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*AAB College*  
*Faculty of Computer Science*

*Bachelor (BSc) in Computer Science*

***RE/ACCREDITATION***

**REPORT OF THE EXPERT TEAM**

*May 2022*



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## 1. INTRODUCTION

### 1.1. Context

**Date of site visit: 13th April 2022**

#### **Expert Team (ET) members:**

- *Prof. Dr. Sc. Josip Balen – Faculty of Electrical Engineering, Computer Science and Information Technology, Osijek, Croatia*
- *Asnate Kažoka - PhD student, University of Latvia, Latvia*

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

- *Arianit Krasniqi, KAA Officer*
- *Ilijane Ademaj Ahmeti, KAA Officer*

#### **Sources of information for the Report:**

- *The Self-Evaluation Report (including four Annexes), Bachelor (BSc) in Computer Science and Engineering (SER)*
- *Syllabi of the subjects.*
- *CVs of the academic staff*
- *Evaluation Report 2016*
- *List of activities of the Faculty of Computer Sciences*
- *List of cooperation agreements*
- *List of voluntary work of students*
- *Report on recently employed students*
- *Online interviews with stakeholders (site visit)*
- *AAB College website*

#### **Additional documents**

- *Plani vjetor strategjik i punës 2021 -2022*
- *Work plan 2021-2022 for the Center for Professional Development and Training (CPDI)*



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- *Annual plan for teaching staff development and the annual report*
- *Templates of the questionnaires for different stakeholder groups - students, graduates, academic staff, employers*
- *List of the partnership agreements and few templates of the agreement*
- *List of workshops that was organised for the teaching staff in the last 2 years*
- *Regulation on Selection Procedures for Appointment and reappointment of Academic Staff*
- *Regulation of internships (internship work document and any other document regulating the process of internship for the study programme )*
- *Screenshots of several courses on the E-service platform (where information regarding the courses are shown, syllabuses, assessment methods, learning outcomes, etc.)*
- *Screenshots of the platform E-Student*
- *Administrative Regulation*
- *Property Evidence from the Prishtina Municipality*
- *Authorisation from the Municipality to build the AAB Campus*
- *Financial plan at the level of the study programme for the next three years*
- *Information about the number of classrooms and seats*
- *Table with a number of all scientific publications of all teachers in the last three years*
- *Template for the assessment of the teaching staff by the Dean*
- *Example of one student assessment for the teaching staff*
- *Questionnaires with the academic staff conducted once per year*
- *Questionnaire with academic staff 2022*
- *Application admission rates for each study programme in the last 5 years*
- *Statistics on the dropout rate*
- *Examples of progress reports compiled per semester*
- *Information on student transfer procedures (incoming and outgoing) that have taken place for the programme in the last 5 years*
- *List of teaching materials (titles) available at the AAB library that are intended for the use of this study programme*
- *List of teaching materials found at AAB College Library*



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### Criteria used for programme evaluation:

- *Standards & performance indicators for external evaluation according to the Accreditation Manual of Kosovo Accreditation Agency, 2021*

### 1.2. Site visit schedule

Time	Meeting	Participants
09:00 –09:45	Meeting with the management of the Faculty where the programme is integrated	<ol style="list-style-type: none"> <li>1. Shemsedin Vehapi, Vice Rector for Teaching</li> <li>2. Jusuf Qarkaxhija, Dean of the Faculty</li> </ol>
09.50 – 10.35	Meeting with quality assurance representatives and administrative staff	<ol style="list-style-type: none"> <li>1. Furtuna Mehmeti, Head of QAO</li> <li>2. Ersan Hamdiu, QA Coordinator at the Faculty level</li> <li>3. Zija Rexhepi, Vice Rector for Administration</li> <li>4. Nusret Bilallaj, Head of IT Office</li> </ol>
10:40 – 11:40	Meeting with the heads of the study programme : <i>Computer Sciences BSc</i>	<ol style="list-style-type: none"> <li>1. Jusuf Qarkaxhija</li> <li>2. Avni Pllana</li> <li>3. Blerta Prevalla</li> <li>4. Besim Limani</li> <li>5. Xhevdet Spahiu</li> </ol>
11:45 – 12.30	Meeting with teaching staff	<ol style="list-style-type: none"> <li>1. Arianit Maraj (Msc)</li> <li>2. Mentor Hamiti (Msc – Online)</li> <li>3. Laurik Helshani (Msc)</li> <li>4. Lauresha Ramadani (Bsc)</li> <li>5. Rahmil Limani (Bsc)</li> <li>6. Artan Berisha (Bsc)</li> </ol>
13:15 –14:05	Meeting with students	<ol style="list-style-type: none"> <li>1. Shasivar Rexhepi (Msc)</li> <li>2. Vjosa Shehu (Msc)</li> </ol>



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		<ol style="list-style-type: none"> <li>3. Bardhyl Sopjani (Msc)</li> <li>4. Dardan Dajakaj (Bsc)</li> <li>5. Engjell Limani (Bsc)</li> <li>6. Vanesa Mulliqi (BSc)</li> </ol>
<b>14:10 –15:00</b>	Meeting with graduates	<ol style="list-style-type: none"> <li>1. Endrit Susuri (Msc)</li> <li>2. Faton Pllana (Msc)</li> <li>3. Edon Dida (Msc)</li> <li>4. Arbresha Aliçkaj (Bsc)</li> <li>5. Indrit Haxhidauti (Bsc)</li> </ol>
<b>15:05 –15:45</b>	Meeting with employers of graduates and external stakeholders	<ol style="list-style-type: none"> <li>1. Uran Shushka</li> <li>2. Liridon Bahtjari</li> <li>3. Agron Ferizi</li> <li>4. Tuna Bytyqi (online)</li> <li>5. Valdete Daku</li> <li>6. Diar Lushtaku</li> <li>7. Arban Qorri</li> </ol>
<b>15:45 –15:50</b>	Internal meeting of KAA staff and experts	
<b>15:50 –16:00</b>	Closing meeting with the management of the Faculty and program	

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

AAB College is a private non-public higher education institution founded in 2002 and currently offers various study programs in fields of Economics, Law, Mass Communication, Arts, Social Sciences, English Language, Computer Science, Information Technology and Physical Education at 14 faculties at both bachelor and master levels. The main campus is located in Prishtina, and there are also two branches in Gjakova and Ferizaj accredited by KAA and licensed by MEST. AAB College has several administrative offices such as Software Development Office, Central Administration Office, Career Office, Transfer Office, Return Office, which are available to students and academic staff. Vision of the AAB College states that “AAB is a leading university institution in the region in applying an innovative approach towards higher education, science and technology. AAB sets new trends



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*in the area of higher education in Kosovo and in the region and is part of the most relevant networks of institutions of higher education in Europe and wider. AAB is a leader towards the country's European integration processes and is a promoter of economic and societal development."*

According to the Statute, the purpose of the AAB College is to develop education and scientific research, to be available to everyone based on equality and merits with no ethnic discrimination, to play the lead role in educational, scientific, cultural, social and economical development of Kosovo, to develop its programmes with an international and European orientation and to help on the elevation process of civic democracy.

The Faculty of Computer Science at AAB College was initially accredited with a bachelor programme in 2010 and with a master level in 2013. Through its study programs, the Faculty combines an interdisciplinary core with specialised studies in the profile chosen for each programme and provides guidance and prepares students for careers in society based on industry. Four following study programmes are offered: BSc Computer Science, professional BA Programming, professional BA Cyber Security and MSc Computer Science. The Faculty aims to continuously provide students with all the necessary theoretical and practical knowledge in all areas of computer science and information technology.

The duties and responsibilities of the management of the Faculty are defined under the Statute of the AAB College as well as under the Regulations of the AAB College, which are applicable to all other AAB faculties for the staff and students. The Faculty management is structured as follows: The Scientific Teaching Council, The Dean, The Vice Dean for Teaching, Coordinator for Quality Assurance and Coordinator at the branch campus. The Faculty also has the Scientific Teaching Council which consists of all the academic staff of the Faculty with a regular contract, one member of the administration and one student representative. The Scientific Teaching Council is the highest academic body, which has a host of responsibilities of decision-making and advisory character. AAB College has carried out a delegation and decentralisation of numerous responsibilities from the Rectorate to the Dean's Office. The Faculty enjoys academic freedom and independence of action, in terms of functioning, organising conferences, research work and other academic issues. This autonomy and independence is guaranteed by the Statute of AAB College as well as by other relevant policies governing the general areas of AAB. However, faculties are not independent budget units, and therefore the budget is managed by the central level.





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The BSc Computer Science was first accredited in 2010 and then reaccredited in 2013 and 2016. The Computer Science (BSc) study programme aims to prepare students to follow contemporary trends in terms of programming, databases, software developments as well as the implementation of regional, international and wider technological standards. The study programme is dedicated to students who have completed high school in all types of fields who want to study computer science, as well as all those who aim to study and apply computer science in various enterprises and institutions. The BSc Computer Science programme offers two profiles, a) Software Engineering and b) Telecom and Computer Networks which aim to equip students with specialised skills and competencies in the field of study.

## 2. PROGRAM EVALUATION

### 2.1. Mission, objectives and administration

The mission of AAB College according to the SER and AAB College website is “*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*”. The mission of the Faculty of Computer Science is “*to prepare students for a globalised technology and information society, through advanced theoretical and practical teaching as well as through advanced scientific research in the most important fields of technology*”. The mission of the BSc Computer Science programme is “*to provide quality university education in computer science in order to prepare graduates who become competitive in the labour market at the national level and beyond and who contribute to economic, social and scientific development. Our graduates will also promote excellence in teaching, research, creative endeavours and public service*”. The AAB College mission statement does not specify any particular subject area, therefore it is applicable to any study programme offered by the AAB College. However, all missions emphasise student-centred and transformative learning for supporting the development of society so it can be concluded that the mission of the study programme is in compliance with the overall mission statement of AAB.





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The BSc Computer Science was established in 2010. Since then the content of the study programme has been regularly reviewed, both based on the feedback received from stakeholders and also based on the recommendations from external experts. The SER provides extensive evidence of the different developments that have taken place based on this feedback. The learning outcomes of the study programme are presented in the SER. They differentiate between the knowledge, skills and competencies acquired by the graduates. The ET commends this approach used by the AAB College and recognises it as innovative in Kosovo. However, the ET notes that some learning outcomes should be improved and the study course level learning outcomes are not uniform across all the courses in the study programme. While the ET does not question whether the study programme in general is compliant with the bachelor level of studies, the ET would still recommend to AAB College to map the learning outcomes according to the relevant level of the National Qualifications Framework and European Qualifications Framework. In relation to the programme mission and currently missing links with the National Qualifications Framework and the European Qualifications Framework, the ET would also like to point out that the programme mission is focused on competitiveness in the labour market and does not include preparation for higher level studies.

In the SER, AAB College states that the BSc Computer Science has a well-defined didactic and research concept. The further explanation provided regarding the didactic and research concept is that the study process is based on project work - on the bachelor level there is independent work on different topics, while on the master's level there is independent research work. A significant part of the study process is internship. The ET, however, as already mentioned by the ET in 2016, does not consider that this information is sufficient for describing the didactic and research concept and that it would describe something characteristic to the AAB College only. The ET encourages AAB College to develop and document their didactic and research concept by explaining what are the distinctive features of the study and research process at the AAB College and how they are applied on different levels of study.

The most essential document regulating the study process at the AAB College is the Regulation on Studies. There is a separate regulation for bachelor level and master's level and both regulations are published on the AAB College website. There is also a Code of Ethics and the Code of Ethics in Scientific Research that are both published on the AAB College



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website and have been reviewed in 2021. In the additional information the AAB College stated that for the last years the Faculty of Computer Sciences has not had any case which has been discussed at the Ethics Council. In the SER, the AAB College confirms that the policies and regulations are reviewed at least every three years and that there are certain cases when the revision takes place, for example, following the changes in strategic documents, based on the results of internal evaluation, etc.

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

**Compliance level:** Partially compliant

**ET recommendations:**

1. *Include the preparation for the master level studies in the mission of the BSc study programme.*



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2. *Perform the mapping of the study programme learning outcomes against the relevant level of the National Qualifications Framework and European Qualifications Framework.*
3. *Develop and document a didactic and research concept by explaining what are the distinctive features of the study and research process at AAB College and how they are applied on different levels of study.*

## 2.2. Quality management

The AAB College operates according to the Quality Assurance Regulation that is available on the college website both in Albanian and English languages. There is also a Quality Assurance Guideline that is claimed to be published but the ET could not easily locate it on the English version of the AAB College website. The document that the ET finally found on the AAB College website dates back to 2015 meaning that it has not been updated for 7 years. The Faculty of Computer Science has a separate quality assurance coordinator which cooperates with the institutional Quality Assurance Office.

The SER states that the academic staff is involved in the self assessment processes through questionnaires conducted by the Quality Assurance Office. Through these questionnaires the AAB College staff members report on how much they have met their goals and objectives for the respective semester in relation to the teaching process, how much they have done research - scientific work during the academic year, and how satisfied they are with the opportunities offered by the College for their overall professional development.

The SER states that the Quality Assurance Regulation of AAB College defines the minimum standards for quality. However, the Quality Assurance Regulation that is available publicly only describes the principles, organisational structure, responsibilities of the different bodies and the instruments used but does not define any standards. From the SER the ET learned that a number of processes at the AAB College have been digitalised, for example, electronic recording of student's attendance in lectures and exercises, teaching hours by the academic staff, planning and reporting and managerial tasks, evaluation of professors by students, thus allowing for collection and comparison of data. In the SER, AAB College also states that a progress report is compiled per semester by the Dean's office. This progress report includes various indicators assessing the teaching-learning process of the subjects during the entire



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semester, for example the number of classes held, possible cancellations, the teaching materials used and posted on e-Service, the communication of professors with students through the online platform, etc. However, the ET did not learn of any particular performance indicators that would be defined, for example, the drop-out rate or the satisfaction rate of students, with a certain standard/ target defined for every year/semester and the achievement of this target being monitored. The draftz version of the document *Quality Assurance performance indicators* was additionally submitted to the ET, however it still needs to be improved and submitted to the Faculty management and council for the approval.

The central Quality Assurance Office and faculty coordinators work on the basis of semestral work plans and the frequency of the different internal quality assurance mechanisms is defined. There are questionnaires for the academic staff once a year, questionnaires for students once every semester, questionnaires for employers and graduates once every two years. In addition to these questionnaires, there is also an evaluation of the student practical work once a year. The ET learned that student questionnaires are mandatory and it is not possible to complete a course without filling in the questionnaire. However, the AAB College admitted that the responsiveness of students in providing reasonable feedback is low. Most of the students would fill in the questionnaires without providing comments or suggestions. The students met by the ET confirmed that they fill in the questionnaires on a regular basis. However, the students highlighted that meaningful feedback is mostly provided directly to the teaching staff during the study course, rather than through questionnaires. The students also were not aware of any improvements that have taken place as a result of their feedback through the formal questionnaires.

From the SER and during the online visit the ET learned that the results of all questionnaires are analysed and measures for improvement are applied. However, currently the reports resulting from analysis are not published - neither on the website, nor on internal platforms of the AAB College. The ET is of the opinion that the low response rate of students could be related to this, as the students would be more active in providing detailed feedback if they were aware of the actual consequences of their feedback.

Upon the request of the ET to provide examples of summary reports for quality assurance purposes (all types of reports that AAB College is producing for (or including) BSc Computer Science programme ), the ET was provided the Evaluation report about the



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assessment conducted by academic staff. This report presents the opinion of the academic staff, based on the total of 200 respondents from the full-time academic staff members of the AAB College, but does not present any specific data for the Faculty of Computer Science. The report analyses the results from questionnaires and presents several recommendations resulting from the analysis, for example, that the AAB College should continue to stimulate the academic staff for research work, scientific publications and to participate in conferences as these activities impact the increase of quality of the college, the academic staff should continue to encourage students to access literature (especially online), thus students increase their skills in preparing seminar papers and final papers, faculties should invite more often members of the academic staff to address and discuss internal quality assurance results. The ET did not learn of any specific reports for the BSc Computer Science or the Faculty of Computer Science. From the information provided it was also not fully clear what are the further activities related to these recommendations and whether and how they are implemented. The report presented also does not offer any comparison with the previous results of similar reports. From the SER and discussions during the meetings the ET learned that regular quality assurance reports are produced in the Faculty of Computer Science, in addition to the self-evaluation reports for external evaluation.

The ET was also convinced that the arrangements for quality assurance are regularly reviewed and updated. This was confirmed both by the recent updates to internal documentation and the proactive and professional attitude of the quality assurance staff interviewed by the ET. The SER also includes a number of specific examples for the updates that have been made, for example, the review of the Regulation of Quality Assurance and Guide (Guidelines, Manual) on Quality Assurance, as well as the adjustments made during the COVID-19 period.

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



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Standard 2.3. Quality assurance processes deal with all aspects of programme 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 programme 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
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 programme 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 programme are themselves regularly evaluated and improved.	X	

**Compliance level:** Substantially compliant

**ET recommendations:**

1. *Review and update the Quality Assurance Guideline (2015) and ensure that it is easily accessible on the AAB College website.*
2. *Develop a list of indicators and specific targets for every semester/year that would be monitored for the BSc Computer Science on a regular basis and include the related analysis in quality assurance reports.*





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3. *Publish the reports resulting from the quality assurance procedures both on the website and the internal portal of the AAB College while respecting the privacy of the teaching staff and students.*
4. *Inform students about what improvements have been made as a result of their feedback.*
5. *Compile summary reports based on the survey results and statistical data both on the study programme and the Faculty level and ensure that the findings (recommendations) of these reports are taken into account in the development processes.*

### **2.3. Academic staff**

Employed academic staff at the Faculty of Computer Science in total counts 28 full time academic staff and 7 part-time academic staff where 13 + 3 of them have a PhD degree, 6 + 2 are PhD candidates and 9+1 have MSc degree and one part-time academic staff has BSc degree. Therefore, the condition that at least 50% of the academic staff in the study programme are full time employees, and account for at least 50% of the classes of the study programme is satisfied. Furthermore, there are no retired teachers. The employment of staff is conducted according to the Statute of the AAB College, the Regulation on Appointment, Re-Appointment and Promotion of Academic Staff, as well as other relevant documents. The job descriptions are included in the Regulation for Systematisation of Jobs. Legal requirements set for the teaching staff are met: the employment of academic staff is done in full compliance with the Law on Labour, the Statute of the AAB College and the Administrative Instruction on Accreditation of HEIs.

The teaching load for each member of the academic staff in the BSc programme in Computer Science is 4 - 8 teaching hours. Of the regular staff members, none of them is engaged for more than four hours in other teaching institutions which was confirmed during the meeting with the teachers. The teaching process is conducted in separate groups and for lectures a group of students consists of maximum 60 students while for the laboratory exercises a group consists of maximum 20 students. For each group of students and for each 60 ECTS credits in the study programme, amounting to 180 ECTS of the Computer Science programme in total, the Faculty has employed six full time professors with the academic degree of Doctor of





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Science. The professors responsible for the study programme are as follows: Jusuf Qarkaxhija, Avni Pllana, Blerta Prevalla, Laurik Helshani, Besim Limani and Xhevdet Spahiu.

AAB College has established and operationalized the Center for Professional Advancement and Innovation. Staff training programs are divided into three levels – basic, professional and advanced levels. The Individual Professional Development Plan consists of four parts: 1) Personal goals and objectives, 2) Personal analysis, 3) Development plan, 4) Measures to achieve the goals/objectives. However, the teaching staff indicated that the need for career development is bigger than the AAB College can afford: need for more sabbaticals and training in leading foreign universities, training in writing project proposals and in fund-raising was mentioned among others. Young researchers and lecturers are encouraged to pursue their doctoral studies while retaining their teaching duties at the AAB College. The responsibilities of teaching staff are defined in the Statute of the AAB College, in the Regulation on Systematisation of Jobs of AAB College and other documents. These include among other responsibilities the engagement in the academic community, availability for consultations with students and community service. A list of activities organised by the academic staff was attached as an appendix to the SER. The evaluation of academic staff is based on three components, namely the self-assessment, the students' assessment and the assessment by the supervisor (the Dean). The self-assessment is form-based, and conducted once a year. Assessment by students is anonymous and is conducted through electronic questionnaires that students complete at the end of each semester. Superior's assessment is based on the self-evaluation reports of the academic staff. Furthermore, the face-to-face discussion takes place if the Dean finds it necessary to discuss some aspects presented in the self-evaluation report. The results of the evaluation are not made public in order to protect the privacy of the academic staff. However, the AAB College plans to start publishing them in a generalised form in the newsletter. It is important to notice that the submitted CVs of the academic staff are totally different in the form, content and even the language. Therefore, it is strongly advised to make a standard template such as Europass CV for all academic staff and publish them on the Faculty web page under the academic staff profiles which currently only include a few basic information.

The Strategic Plan for 2022-2026 sets development of teaching/learning resources and learning environment as belonging to the priority areas of the AAB College (one of the five



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strategic goals) – three measures are for the development of the academic staff in accordance with their needs for quality student-centred teaching and two measures for digitalization of teaching, as well as for improving the capacities for a qualitative implementation of digitalized teaching forms in teaching. Improving the quality of learning materials was not explicitly mentioned in the strategic documents. Moreover, students whom the ET met mentioned the lack of learning materials in Albanian language as one of the problems related to their studies.

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 programme 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 programme are full time employees, and account for at least 50% of the classes of the study program.	X	
Standard 3.5. For each student group (defined by the statute of the institution) and for every 60 ECTS credits in the study program, the institution has employed at least one full time staff with PhD title or equivalent title in the case of artistic/applied science institutions.	X	



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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 occurs 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. Improvement of the teaching strategies and the quality of learning materials must be included in the strategic documents and plans.*
- 2. Create a standard template such as Europass CV for all academic staff and publish them on the Faculty web page.*

**2.4. Educational process content**

The study programme Bachelor (BSc) in Computer Science is a three years study programme organised according to the European higher education system and Bologna process. Students for each year of study receive 60 ECTS which are in line with the European Credit Transferring System in the European Higher Education Area. One ECTS point equals approximately 25 hours of total student workload, including participation in lectures, exercises, participation in seminars, research papers, home and library study, internships, and



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self-directed [SER, p.24]. The study programme is very well organised since during the first year the fundamental engineering courses (such as Basics of Programming, Basics of Computer Systems, Mathematics I, Operative Systems, etc.) are given which introduce students to the basics of the computer science field. During the second year students will gain additional knowledge on advanced computer science technologies (such as Databases, Networks, Web programming, Artificial Intelligence, etc.) which will help them to choose one of two specialisations available at the third year of the study: Software Engineering or Telecom and Computer Networks. Both specialisations are well organised with specific courses from one of the fields. Furthermore, based on the recommendation from the previous expert team some courses from the previous programme have been replaced by the more relevant and technology up to date courses (such as Basics of Computer Systems, Web Programming, Data Science, Research Methods and Operational Research, Database, network and web, Machine Learning, Graphics programming, Data and Computer Communications, Network Practices and Operations and Network and Protocol Analysis). Only one issue was found in the fourth semester since in the same semester there is a mandatory course “Introduction to Artificial Intelligence” and elective course “Machine Learning” which overlap in the field and the content.

The study programme complies with the level 6 of the National Qualifications Framework and the European Qualifications Framework. The disciplines within the curriculum are provided in a logical flow and learning outcomes on the study programme level, as well as on the study course level are divided in three categories: knowledge, skills and competences, which seems very convenient. However, the learning outcomes on the study programme level must be updated since some are not written with the same style and also they are very generally written without specifying the specific technologies under the skills or competencies. Furthermore, the learning outcomes on the course level are not completely uniform across all the courses in the study programme, and therefore have to be updated for specific courses (such as Project, Programming of mobile devices, etc.). Furthermore, the list of recommended literature is not uniform across all the courses of the study programme, some relevant information is missing (publication year, publisher, etc.), and therefore it should be updated. Moreover, many courses have relatively old literature which should be replaced with newer (courses such as Web languages and technologies, Machine learning, Introduction to Artificial Intelligence, Software Engineering, Programming of mobile



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devices, Network Practices and Operations, Data and Computer Communications, Data security, Graphics programming, Network and Protocol Analysis, etc.).

The courses within the curriculum have analytical syllabuses which contain all the necessary basic information, objectives, topics, learning outcomes, literature list, teaching methodology, evaluation form and academic policies. The syllabuses are reviewed at the beginning of each semester and they must be approved by the Teaching Council of the Faculty before they are inserted on the electronic platforms of the AAB College. The syllabuses are discussed with students and distributed to students through the E-service platform a week before the beginning of the semester so that students manage to read in advance the content of the module, as mentioned in the SER on page 25. It can be concluded that the Faculty of Computer Science applies the student-centred learning approach and promotes student-professor collaboration, which was confirmed by the teachers, as well as by the students.

During the classes various teaching methods are applied, such as laboratory teaching, problem situations and case study, critical reflection, analytical observation of issues, work in small and large groups, as well as presentations to different audiences, organising open discussions, etc. Before the theoretical lectures and practical work is organised, teaching materials and other teaching resources are placed on the E-service platform, as mentioned in the SER on page 26. The ratio of lectures and laboratory exercises is in general 50% to 50%. Assessment mechanisms are also included in the course syllabus and are clearly communicated to students at the beginning of every course. According to students and graduates, they were conducted fairly and objectively.

One of the weaknesses stated in the SER is “The level of English language proficiency among students”. In the SER, page 25, it is mentioned that the BSc Computer Science study programme is offered in English but during the meeting with the heads of the study programme it was stated that the programme is offered in Albanian language. However, there is only one mandatory course during the first semester “English for Computer Science” and one elective in the fourth semester “Advanced English”. Moreover, during the meeting with the students some of them did not speak English, rather in Albanian and the assistance of the translator was needed. Therefore, it is necessary to provide additional help (additional education, courses, workshops, etc.) to the students but also to the academic staff who are struggling with the knowledge of the English language.



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Appropriate mechanisms are used for verifying standards of student achievement and the results are gathered via the E-service platform. The obtained report is evaluated and if necessary, various activities are organised, such as additional hours of lectures and exercises, reducing the number of students in groups, providing additional preparatory hours before the exam deadline, additional individual consultations with assistants. These activities are organised in order to improve the situations where standards of student achievement are inadequate or inconsistently assessed.

The internship is mandatory during the study programme and it is conducted through course “Project” in the fifth semester at both specialisations which has a weight of 10 ECTS and is provided during the third year. Students are required to obtain a four week internship in a company. For that and other purposes the AAB College has signed cooperation agreements with many companies and the news regarding the contracts signed are regularly published on the AAB College website and Facebook page. However, in the Project course syllabus it is written that all students from the specialisation Telecom and Computer Networks have to take the internship in only one company - Ati-Kos - and students from the specialisation of Software Engineering also in one company - Cactus Education. During the meeting with the heads of the study programme it was mentioned that this is a mistake, therefore the ET recommends correcting the syllabus of the course Project.

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





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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 programme under evaluation.	X	
Standard 4.4. The disciplines within the curriculum have analytical syllabuses which comprise at least the following: the discipline's objectives, the basic thematic content, learning outcomes, the distribution of classes, seminars and applicative activities, students' assessment system, the minimal bibliography, etc. The full course description/ syllabuses of each subject/ module should be attached only in electronic form to the self-assessment report for the study programme under evaluation	X	
Standard 4.5. If the language of instruction is other than Albanian, actions are taken to ensure that language skills of both students and academic staff are adequate for instruction in that language when students begin their studies. This may be done through language training prior to the commencement of the program.		X
Standard 4.6. The student-teacher relationship is a partnership in which each assumes the responsibility of reaching the learning outcomes. Learning outcomes are explained and discussed with students from the perspective of their relevance to the students' development.	X	
Standard 4.7. Teaching strategies are fit for the different types of learning outcomes programs are intended to develop. Strategies of teaching and assessment set out in programme and course specifications are followed with flexibility to meet the needs of different groups of students.	X	
Standard 4.8. Student assessment mechanisms are conducted fairly and objectively, are appropriate for the different forms of learning sought and are clearly communicated to students at the beginning of courses.	X	
Standard 4.9. Appropriate, valid and reliable mechanisms are used for verifying standards of student achievement. The standard of work required	X	





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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.		
Standard 4.10. Policies and procedures include actions to be taken in to dealing with situations where standards of student achievement are inadequate or inconsistently assessed.	X	
Standard 4.11. If the study programme 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	
Standard 4.12. In order to facilitate the practice stages, the higher education institution signs cooperation agreements, contracts or other documents with institutions/organisations/practical training units.	X	

**Compliance level:** Fully compliant

**ET recommendations:**

1. *Revise and improve the learning outcomes at the study programme level, as well as at the course level (knowledge, skills and competences).*
2. *Implement learning outcomes evaluation as a regular procedure.*
3. *Improve the literature list to be unified across all the courses of the study programme, add missing information and replace the older one with the newer.*
4. *Actions regarding the English language skills of both students and academic staff should be taken in order to ensure that the adequate level is achieved.*
5. *Correct the syllabus of course Project since only two companies are mentioned for an internship.*



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## 2.5. Students

The Statute of the AAB College stipulates the admission criteria and the overall admission process. The admission requirements and process for bachelor studies is further detailed in the Regulations for Bachelor Studies. The BSc Computer Science study programme is open to applicants who have completed high school, have successfully passed the Matura test and possess personal documentation including the school certificates, identity cards, etc. There are no additional exams for admission. The applications can be made both in person and online. One of the weaknesses listed in the SER is the insufficient knowledge of English by students. During the site visit, the ET learned that teaching materials for each study course would be produced in Albanian by each responsible staff member. However, Computer Science is a global domain and sufficient English knowledge is important not only during the studies but also later, in the professional career. Therefore, the ET recommends to the Faculty to provide additional help to the students who are struggling with the knowledge of the English language or to consider the introduction of an additional admission criteria regarding the English language knowledge.

The organisation of student groups is defined by the AAB College Statute and the Administrative Instruction. For lectures, a group consists of a maximum of 60 students while for exercises a group consists of maximum 20 students. The SER states that in practice the exercises are organised in groups of no more than 15 students which ensures the higher teaching quality and the possibility for more interaction with students. The relationship between staff and students at the AAB College is very close and the feedback to students is provided on a regular basis. According to the Regulations for Bachelor Studies, the results of exams are communicated no later than seven days after the exam. The Regulations for Bachelor Studies foresee several possibilities for extension of deadlines or change of an exam date. According to the SER, a request for change or extension has never been refused. The students interviewed by the ET confirmed that the results of the exams are explained individually during the consultation time. Overall, the students were very satisfied with the teaching and learning experience.

The data on student performance throughout the study year and during the exam are collected on the internal platform and analysed at the end of each year. The overall reports on performance are reviewed by the Vice-Rector for Teaching who, if needed, discusses specific



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issues with the Dean of the Faculty. The Code of Ethics defines the different cases of plagiarism and the relevant measures. In order to detect plagiarism and duplicate content in students' work Turnitin software has recently been introduced in the AAB College. The software includes Albanian and English languages and the software usage was demonstrated and explained during the two training sessions for the academic staff who mentioned that they are satisfied with the plagiarism detection mechanism. However, the plagiarism detection mechanism is not regulated and the ET was unable to check the efficiency of it. According to the Code of Ethics the Dean of the Faculty can report students to the Ethics Commission for cases of plagiarism.

"Student rights and obligations are defined in the AAB College Statute and also included in the Regulation for Bachelor Studies. There is a Student Handbook that includes several references to student rights and obligations, in order to make them easily available and understandable to students. The Regulation for Bachelor Studies also stipulates procedures for appeals and complaints. In case of written exams, combined exams or oral exams, the grade can be contested within three days from its announcement. The Dean of the Faculty is responsible for constituting a commission for reviewing the complaint. According to the Regulation for Bachelor Studies, the students also have the right to appeal to the Dean of the Faculty for the continuous evaluation of their respective professors, for the points obtained in the semester test, the calculation of continuous evaluation points or for the evaluation method determined by the professor in the syllabus of the course.

The Statute of AAB College states that the students are able to transfer credits from AAB to other institutions or vice-versa. The transfer procedure is explained by the Regulation for Bachelor Studies. The regulation states that the transfer is possible twice a year before the beginning of the semesters and the transfer is allowed at the earliest in the second semester and at the latest in the penultimate semester. The additional information provided by the Faculty states that every semester from 2017 to 2021 there have been more than 15 cases of transfer in the BSc Computer Science study programme ..

The consultation times at the AAB College are fixed as two hours per week for each academic staff member and the students confirmed that the teaching staff is available for consultation when needed. In 2021 the AAB College has established an academic counselling system, where for each year of study an academic staff member is appointed as an academic advisor.



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Standard	Compliance	
	Yes	No
Standard 5.1. There is a clear and formally adopted admission procedure at institutional level that the study programme 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 programme 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 programme and to all examinations.	X	
Standard 5.7. Records of student completion rates are kept for all courses and for the programme 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	



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**Compliance level:** Fully compliant

**ET recommendations:**

1. *Regulate the plagiarism detection mechanisms and measure their efficiency.*

**2.6. Research**

In the strategic objectives of the Faculty of Computer Science, as well as in the learning outcomes of the BSc study programme scientific or applied research objectives are barely mentioned. However, in the strategic objective of the Development Plan, the following objective is put forward: “*Create a system designed to raise scientific research quality through staff and student support for research work for purposes of achieving the third Mission and social development*” [SER, p. 34]. Since this is a bachelor study programme, it is not expected to emphasise the research component which is fine and the majority of students will conduct research for the purpose of writing the Diploma Thesis. Students who want to get additional knowledge from this field can select an elective course in the third semester called “*Research methods and operational research*”.

Expectations for teaching staff involvement in research and scholarly activities and performance in relation to these expectations are clearly specified in the work contract, in the Statute of the AAB College, in the Regulations for Scientific-Research Activities and in the Regulation on Appointment, Reappointment and Promotion of Academic Staff. Policies that support high quality scientific research and publications are established and they are also consistent with the international standards and established norms in the field of the study program.

Part of the teaching staff does not have scientific profiles on online scientific platforms (such as ResearchGate, IEEE, Google Scholar, etc..) and although the majority of them have LinkedIn profiles, the recommendation is to create scientific profiles in order to improve the global visibility of the institution in the field of science. Only several members of the academic staff have a proven track record on a bigger scale of research results on the same topics as their teaching activity while the majority are publishing their work in local or



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regional journals and conferences in order to satisfy the minimum of one published paper per year, as stated in their contract. The table in SER on page 35 includes publications in WoS in the last five years and the number is extremely low, as well as the participation in international conferences. Furthermore, according to the additionally submitted document which shows a number of all scientific publications for all academic staff in the last four years, the majority of the academic staff do not satisfy the minimum of one published paper per year, as required by their contract. During the meeting with the academic staff it was stated that they all publish at least one paper per year and even more, therefore it is not clear whether the submitted data are correct. Moreover, some other important instruments for high level research – active research groups, regular research seminars, involvement in international research projects, etc. are not sufficiently developed as well. Although the AAB College is publishing the Journal "THESIS", it does not cover the Computer Science and IT fields, and therefore it is not closely connected to the proposed study programme. Research is basically validated by scientific publications and the academic staff within the Faculty publishes papers under the name of the AAB College. Establishing mechanisms and defining procedures for sustainable cooperation with industry is one of the measures included in the Strategic Plan 2022-2026 and the number of research activities conducted for the industry is one of the performance indicators. On the other hand, technological transfer is not facilitated by the salary system, as salaries do not depend on cooperation with companies.

During the meeting with the teaching staff, few examples of including research work in the teaching activities were mentioned but this activity should be improved. Furthermore, it was stated that due to the new Regulation for Scientific Research which ensures the grants and awards for the scientific publications, it is much easier to publish a scientific paper and participate in international conferences. This grant also promotes the publication of scientific research in journals indexed through the recognized databases of Web of Science (Clarivate) and Scopus. Furthermore, yearly grants for the ten best multidisciplinary scientific research projects that include the participation of at least two MA level students and diploma theses are introduced. This is an example of a good practice which must be fully implemented and continued.

Procedures for the development and commercialization of intellectual property are stated in the Regulation on Intellectual Property. Issues related to intellectual property are also foreseen in the Employment contract of academic staff, Article 14, which stipulates that





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intellectual property rights in any work that is done or created by the employee during the employment relationship (during the hours and in the workplace) shall be counted as the employer's work. Intellectual property issues are also regulated on the national level.

During the meeting with the students and graduates it was confirmed that they were invited by professors to participate in the projects and to write and present a scientific paper and some of them accepted this opportunity. Furthermore, various examples of other activities such as participation in the competitions were mentioned.

Standard	Compliance	
	Yes	No
Standard 6.1. The study programme 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
Standard 6.2. Expectations for teaching staff involvement in research and scholarly activities are clearly specified, and performance in relation to these expectations is considered in staff evaluation and promotion criteria.	X	
Standard 6.3. Clear policies are established for defining what is recognized as research, consistent with international standards and established norms in the field of study of the program.	X	
Standard 6.4. The academic staff has a proven track record of research results on the same topics as their teaching activity.		X
Standard 6.5. The academic and research staff publish their work in speciality magazines or publishing houses, scientific/applied/artistic products are presented at conferences, sessions, symposiums, seminars etc. and contracts, expertise, consultancy, conventions, etc. are provided to partners inside the country and/or abroad.		X





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Standard 6.6. Research is validated through: scientific and applied research publications, artistic products, technological transfer through consultancy centres, scientific parks and other structures for validation.	X	
Standard 6.7. Each academic staff member and researcher has produced at least an average of one scientific/applied research publication or artistic outcome/product per year for the past three years.		X
Standard 6.8. Academic and research staff publish under the name of the institution in Kosovo they are affiliated to as full-time staff.	X	
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.	X	
Standard 6.9. Policies are established for ownership of intellectual property and clear procedures set out for commercialization of ideas developed by staff and students.	X	
Standard 6.10. Students are engaged in research projects and other activities.	X	

**Compliance level:** Partially compliant

**ET recommendations:**

1. *Increase the number and the quality of the scientific publication specifically in journals and conferences indexed in the recognized databases, such as Web of Science.*
2. *Expand the Journal "THESIS" to include the Computer Science field.*
3. *Create scientific profiles on the official Faculty web page and on online scientific platforms in order to improve scientific visibility of FCS (such as ResearchGate, IEEE, Google Scholar, etc.).*
4. *Include state-of-the-art scientific results in courses' content.*
5. *Improve involvement in international research projects and collaboration.*



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## 2.7. Infrastructure and resources

AAB College operates in three campuses, one in the city of Prishtina which is the main campus and two others in two others in Gjakova and in Ferizaj. In Prishtina, the learning process takes place in the building owned by the AAB College with around 40,000 m<sup>2</sup> and which includes large classrooms, small classrooms, amphitheatres, laboratories, special spaces for students, offices for deans and management, sanitary units and recreational spaces for students, etc. All premises used by the AAB College are owned by it. The Faculty conducts the study programme in several classrooms and five fully equipped IT laboratories that are not shared with other faculties. Although the capacity of laboratories is large, 30 to 40 students/computers (one computer per student), during the meeting with the heads of the study programme it was explained that this number was inherited and that the maximum size of a group in a laboratory is 20 students but there are more computers since some computers often do not work and for other reasons. Furthermore, it was stated that the investments in IT have increased tremendously, including the latest technology, since in September 2021 two more laboratories with 80 computers of new generations were added [SER, p. 41].

From the video presentation of the AAB College it can be seen that the Faculty has more than adequate infrastructure for the organisation of the teaching process and for conducting basic research work. The staff and students of the BSc study programme in Prishtina benefit from all the resources and services available at the Prishtina campus. There are two support staff members exclusively for the Faculty of Computer Science. However, the large requested number of students (300) for the new study programme could cause problems in organisation of the teaching process, especially laboratory exercises, and therefore it should be lower. Furthermore, by lowering the number of groups on laboratory exercises the teaching capacities could be insufficient. Moreover, such a big number of students could lead to decreasing the quality and knowledge of students enrolling in the study programme, as well as decrease the quality of the overall teaching process and therefore it should be reduced.

Regarding the administrative support, the Faculty has two administrative staff members which provide administrative services, but there are also other offices that support the teaching process, the academic staff and students such as: Central Administration, Office for Software Development, Office for IT Support, Transfer Office, Career Office, etc. Regarding the online resources for students, there is an electronic platform e-Student used for most of



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the services, such as posting teaching materials and giving grades by teaching staff and creating reports and student transcripts by administrative staff.

According to the Statute of the AAB College and Regulations of the AAB College the Faculty enjoys academic freedom and independence of action, in terms of functioning, organising conferences, research work and other academic issues. However, faculties are not independent budget units, and therefore the budget is allocated by the AAB College management for all academic units. As stated in the SER, the AAB College budget is managed efficiently and the financial viability was also ascertained in the assessment by the independent audit companies. Financial plan on the BSc study level programme was provided in the additional documentation. Budget revenues are unbalanced, with tuition fees accounting between 95% and 98% of the total study programme revenue, while revenues from other sources such as research projects and donors are minor. However, the financial plan shows sustainability of the study programme .

The campus in Prishtina has two libraries in a very good condition with enough teaching materials and reading space in the reading and self-study rooms that are also partially equipped with computers, satisfying KAA requirements. Although all students and teaching staff have access to the J-STOR that offers them an access to scientific databases, none of the scientific databases mentioned in the SER are connected to the computer science field, and therefore it should be added. The infrastructure and facilities have electric stairs, elevators, emergency exits and all relevant infrastructure for students with special needs.

Standard	Compliance	
	Yes	No
Standard 7.1. The adequate long-term implementation of the study programme 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 <b>financial plan</b> at the level of the study programme that would demonstrate the <b>sustainability of the study programme for the next minimum three years</b> .	X	



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<p>Standard 7.3. The higher education institution must <b>demonstrate</b> with adequate documents (property deeds, lease contracts, inventories, invoices etc.) that, for the study programme submitted for evaluation it possesses the following, <b>for the next at least three years:</b></p> <p>a) <b>owned or rented spaces</b> adequate for the educational process;</p> <p>b) <b>owned or rented laboratories</b>, with the adequate equipment for all the compulsory disciplines within the curriculum, wherever the analytical syllabus includes such activities;</p> <p>c) <b>adequate software</b> for the disciplines of study included in the curriculum, <b>with utilisation licence;</b></p> <p>d) <b>library</b> equipped with <b>reading rooms, group work rooms and its own book stock</b> according to the disciplines included in the curricula.</p>	X	
<p>Standard 7.4. <b>The number of seats</b> in the lecture rooms, seminar rooms and laboratories must be <b>related to the study groups' size</b> (series, groups, subgroups); the applicative activities for the speciality disciplines included in the curricula are carried out in laboratories equipped with IT equipment.</p>	X	
<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 <b>at least 10% of the total number of students</b> 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, <b>out of which at least 50% should represent book titles</b> 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>	X	



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e) a sufficient number of subscriptions to Albanian and foreign publications and periodicals, according to the stated mission.		
Standard 7.6. <b>The infrastructure and facilities</b> dedicated to the implementation of the programme is <b>adapted to students with special needs.</b>	X	

**Compliance level:** Fully compliant

**ET recommendations:**

1. *Improve the financial plan at the study programme level with more revenue sources.*

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

AAB College as a large non-public institution has an important role for the local but also for the regional higher education landscape. The constant growth is present in the number of teaching staff, facilities and size of the infrastructure, as well as in achieving a high degree of institutional maturity in terms of organisation, management and leadership. The teaching and administrative processes of the Faculty of Computer Science are adjusted to the needs of students and the general goals of the study programme “Bachelor (BSc) in Computer Science” are in line with the mission and strategic goals of the Faculty and AAB College, as well as the needs of the labour market. However, there are several improvements that are necessary in order to further improve the quality of the proposed study programme :

- During the previous accreditation of the BSc Computer Science the expert team had formulated a number of recommendations. The main recommendations were related to reviewing the list of expected learning outcomes for the study program, describing the organisation, supervision and assessment of student independent work, determining goals for research etc. Since the last accreditation the AAB College has implemented some of these recommendations but some are still in progress and it is mandatory to implement all of them.
- Include the preparation for the master level studies in the mission of the BSc study programme , as well as an improvement of the teaching strategies and the quality of



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learning materials in the strategic documents and plans, and develop and document a didactic and research concept accordingly

- Review and update all regulations and guidelines regularly
- Compile summary reports based on the survey results and statistical data both on the study programme and the Faculty level and ensure that the findings (recommendations) of these reports are published and taken into account in the development processes.
- Revise and improve the learning outcomes at the study programme level, as well as at the course level (knowledge, skills and competences) and perform the mapping of the study programme learning outcomes against the relevant level of the National Qualifications Framework and European Qualifications Framework.
- Increase the number and the quality of the scientific publication specifically in journals and conferences indexed in the recognized databases, such as Web of Science, as well as the scientific visibility of the academic staff.
- Improve the financial plan at the study programme level with more revenue sources and improve involvement in international research projects and collaboration.

Based on the study of extensive documentation and an online visit to the Faculty of Computer Science that was very professionally organised, the ET for the accreditation process has prepared this report based on the defined Standards & performance indicators for external evaluation according to the Accreditation Manual of KAA and given recommendations for further quality improvement.

The ET wants to point out that in general the SER is well written which has greatly facilitated the re-accreditation process. However, many important annexes were missing which made the preparation for the visit more difficult. The ET believes that the AAB College has a fair study programme that has a bright future, and encourages the AAB College to improve it further and to continue with good practices. Considering the documentation provided and discussions with the programme development team, the ET has given the following compliance level:





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Standard	Compliance Level
Mission, objectives and administration	Partially compliant
Quality management	Substantially compliant
Academic Staff	Fully compliant
Educational Process Content	Substantially compliant
Students	Fully compliant
Research	Partially compliant
Infrastructure and resources	Fully compliant
<b>Overall Compliance</b>	<b>Substantially compliant</b>

In conclusion, the ET considers that the study programme Bachelor (BSc) in Computer Science offered by the AAB College, Faculty of Computer Science is **substantially compliant** with the standards included in the KAA Accreditation manual and, therefore, recommends to accredit the study programme for a duration of three years with a number of 200 students to be enrolled in the programme.

### Expert Team

#### Chair

(Signature)

**Prof. Dr. Sc. Josip Balen**

(Print Name)

**10th June 2022**

(Date)

#### Student Member

DocuSigned by:

(Signature)

**Asnate Kažoka**

(Print Name)

**10th June 2022**

(Date)