Involvement in research is an individual faculty member decision and the AAB College can only stimulate the process of the decision making. Perhaps a solution would be to seriously rethink the research strategy, clearly communicating what type of research and research output could be reasonably expected from the current faculty portfolio. Perhaps focusing more on applied research would be a better starting point to create a research culture. The AAB College could also consider the effort needed to publish. A good, highly value international journal publication takes far more effort than publishing in internally produced conference proceeding. This suggestion links to a suggestion in section 2.2 about rethinking and redesigning a faculty performance measurement and evaluation system. Instead of applying “one solution fits all” approach the AAB College is strongly encouraged to reconsider its research policy, research expectations and research needs vs faculty capacity and capabilities.



The ET also notice the Faculty efforts to increase research production outputs by organizing different research related activities: conferences, seminars, invitation of guest speakers, creating teams and involving students in research projects.

Standard 6	Compliance	
	YES	NO
<i>Standard 6.1. The study program has defined scientific/applied research objectives (on its own or as part of a research centre or interdisciplinary program), which are also reflected in the research development plan of the institution; sufficient financial, logistic and human resources are allocated for achieving the proposed research objectives.</i>	X	
<i>Standard 6.2. Expectations for teaching staff involvement in research and scholarly activities are clearly specified, and performance in relation to these expectations is considered in staff evaluation and promotion criteria.</i>	X	
<i>Standard 6.3. Clear policies are established for defining what is recognized as research, consistent with international standards and established norms in the field of study of the program.</i>	X	
<i>Standard 6.4. The academic staff has a proven track record of research results on the same topics as their teaching activity.</i>	x	
<i>Standard 6.5. The academic and research staff publish their work in speciality magazines or publishing houses, scientific/applied/artistic products are presented at conferences, sessions, symposiums, seminars etc. and contracts, expertise, consultancy, conventions, etc. are provided to partners inside the country and/or abroad.</i>	x	
<i>Standard 6.6. Research is validated through: scientific and applied research publications, artistic products, technological transfer through consultancy centres, scientific parks and other structures for validation.</i>	x	
<i>Standard 6.7. Each academic staff member and researcher has produced at least an average of one scientific/applied research publication or artistic x outcome/product per year for the past three years.</i>		x
<i>Standard 6.8. Academic and research staff publish under the name of the institution in Kosovo they are affiliated to as full-time staff.</i>	x	
<i>Standard 6.8. Academic staff are encouraged to include in their teaching information about their research and scholarly activities that are relevant to courses they teach, together with other significant research developments in the field.</i>	x	
<i>Standard 6.9. Policies are established for ownership of intellectual property and clear procedures set out for commercialization of ideas developed by staff and students.</i>	x	



<i>Standard 6.10.</i> Students are engaged in research projects and other activities	X	
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Compliance level: Substantially compliant

ET recommendations:

1. *Rethink the part of the mission related to research. Clarify what type of research is relevant for the AAB College vision. Address research expectations in the strategy and in the development plan.*
2. *See recommendation 1 in 2.3. section about redesigning a performance expectation system which would also include research expectations.*
3. *Provide training to faculty on predatory journals.*
4. *Promote participation and engagement of faculty in international academic association such as European Finance Association or European Accounting Association ect. This would help AAB College faculty to join the international academic discussion and observe the trends in academic research.*
5. *Provide trainings on new and emerging research methods (for instance ethnography, computer-based text analysis for content analysis of various financial and ESG reports, the use of data analytics in research ect).*
6. *Choose research priorities and area of specialisation. This would help to promote AAB College as research centre of excellence in a selected area.*

2.7. Infrastructure and Resources

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

<i>Standard 7</i>	Compliance	
	YES	NO
Standard 7.1. The adequate long-term implementation of the study program is ensured in quantitative terms as regards premises, human resources and equipment. At the same time, it is guaranteed that qualitative aspects are also taken into account.	X	
Standard 7.2. There is a financial plan at the level of the study program that would demonstrate the sustainability of the study program for the next	X	



minimum three years.		
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	

ET recommendations:

1. *No need for recommendation.*



Compliance level: Fully compliant

ET recommendations:

1. *Recommendations not needed*

3. FINAL RECOMMENDATION OF THE ET

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

The main recommendations for improvement:

1. Rethink and clarify the mission of the program and its contribution to the economy and society.
2. Consider benchmarking against the peer-group but also aspirational group to identify the potential gaps.
3. Consider creating a Corporate Programme Board as a mechanism for getting industry feedback on the program, but also a tool of developing relationship with the financial industry.
4. Separate the assurance of learning outcome monitoring system from the faculty quality of teaching evaluations
5. Develop the assurance of learning on the course level.
6. Consider designing specialisation to provide more specialist knowledge and provide space to more specialized courses
7. Limit of number of learning objective for the programme and make them more universal.
8. Consider more extra-curricular activities allowing students to get hand-on experience with real problems.



9. Consider developing a performance expectation toward faculty considering their interests, strategic priorities of the AAB College and the external pressures.
10. Consider developing the alumni network and engaging various stakeholders in activities benefiting the students of the evaluated program.

The table below provides a summary of evaluation:

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

Compliance level: Substantially compliant

Student quota recommended: 120

Accreditation period: 5 years

Expert Team

Member

Dorota Dobija

May 1, 2022

(Signature)

(Print Name)

(Date)