



Republika e Kosovës
Republika Kosova - Republic of Kosovo



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

AAB College

Faculty of Foreign Languages

PROGRAM: BA Program in English Language

TYPE OF EVALUATION: RE-ACCREDITATION

REPORT OF THE EXPERT TEAM

16 May 2022

1



TABLE OF CONTENTS

Contents

TABLE OF CONTENTS.....	2
1. INTRODUCTION	3
1.2. Site visit schedule	6
1.3. A brief overview of the institution and program under evaluation.....	7
2. PROGRAM EVALUATION.....	7
2.1. Mission, objectives and administration.....	7
2.2. Quality management	12
2.3. Academic staff	16
2.4. Educational process content.....	21
2.5. Students.....	28
2.6. Research.....	32
2.7. Infrastructure and resources	35
3. OVERALL EVALUATION AND RECOMMENDATION OF THE ET	38



1. INTRODUCTION

1.1. Context

Date of site visit: 18th of March, 2022 (Online site visit)

Expert Team (ET) members:

- Prof. habil. dr. Anca Greere (Chair)
- Lali Giorgidze (Student Expert)

Coordinators from Kosovo Accreditation Agency (KAA):

- Flamur Abazaj KAA Officer

Sources of information for the Report:

- KAA Accreditation Manual (2021)
- KAA Manual for external evaluation of higher education institutions (2021)
- KAA Manual Annex 4.4. Template of the External Review Report
- Self-Evaluation Report (SER) of “English Language BA” program submitted by Faculty of Foreign Languages of AAB College
- Study Program – English Language BA Program
- Course syllabi
- CVs of the staff
- List of Activities of the Faculty of Foreign Languages at AAB College for 2016/2021
- List of publications of English Language Department Staff
- Research plan of the faculty of Foreign Languages for 2021-2026
- Link with the video of the infrastructure: <https://www.youtube.com/watch?v=7pLlFqZ-zig>

Requested Documents

1. An operational action plan for the strategic plan of the faculty
2. Regulation/Policy confirming students’ representation in management/decision-making bodies
3. A selection of minutes for meetings/sessions of committees where students are present and vote



4. Continuous Professional Development Plan/Initiatives for Staff of the Faculty, including any activities of regular sharing of good practice
5. A selection (3-4) of graduation theses (anonymized)
6. A selection (3-4) of assessments with attached feedback (anonymized)
7. A selection (3-4) of staff appraisals (anonymized)
8. A selection (3-4) of student records (anonymized)
9. Any documented evidence, if available, of consultations with employers for program design and planning
10. Regulations for Bachelor Studies or Handbook for students with policy information
11. Policy or Guidance on Academic Integrity/Ethical approaches for studies (what applies to staff and students in relation to teaching, learning and assessments)
12. Policy or Guidance on Ethics in Scientific Research (about how staff should be guided by ethics in research)
13. KPIs for the program, if specifically formulated
14. Course completion rates of the program (please include number of students admitted annually to the program from 2015 to 2018 and number of students who graduated from 2018 to 2021); Include number of current students on the program according to study years; Please also indicate drop-out rate and any report on drop-out reasons, if analysis specifically conducted
15. A selection of completed questionnaires by students about the teaching process and administrative services that are distributed by the end of each semester
16. A selection of completed questionnaires from the academic staff, industry and employers, graduates, if available
17. Any analysis reports prepared based on the above-mentioned questionnaires, if available
18. Online survey of learning process under COVID-19, selection of completed questionnaires and the corresponding analysis report, if available
19. Reports on evaluations of students' practical work (if any)
20. Quality Assurance Regulations or Manual applicable to the Faculty/Program
21. Financial plan of the program and/or consideration of sustainability for future resources
22. Software utilization licenses
23. Link to electronic catalogue of the library (if available) that may be allowing students to see online if particular book is available in an online and/or as a hardcopy
24. Questionnaires and report on student usage and satisfaction on infrastructure, if separate to the above semester surveys



Received Documents

1. Development annual plan of the faculty
2. Regulation/Policy confirming students' representation in management/decision-making bodies and the Statute of AAB College
3. A selection of minutes for meetings/sessions of committees where students are present and vote
4. Continuous Professional Development Plan/Initiatives for Staff of the Faculty, including any activities of regular sharing of good practice
5. A selection (3) of graduation theses (anonymized)
6. A selection (3-4) of assessments with attached feedback (anonymized)
7. A selection (3-4) of staff appraisals (anonymized)
8. A selection (3-4) of student records (anonymized)
9. Documented evidence of consultations with employers for program design and planning
10. Regulations for Bachelor Studies or Handbook for students with policy information
11. Code of Ethics
12. Code of Ethics for Scientific Research
13. KPIs for the program
14. Course completion rates of the program
15. A selection of completed questionnaires by students about the teaching process and administrative services that are distributed by the end of each semester
16. Analysis reports prepared based on the questionnaires for academic staff (in Albanian)
17. Online survey of learning process under COVID-19, selection of completed questionnaires and the corresponding analysis report
18. Students' practical work evaluation criteria
19. Quality Assurance Regulations or Manual applicable to the Faculty/Program
20. Financial plan of the faculty of foreign languages
21. Turnitin utilization licenses
22. Link to electronic catalogue of the library
23. Report for administration and student support services

Criteria used for program evaluation:



The experts team followed the program re-accreditation assessment areas and respective performance indicators, developed by Kosovo Accreditation Agency that are presented in Accreditation Manual – 2021

1.2. Site visit schedule

Program Re-accreditation Procedure at AAB College	
Program:	English Language, BA (Re Accreditation)
Online site visit on:	March 18, 2022
Expert Team:	Prof. habil. dr. Anca Greere Lali Giorgidze, PhD Student
Coordinators of the KAA:	Ilijane Ademaj Ahmeti, KAA Officer Flamur Abazaj, KAA Officer

Site Visit Program

Time	Meeting	Participants
09:00 – 09:45	Meeting with the management of the faculty where the program is integrated	
09.50 – 10.35	Meeting with quality assurance representatives and administrative staff	
10:45 – 11:45	Meeting with the heads of the study program:	Aida Alla Marika Butskhrikidze Aleksandar Takovski Qatip Arifi Fatmir Ramadani Isa Spahiu
11:45 – 12:25	Lunch break (provided at the evaluation site)	
12:25 – 13:10	Meeting with teaching staff	
13:15 – 14:00	Meeting with students	
14:10 – 14:55	Meeting with graduates	
15:00 – 15:45	Meeting with employers of graduates and external stakeholders	
15:45 – 15:55	Internal meeting of KAA staff and experts	
15:55 – 16:05	Closing meeting with the management of the faculty and program	



Republika e Kosovës
Republika Kosova - Republic of Kosovo



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

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

AAB College is the largest non-public institution of higher education in the Republic of Kosovo which consists of a total of 14 faculties with study programs at both BA and MA levels. AAB College offers teaching in its main campus in Prishtina, and in the two branches in Gjakova and Ferizaj, as accredited by decision of KAA and licensed by MEST.

The program under evaluation is a BA program, level 6 NQF/EQF, of total duration 3 years, with 60 ECTS credits per academic year. The study program was initially accredited in 2010 and was subsequently re-accredited two more times (i.e. in 2011 and 2014), this being its fourth re-accreditation evaluation.

2. PROGRAM EVALUATION

2.1. Mission, objectives and administration

The SER notes that the Faculty of Foreign Languages at AAB aims to prepare language experts in the field of English, promote intercultural dialogue, increase opportunities for young people to study and work abroad, and facilitate employment opportunities in organizations and office environments where English is the primary means of communication. This is to be achieved through a number of strategic objectives which the Faculty promotes. The ones which are most visible in the BA program relate to: teaching pedagogies supported by digitalisation; orientation towards the labour market; capability development of staff; and, expansion of cooperations to create stronger links for students and staff. The developments observed on the Program level correlate well with these objectives and are in compliance with the strategic directions at the level of the Faculty and institution.

An important aim outlined by the College is their desire to increase research outputs with a view to changing status to a University. This has meant that in recent years there has been a clear shift towards strategically promoting research and encouraging the participation of both staff and students in research activities. As such more research activities are demonstrated to have been embedded in the program structure.



Republika e Kosovës
Republika Kosova - Republic of Kosovo



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

In presenting the intended learning outcomes, the ET found that these are organised by knowledge, skills and competencies. As a level 6 program, its didactic approach involves developing problem-solving competencies and superior communication skills, transferrable to a broad range of career paths, including teacher, translators, editors, etc. Critical and analytical thinking, creative skills, research-based activities, social responsibility and cultural awareness feature amongst the elements in focus in the articulation of the program learning outcomes. Verbs like “define”, “recognise”, “differentiate”, “illustrate”, which highlight memorization/replication capacities, also feature in the composition of the learning outcomes. It is important for the program to ensure it privileges actions of “apply”, “evaluate”, “analyse” in the way the program is set out for teaching, learning and assessment purposes to ensure that the majority of actions are set to promote evaluation, analysis and creativity (and balance out memorization or replication) with a view to students achieving their graduation at the right level.

The program design acknowledges the spread of usage of English language competencies and the different areas of expertise where these may be required. It also takes account of the fact that the labour market in Kosovo is limited, hence more generic training, rather than deeply specialised, will benefit graduates more. As such, the program concept is to cater for multiple career aims thus offering theoretical knowledge and practical opportunities to develop competencies in different areas of interest. Linguistic, cultural, communicative, technical skills are all targeted through the curriculum set-up.

It is important to note that, by governmental arrangements, the College cannot organise teacher training. However, there are multiple graduates who have taken on this path and employers, from private training institutions, who have confirmed that graduates come well prepared to become teachers, both through their English level and also through the behavioral characteristics they display.

In processes of review and development of the Program, the ET found that multiple sources of information are accessed including extensively engaging representatives of the labour market via more informal interactions. However, the Teaching Council currently does not have appointed permanent members who are representatives of the labour market. Only the College Board has members of industry represented, not at Faculty level. The faculty could reflect on developing formal and consistent engagement with labour market representatives, rather than ad-hoc or on-demand engagement when external review processes call for



Republika e Kosovës
Republika Kosova - Republic of Kosovo



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

consideration of potential changes. Such formalised engagement could include bringing industry representatives on faculty-level committees to constantly inform the College of and allow it to explore market trends for the purposes of program updates. It is possible to also consider that industry representative may wish to bring entrepreneurial market opportunities or contracted research to the College, more generally, and the Program, more specifically. This would foster impact of the program on society, along with enhancing the third mission of the AAB College which involves engagement in applied research and provision of transformational learning experiences with community and industry, and development of full potential of the students, staff, social and economic partners and of the society. The ET understands that entrepreneurial opportunities of the program can be limited by low “absorptive capacity” of business companies to benefit from the research or services that higher education institutions in Kosovo offer. But one way of boosting engagement with industry by the faculty could be professionalising AAB College service offerings underpinned by clear pricing principles and standard forms of contracts.

Whereas benchmarking can be very relevant to setting development goals through comparison with other programs with similar objectives, it is unclear which elements of the Program have been specifically compared in the benchmarking exercises noted in the SER (such as with University of Zagreb and the University of Ghent, and the University of Prishtina and the University of Tirana), as there seems to be a disproportionate emphasis placed on very precise periods in literature as a result of this comparison. The College has noted that due to more specialised courses present in the programs chosen for benchmarking some may have been deemed less suitable for the “general English” program, consequently only limited elements could be made use of. Whereas, the ET acknowledges the value of culture in a program of this nature, it remains important that curriculum components balance objectives pertinently and allow for a broad overview of a multitude of competencies (see also Recommendation in 2.4).

The program is offered at three campuses, i.e. in Prishtina, in Ferizaj and in Gjakova, with management and teaching staff confirming during the online visit that the teaching, learning and assessment arrangements are comparable for the main campus and the other two locations, with the same teachers moving between campuses to ensure the same teaching content and the same teaching methodologies are applied consistently. As such, it was noted from the online visit that students are unlikely to find any variations which would impact their potential to achieve the program outcomes.

9



Republika e Kosovës
Republika Kosova - Republic of Kosovo



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

The administration of the Program is well aided by digital tools which are easily accessed and provide consistency in dealing with a multitude of administrative tasks which students and staff need to engage in.

There are formal policies and regulations which cover important procedural aspects. These are readily available via different e-platforms or directly through the website and students and staff have confirmed that they know how to refer to them to relevantly address matters arising.

Ethics is an area kept under review and students and staff have confirmed that academic integrity features as an important preoccupation in teaching, learning, assessments and research activities. The College has licenses for Turnitin, which are usable/accessible on campus, and staff and students are encouraged to use the system more regularly. The ET heard that there are challenges with plagiarism which the Program is working to address, by adopting a stronger preventive approach to the use of anti-plagiarism tools. Currently, staff confirmed that Turnitin is not used consistently and it is not compulsory for students, not even for the graduation theses. The Code of Ethics, which seems to be the policy usable most in teaching, learning, assessment or administrative circumstances, does not define plagiarism. This seems to be detailed only in the document referred to as Code of Ethics for Scientific Research, suggesting that staff conducting research are held accountable under more clear regulations. It has also been observed that there are no measures at the faculty to avoid cases of contract cheating i.e. the cases when students submit works that have been completed for them by a third party. So, the faculty could consider the measures for decreasing risks of this by enhancing effectiveness of procedures ensuring originality of work submitted by students.

The Program management have confirmed that the policies and regulations are updated as necessary to reflect circumstances, as they develop. The SER indicates a minimum review cycle of three years.



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

Compliance level: (67%) Partially compliant

ET recommendations:

1. *Enter into negotiations with Government to gain permission to include teacher training as a potential career strand. This would then need relevant pedagogical modules to be added into the program for students wishing to pursue this direction.*
2. *Consider enhancing the Teaching Council with appointed representatives of the labour market to help guide faculty-wide developments.*
3. *Balance any benchmarking activities conducted in view of reviewing program components against the objectives set for the program and ensure that there isn't a disproportionate focus on highly specific elements, without a clear justification correlating back to the objectives.*



4. *Amend policies on academic integrity and make anti-plagiarism tools compulsory to better assist with both prevention and detection, especially for high-stakes assignments like final graduation theses.*
5. *Make clear how the Code of Ethics and the Code of Ethics for Scientific Research interact and if they are to be used separately and as stand-alone. It is important for both to contain relevant definitions, such as, for example, for plagiarism.*

2.2. Quality management

The Regulation on Quality Assurance of AAB College defines the internal quality assurance procedures, the mechanisms of evaluation and the bodies responsible for quality assurance. The QA Regulation framework envisages the involvement of staff in the quality assurance system and sets out structural units responsible for implementing QA mechanisms and promoting culture of quality. Two main structural units responsible on internal QA are Quality Assurance Commission and Quality Assurance Office. The Quality Assurance Commission consisting of 5 members (among which 2 are students) is responsible for drafting, implementing and monitoring quality assurance policies while. The Quality Assurance Commission implements QA policies through the Quality Assurance Office which reports to the former. This arrangement is more inclined towards top-down approach to quality assurance since the institution-wide QA related goals, policies and instruments are developed, approved and implemented by these structural units while bottom-up initiatives and engagement of staff in QA at program level is not fully developed. Considering that quality outcomes of program mostly rest upon the collaborative work of individual teachers, it would be advisable to highlight the role of teachers in internal quality assurance along with empowering and providing them more ownership on quality outcomes of the program. This could be done through fostering formal opportunities of reporting, facilitated discussions, cooperation for improving teaching and learning in the program. Further it could be beneficial for the QA of the program to clarify responsibilities and roles of six leads of the program in relation to internal quality assurance of teaching and learning in the program..

Quality assurance is a part of the development strategy of AAB College. Provision of increased support for transparent and participatory quality assurance procedures is the second strategic objective of the Annual Development Plan of AAB College for 2021-2022.



Republika e Kosovës
Republika Kosova - Republic of Kosovo



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

According to the SER, the central QA Office and Quality Coordinators at the faculty level administer number of surveys for evaluation and planning for improvement. This includes questionnaires for academic staff, and students. Other means of evaluation also include monitoring the implementation of syllabi, research outputs of academic staff, and weekly meetings with academic staff organized by the Dean. Considering the number of questionnaires, it would be advisable for the faculty to reflect on usefulness of these and on risks of evaluation fatigue as it may have impact on data quality. According to the QA regulation, the scope of internal QA covers but are not limited to quality of teaching and learning, research, internationalisation, student administration, infrastructure and other support services. The institution has developed qualitative performance indicators for research and internationalization. However, it is not clear what are the target benchmarks for these indicators that makes it difficult to cover internationalization and research in existing evaluation procedures. It is noteworthy that both – research and internationalization can be effective tools leading to higher education quality improvement thus the ET strongly encourages the faculty to include evaluation of these in internal QA.

Questionnaires administered by the QA Office includes collection of data on satisfaction of students and staff on the services and resources provided by the institution. The faculty also administered questionnaire for study of students' satisfaction on online teaching and learning which showed that the majority of students in all campuses of the College are satisfied with teaching, services and resources offered by the College. However, the quality evaluations do not consider evaluation of teaching and learning outputs with particular attention to learning outcomes achieved by students. Neither it is clear who evaluates alignment of learning outcomes with the learning outcomes level descriptors. It would be advisable to introduce evaluation of the learning experiences designed for achieving learning outcomes not only through students' satisfaction surveys but through evaluations made by academic staff, internship supervisors, employers and/or graduates.

According to the SER the QA Office collects data from students, graduates and employers. The Quality Assurance Office reports to the management of the Faculty and College on outcomes of the internal quality assurance questionnaires and provides recommendations for improving the study programs, student services, teaching and learning, etc. But the ET had no access to data collected from graduates and on reports developed based on these data. It is important to consider that in order for student learning to be enhanced, the focus of quality teaching initiatives has to also be on employers and alumni of the program. The report on the

13



Republika e Kosovës
Republika Kosova - Republic of Kosovo



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

overall quality of the program has not been available for the ET either. The faculty relies on external evaluation of the program through KAA. It would be beneficial for the study program to carry out periodic program reviews as a developmental process and determine through policy a cycle for such reviews, independent of the KAA accreditations. Such periodic review can be implemented through nominating external experts, employers' representatives, graduates, students and staff members. The review could be aiming for the promotion of enhancement of quality of the program while assisting the staff to evaluate the effectiveness and appropriateness of the program over the recent past, to reflect on how the program can be improved for future and plan and implement relevant changes.

The Quality Assurance office and Steering Committee work on the quality assurance regulations arrangements for the program but their update based on review has not been evidenced. There has been the case of updating QA regulation in relation to online teaching and learning but this only involved introduction of student-satisfaction surveys for students in relation to learning experiences. The process of quality assurance regulations revision could greatly benefit from defining expectations or standards of quality teaching and learning by the faculty. These standards can include perceptions and expectations of quality, by students, staff and other external stakeholders involved in the delivery of the program. It could be beneficial for the program to periodically have open, collegiate discussion on quality arrangements with the overarching aim of their enhancement. These reviews can be opportunities for transparent and meaningful reflection for the development of QA arrangements for the program to make sure that the students are equipped with best learning experiences. The subsidiary aim of reviewing QA arrangements could also be aiming the identification of good practice that could be relevant to other faculties and programs of the college, too.



<i>Standard</i>	<i>Compliance</i>	
	<i>Yes</i>	<i>No</i>
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
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 (e.g. 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: Partially compliant (56 %)



ET recommendations:

- 1. Consider fostering formal opportunities for program academic staff for reporting, reflection, facilitated discussions and collaboration on improvement of quality of teaching and learning in the study program;*
- 2. Clarify responsibilities and roles of six leads of the program in terms of internal quality assurance of teaching and learning in the study program;*
- 3. Consider reflecting on usefulness of questionnaires for evaluation and on risks of evaluation fatigue to avoid risks related to the data quality;*
- 4. Ensure that evaluation processes cover internationalization and evaluation of research relevant to the study program by using both quantitative and qualitative indicators;*
- 5. Consider introduction of evaluation of teaching and learning outputs with particular attention to learning outcomes achieved by students. This could be done by introducing evaluation of the learning experiences designed for achieving learning outcomes through the combination of feedback from academic staff, internship supervisors, employers and/or graduates.*
- 6. Introduce the practice of periodic program reviews as a developmental process, on a cyclical basis established through internal College policy. This would entail involvement of external experts, employers' representatives, graduates, students, staff members and other relevant stakeholder group representatives;*
- 7. Introduce practice of periodic review of quality assurance arrangements through the engagement with relevant stakeholder group representatives, with the overarching aim of their enhancement.*

2.3.Academic staff

The employment procedures are in compliance with the Labour Law and the Administrative Instruction on Accreditation of HEIs. The Program has 6 PhD holders across the 180 ECTS, which is double to the AIA requirement of 1 PhD to 60 ECTS.

The recruitment process is open, with details about the post, including detailed job description, being presented clearly. The job descriptions refer to academic work, scientific /



Republika e Kosovës
Republika Kosova - Republic of Kosovo



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

research work as well as administrative work and outlines the responsibilities of the academic staff in relation to students (including consultations and engagement on e-platforms), the Faculty of Foreign Languages (English) and AAB College.

Promotion opportunities for existing staff also go through the open competition and staff know in advance what they are required to do to aim to address the requirements of a promotion post they are aiming for.

As a College, the post of full professor is not available by law, irrespective of the balance of workload between teaching and research. As such, academic staff can only aspire to be associate professors, at most. This will unlikely change until the College is successful in changing its status to University.

Workload requirements for academic staff have changed more recently moving towards a stronger emphasis on research activities in combination with teaching and/or administrative tasks, depending on the roles of individuals. Teaching staff have confirmed to the ET that they have been supported well during this shift and that they consider they are managing their workload effectively and delivering well on their responsibilities. Staff also indicated that workload oversight is held by the program leadership team and that they do not feel overburdened, as workload can also be collegially negotiated, where necessary. The monitoring of workload has as its main objective to keep working hours within the limits stipulated by law, and staff are, thus, required to take on 8-10 nominal teaching hours per week. E-Accreditation in Kosovo is a platform which records all staff activity transparently to support the monitoring process across institutions. As such, AAB College can safely state that its staff do not work more than 4 extra hours in other institutions, ensuring that staff workload is compliant with the applicable law.

The same academic staff members move between the three campuses to offer the same teaching, learning and assessment experience to the students. Staff confirmed during the online visit that their schedule is reasonably arranged to allow them to accommodate responsibilities at both campuses, without in any way affecting the student experience. However, in consideration of all activities required to be completed on the Program additional to teaching and research, i.e. assessments and feedback, these supervisory tasks, administrative or managerial responsibilities, community outreach activities, internship liaising, etc., the ET found the number of academic staff on the Program to be fairly

17



Republika e Kosovës
Republika Kosova - Republic of Kosovo



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

restrictive in comparison to the number of students admitted on an yearly basis, across all campuses, with pressure and burden likely to add up over time and negatively influence the quality of teaching and feedback on assessments, research and supervision, community services and internship monitoring support.

At institutional level, AAB College notes in the SER that it benefits from over 97% of staff in full-time employment who demonstrate qualifications which align with the requirements of the Kosovo Accreditation Agency (KAA). The SER identifies this as the highest stability rate in terms of the number of academic and permanent staff in higher education institutions in Kosovo. This situation is also visible at the level of the Faculty and the Program under review, with Faculty staff constituting a total number of 35 lecturers, of which 32 are full time and 3 are part-time (as per Table p.23 SER). The ER notes that this provides sufficient staff to conduct the program at a high level of expertise. Turn-over of staff is manageable and the program leadership have confirmed it does not impact negatively on the continuity of the program or the consistency of the student experience.

In response to a recommendation of the previous KAA evaluation report, a majority of staff members (close to 60%) is now noted to have completed PhDs by 2021. Some staff members have completed PhD studies at European institutions or beyond Europe, in fields of relevance for their allocated teaching, which allows for international experience to be brought back to Kosovo and, particularly, the College.

Staff have also indicated that they demonstrate professional expertise, having worked or currently working in roles such as translators or interpreters. This is an important feature of the staff body on the Program and it allows for the teaching experience to be enhanced considerably by sharing good practices and real-life experiences from the industry, highlighting the realities and challenges of the professional world and allowing students to form informed decisions about their career options. However, in this situation it can become more difficult to manage workload and identify any breaches of working hour conventions, as such professional engagements may be privately held and managed.

Staff performance is monitored continuously through e-Platform by the Dean's office. In every given year, there are also two performance evaluations by students and two performance evaluations by management staff, with the staff member being required to self-evaluate once every year. It is unclear to the ET how these multiple elements of appraisal

18



Republika e Kosovës
Republika Kosova - Republic of Kosovo



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

come into one coherent system allowing the staff member to benefit, individually, from helpful input which can stimulate development. It is also unclear if individual development plans are drafted and how/if these may feed into the broader development directions of the Faculty, although the SER seems to suggest this is a plan for the future responsibilities under the Center for Professional Advancement and Innovation. From the documentation received, the approach to setting Faculty-wide developmental directions may appear more reactive than proactive, in response to the summary report of the evaluations.

There is a clear driver to develop teaching practices and learning materials, also by inclusion of research-based activities. This is connected with the opportunities for staff development organized at faculty level or in support of individual endeavors. As such, there are multiple trainings being offered to staff through the Center for Professional Advancement and Innovation. Staff have commented on the usefulness of the trainings and added value they bring to their academic profile. The trainings are non-compulsory, but are also not linked directly with staff performance. This has the risk to result in highly inconsistent staff development, especially where institutional drivers need to be accounted for. The College also offers internal grants for staff wishing to pursue individual development opportunities, e.g. participate in local and international scientific conferences and events.

Staff have clear responsibilities, as per their contractual agreements, for community engagement and consultations with students. The ET was presented with a number of interesting community engagement projects which have enrolled students as contributors. Both students and staff have spoken enthusiastically about these opportunities.

The Regulations of AAB are in accordance with Labour Law which sets the retirement age at 65 and stipulates that after this age staff can no longer retain the full-time employment status. No example of this nature was presented to the ET.



<i>Standard</i>	<i>Compliance</i>	
	<i>Yes</i>	<i>No</i>
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 case of artistic/applied science institutions.	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 retire at age limit or for other reasons lose the status of full-time teachers and are considered part-time teachers.	X	



Compliance level: 90% Substantially compliant

ET recommendations:

1. *Consider streamlining the components of its staff performance evaluation to promote a system which can allow for actions to be prioritised in alignment with Faculty objectives.*
2. *Establish clear development directions at Faculty level and ensure that performance reviews and training opportunities are guided by strategic institutional aims.*
3. *Consider linking more clearly individual staff development with the appraisal process to ensure both individual and institutional development directions are relevantly accounted for.*
4. *Consider employing more academic staff members to ensure that workload across all activity components, i.e. teaching, assessment, feedback, supervision, research, internships, community services, administrative/managerial etc, can be effectively delivered and are consistently of quality.*
5. *Where appropriate, consider redistributing some of the responsibilities of academic staff towards administrative staff (e.g. on internships or community activities) to balance out the workload which will add up on academic staff members.*

2.4. Educational process content

With a view to undergoing the re-accreditation process, the curriculum has been revised by adding elective courses and merging and reorganizing the existing ones according to semesters and years of study. The SED confirms that changes are done at about 30% of the total program content, and include the addition of ECTS now allocated to the diploma thesis.

The Program does not require an entry exam in English or any demonstration of language competence on admission. This seems inconsistent with the expectation for students to complete their three year studies at B2-C1 (CEFR) which would suggest that there needs to be a level of good English on admission. During the review visit staff confirmed that this was not a problem and that students generally do join the program with a level of English acceptable for them to follow courses and progress towards graduation – no students have been known to want to start the Program with a view to learning English from zero. The



Republika e Kosovës
Republika Kosova - Republic of Kosovo



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

College also indicated that generally students in Kosovo are receptive to English and learn it well in high-school, making an admission procedure less desirable, especially as AAB College is a private institution looking to cover its costs.

The Program outlines learning outcomes which are directed towards developing knowledge, skills and competencies to be applied for a variety of future professions. As noted above at 2.1 there seems to be a relevant inclination towards problem-solving, critical analysis and practical application in the way learning outcomes are formulated, which would align with the Level 6 descriptors on the EQF. It is important that these outcomes are translated into assessment setting and marking practices. (see below for further details) Students have confirmed during the visit that learning outcomes are discussed with them at the beginning of the course and they understand how these are applied throughout the processes of teaching, learning and assessments.

The content proposed includes elements of interdisciplinarity and sees elective strands which could be followed by students depending on their desired career trajectory. There are, however, a few issues which the ET observed in relation to the logical sequencing and progression of courses proposed. It is also noted that some courses seem to suggest a very detailed approach, possibly not fully justified, in the context of more generic skills being the objective of the program. Benchmarking, as noted under 2.1, seems to not have been fully successful in guiding the Program towards fully viable changes which can support the market-oriented approach the Program is advocating. As such, the ET considers that the Program may wish to revisit the following items: semester 2 sees an elective of Victorian Literature (as an elective) while semester 4 sees Pre-victorian British literature as a compulsory course. It is unclear why the Program will have decided to focus on these two elements as representative for British literary education, when in contrast it tackles American literature much more broadly in a semester 5 compulsory course, rather than by literary era. It seems that a broader approach to British literature, also, could serve cultural objectives of the Program better. Semester 5 has Methodology and Techniques of Translation scheduled, with semester 4 showing Translation Practice. It may seem more relevant to first introduce the methods and techniques before these may be applied in practical settings, both courses being compulsory. Whereas the new elective courses are noted in the SED as focussing on culture and communication, literary and creative areas, as well as some more specialised options for those moving into professional translations, it must be observed that the German language elective strand, although very helpful in allowing students to add another foreign language,

22



Republika e Kosovës
Republika Kosova - Republic of Kosovo



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

for those choosing German, limits the development of some very important skills which are offered in parallel to German, for example Public speaking, ICT or PR and communication, to name a few. The Program may be well advised to try and incorporate some of the fundamental skills which underpin language education in the main Program, as compulsory components, and arrange electives with a view to strands becoming more evident and students having relevant choices every semester. For example, semester 5 offers three options of which all are seemingly geared towards the more literary side of text production, with no option for specialized linkages as could be observed in such semesters where Hospitality, Law, ICT or PR are offered as options. Students should retain the liberty to choose, as some may want to test various options before they decide on a career direction, but the Program should create some clarity with electives demonstrating logical strands leading towards more evident career options (creative writer, specialized translator etc).

The ET appreciated the importance placed on maintaining a good level of standardised Albanian and the fact that the Program has it well embedded. This is particularly useful for such profession where interlinguistic and/or intercultural activities in focus.

A desirable development direction of the educational content relates to teacher training, should the government give permission in the future for the College to organise this. (see Recommendation in 2.1)

Teaching strategies are described in the Syllabi and are sufficiently varied to ensure a level of interaction commensurate with a Level 6 program. In the review visit, teachers have confirmed that they adjust their teaching depending on the group and that they use ICT integrated tools, as appropriate, to allow students to obtain digital skills and become familiarised with relevant technologies applicable to their careers.

The SED indicates that throughout their academic trajectories at AAB College, students are assessed in continuous form: this includes active participation, colloquia, projects, presentations and assignments in addition to the final evaluation. The syllabi indicate clearly the elements which compose the final mark. There are three important issues which need to be raised in relation to assessments. Firstly, some syllabi consider formative assessments as part of the grade. There is risk that this then loses a fully formative approach as students would still have the grade deducted if they perform poorly. Formative assessments should be completely no-stakes, just a learning opportunity for the student and, for the teacher, an



opportunity to calibrate teaching and assessments for the summative evaluation. Secondly, there is a multitude of components which builds up the final assessment result. These may create a level of confusion for students, they may lead to over-assessment when all components of a student's course activities are marked and will not give opportunity for truly formative assessment options. Thirdly, unit exams (also referred to as summative) are identified in some of the Syllabi as determining/measuring how much a student has memorized, understood and can recall from the topics that have been treated in class. The Syllabi also indicate that a student can obtain a passing grade solely on completion of the unit exams/mid-terms and the formative elements, depending on the course, without the final exam. This is problematic for various reasons: 1. because this seems to suggest that a student can obtain a passing grade without needing to complete the sections of the course which follow the mid-term examination, and 2. because this means that a student can obtain a Level 6 qualification on assignments which are possibly set at a lower EQF level, meaning that they would have stopped at memorization, recall or replication actions and would not have progressed towards problem-based learning, critical analysis or autonomous learning. The ET was not presented with examples of in-course, mid-term or final assessments to be able to ascertain their alignment with the learning outcomes and EQF level 6 descriptors; however, the ET saw a limited number of graduation theses which appear to critically evaluate a given topic by using relevant research methodologies and promoting research ethics, thus aligning with overall expectations for a Bachelor's program. Students also indicated that any of the in-course tests also offer the opportunity for analysis, critical thinking and/or problem-solving, rather than being multiple choice or memory quizzes.

It is unclear to the ET who has oversight over assessment settings and who monitors for overall alignment with level descriptors. Assessment arrangements do not involve multiple assessors, i.e. second marking is not practiced, nor is any form of moderation. There is also no mechanism in place to recognise prior informal/non-formal learning and attribute curricular ECTS on the basis of such recognition. However, the Bachelor Studies Regulations do indicate the possibility of recognising formal learning for equivalency purposes.

Plagiarism features in the Syllabi in both reminders of policy requirements for students but also in aiming to stimulate preventive approaches. However, the ET notes one particular description: "Mid-term Test 20%: The mid-term exam presents students with three short pieces of text which students will have to paraphrase and summarize. The professor will evaluate how well have students managed to maintain the message of those texts while



avoiding plagiarism.” which seems to suggest that plagiarism is a matter of paraphrasing and summarising, rather than of responsible/ethical citation and referencing. This may not have been the intention of the statement, or it might be the result of translation, if syllabi have been translated for this KAA evaluation process; however, it is important to not create any level of confusion for students on what is and is not labelled as plagiarism and where similarity may create an allegation of plagiarism, condemnable by the academic regulations. (see also Recommendation under 2.1)

The SED notes five final exam evaluation periods during which students can sit for an exam. The communication of continuous and final assessment results is organized via the electronic platform of e-service (e-Professor). Students have indicated that, on the whole, they are satisfied with the feedback received and that they can understand from one exam to the next where they can improve and are provided with recommendation of how they can improve.

Grades can be appealed and will be formally looked into by the Dean’s office. The procedure seems clearly defined and students have confirmed they are aware of it, but frequently they are satisfied with the justifications they get for their grades. However, students also indicated that there is the possibility to reject a grade (even a passing grade) to attempt to increase it. This combined with teachers accepting to re-run mid-terms exams or quizzes for the sake of allowing students to get better grades makes the robustness of the assessment system questionable. If there is a procedure for grade increase this should be applicable across all grade assessment components, which does not seem to be the case in practice. The ET could not gain full clarity on re-sit and grade increase mechanisms, beyond those possibly resulting from an appeal procedure.

There are agreements in place for students to undertake internships. Internships are described as incorporated as part of specific courses and are organised by sending the intern to a given company on a daily basis for a minimum of a one-month period. The SED indicates that the entire process is monitored by the faculty’s coordinator for practical work as well as the professor. The ET was told that upon the completion of the internship, the intern is equipped with a document of successful completion, signed by both the company’s supervising coordinator and the faculty’s coordinator for student activities and practical work. However, the set-up of the program does not clearly distinguish internships as a separately credited (ECTS) activity and learning outcomes are not specifically formulated for this activity alone, nor does the assessment appear to be organised to incorporate internship experiences and



their contribution to learning outcomes. Internships are quantified at 20% of the final grade for ESP and Translation Practice; however, it is not clear if the internship is assessed on its own and how it relates to the learning outcomes of these courses.

<i>Standard</i>	<i>Compliance</i>	
	<i>Yes</i>	<i>No</i>
Standard 4.1. The study program is modelled on qualification objectives. These include subject-related and interdisciplinary aspects as well as the acquisition of disciplinary, methodological and generic skills and competencies. The aspects refer especially to academic or artistic competencies, to the capability of taking up adequate employment, contributing to the civil society and of developing the students' personality.	X	
Standard 4.2. The study program complies with the National Qualifications Framework and the Framework for Qualifications of the European Higher Education Area. The individual components of the program are combined in a way to best achieve the specified qualification objectives and provide for adequate forms of teaching and learning.	X	
Standard 4.3. The disciplines within the curriculum are provided in a logical flow and meet the definition and precise determination of the general and specific competencies, as well as the compatibility with the study programs and curricula delivered in the EHEA. To be listed at least 7 learning outcomes for the study program under evaluation.		X
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 program 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 program 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 for different grades is consistent over time, comparable in courses offered within a program, and in comparison with other study programs at highly regarded institutions.		X
Standard 4.10. Policies and procedures include actions to be taken in to dealing with situations where standards of student achievement are inadequate or inconsistently assessed.		X
Standard 4.11. If the study program includes practice stages, the intended student learning outcomes are clearly specified and effective processes are followed to ensure that those learning outcomes and the strategies to develop that learning are understood by students. The practice stages are allocated ECTS credits and the work of the students at the practical training organisations is monitored through activity reports; students during practice stages have assigned tutors among the academic staff in the study program.		X
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: (67%) Partially compliant

ET recommendations:

1. Consider setting an admission requirement for English language competence or having a placement test, prior to admission, to identify students in need of additional training.



- 2. Consider further revisions to sequence, type and location of courses within the curriculum, including more evident elective strands geared towards the various careers the program aims to cater for.*
- 3. Revise the assessment approaches to align fully to Level 6 requirements, specifically, and, European practices, more generally.*
- 4. Clarify the procedures for re-sits and increase of grades, outside of the appeal procedure, to ensure the system remain robust and assessments are non-negotiable.*
- 5. Make internship as a stand-alone curriculum component with ECTS, specific learning outcomes and clear assessment procedures*

2.5.Students

According to the Regulation of Bachelor Studies, decision for admission and registration of new students for each academic program is taken by the Senate of AAB College. Conditions for students' admissions to the program are defined in the Regulation on BA Studies. All students enrolled in the study program should have completed secondary school and passed the Matura exam. The Bachelor Studies regulation of the AAB College also states that some programs may determine specific entry requirements. However, the admissions page of AAB College does not include information on any specific entry requirements for the program. During interviews it has also been mentioned that there are no placement tests employed by the program for determining the level of English fluency of applicants. It is neither clear what are the selection criteria that can be used by the faculty if the number of applicants exceeds the available number of places on the program. According to the Bachelor Studies Regulation, candidates who are not admitted to the program can file a written complaint to which the faculty should respond within a two days' period. To ensure clarity and transparency of admission procedure, it would be advisable that information on appeals policy and the process is made available online too on the admissions, along with enabling candidates to submit appeals in an online form.

BA studies regulation also stipulates rules for recognising prior formal learning but this mainly relates to recognition of degree received in foreign country. According to the faculty assessing and recognizing prior learning in formal, informal and non-formal settings is not yet formalised and recognised by the national authorities in Kosovo. On the other hand, 5.1



Republika e Kosovës
Republika Kosova - Republic of Kosovo



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

performance indicator of KAA Accreditation Manual states that - if necessary, an adequate selection process as well as recognition rules for foreign qualifications pursuant to the Lisbon Recognition Convention as well as qualifications obtained outside higher education institutions should be defined. Currently, BA regulation of AAB College defines only the way of recognizing qualifications obtained in other countries and do not cover the cases of recognizing informal learning. For enhancing student-centeredness in the admission process the faculty could reflect on the ways of assessing what the candidate already knows (including knowledge acquired in informal/non-formal settings) that contributes to the qualification that he or she wishes to obtain. This could be particularly relevant to admission to Language programs as languages can be learnt in informal settings too. This would enhance alignment of the admission procedures to the program with the requirements of the Lisbon Recognition Convention, while complying with EHEA standards which put consideration of prior formal, non-formal and informal education of applicants on EU agenda for supporting social inclusion, LLL and upskilling.

According to the SER, the number of students in seminar groups does not exceed 25 which can be ensuring effective and interactive teaching and learning. However, there are 925 students currently studying this program in Prishtina Campus and considering that there are only 35 academic staff members involved in the implementation of the program, this makes the student-staff ratio where there are 27 students per one teacher. Considering that the program is also delivered in two other locations and the program is also delivered at MA level, this may be increasing the workload of the staff that raises the risks in relation to effectiveness and interaction of the teaching and learning process (see also above Recommendations under 2.3).

The program offers summative and formative assessments of students' performance. Teachers are obliged to provide feedback to students within 7 days after submission of the assignments. But it has been observed that assignments given in the syllabi do not explain for students which learning outcomes are assessed by specific assignments. Building the feedback for students on the links between assessment methods and learning outcomes would enhance the structure and increase meaningfulness of feedback for students.

The results obtained by the students throughout the study are included in the academic records. Students can also receive academic records in English too that is done automatically through the system. Even though the standard requirement in this regard is met, the practice

29



Republika e Kosovës
Republika Kosova - Republic of Kosovo



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

of certifying academic record could further be enhanced by introduction of digital portfolios system for students and graduates. Digital portfolios like these may involve formal academic and extracurricular accomplishments of students that could be interesting for future employers and can assist students and graduates in professional networking.

The faculty ensures flexible treatment of students in special situations by extending deadlines for assignments. The faculty keeps data on students' completion rates for the program. The major causes of students not completing studies are socio-economic conditions rather than teaching and learning quality-related reasons.

The faculty has purchased Turnitin license that will allow to determine similarities between texts submitted by students with other texts. Compulsory course of Academic Writing is also going to introduce concepts of academic integrity to students that will be contributing to ensuring originality of work submitted by students. However, at the time of the site visit full implementation of and consistent and wide use of Turnitin, which could guarantee reliable verifications of originality of students submitted work in all courses was not possible to be evidenced.

Bachelor Studies Regulation sets out that students have the right to appeal against the decision related to their admission, as well as grades that they receive during their studies. Information on this is distributed to students during orientation week and E-system. Bachelor Studies Regulation also describes rules of students' transfer between higher education institutions, faculties and study programs.

The syllabi of the program involve contact information of professors for students which students can use for consultation and advice.



<i>Standard</i>	<i>Compliance</i>	
	<i>Yes</i>	<i>No</i>
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 are clearly regulated in formal internal documents.	X	



Standard 5.11. Academic staff is available at sufficient scheduled times for consultation and advice to students. Adequate tutorial assistance is provided to ensure understanding and ability to apply learning	X	
--	---	--

Compliance level: Substantially compliant (73 %)

ET recommendations:

1. *Ensure provision of publicly available information on general and specific admission requirements (e.g. placement test requirements, or required levels of English fluency) for the program;*
2. *Ensure provision of publicly available information on selection criteria for the program along with information on appeals procedure;*
3. *Reflect on the workload of the staff considering student-staff ratio (particularly in language courses) and its implications for ensuring effectiveness and interaction in teaching and learning on the program;*
4. *Ensure ways of assessing and recognizing prior learning acquired in formal, informal and non-formal settings;*
5. *It is suggested to build the feedback for students on highlighting links between assessment methods and learning outcomes.*
6. *Implement procedures for ensuring that works submitted by students is original.*

2.6.Research

The College has more recently shifted strategic objectives towards research ambitions. This is visible in actions being taken and support offered for various units and key academic staff. Sufficient financial, logistic and human resources are allocated for achieving the proposed research objectives.

Staff have confirmed that their workloads have needed to be re-balanced towards research aims, but there is support received and staff believe workloads are reasonable and expectations for involvement in research and scholarly activities are well clarified. Staff evaluation and promotion criteria take account of research output.

There are research policies with set out requirements for research behavior, performance and outputs.



Academic have more recently intensified their research activities, with the support of the Faculty. The ET was presented with a list of publications and CVs of staff which demonstrate their preoccupations in the fields that they are responsible also for teaching. The lists show publications in speciality magazines or publishing houses, with presentations also being delivered at conferences, sessions, symposiums, seminars inside the country and abroad. Some members of staff actively work on policy initiatives where they offer their expertise to the government or other agencies based in Kosovo.

The Faculty monitors the research production of individual staff members and require that at least an average of one scientific/applied research publication per year in achieved in an interval of three years. The stated affiliation is also monitored, with staff asked to publish by noting their affiliation of institution where they hold a full-time contract.

The ET heard some examples of research being discussed in the classroom and/or incorporated from one year to the next in the syllabi. It was also noted that some research is actively organized with students, who have collaborated actively to ensure the success of a variety of research projects.

The Code of Ethics for Scientific Research sets out at article 22 which stipulates that agreements should be drafted for all research projects indicating aspects of financial management, intellectual property protection, copyright, respect for creative originality (avoidance of plagiarism), ensuring the publication and dissemination of research results, prior ethical approval, and protection of personal data. The ET were not presented with such agreements.

Standard	Compliance	
	Yes	No
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.	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	
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 6.9. 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 6.10. Policies are established for ownership of intellectual property and clear procedures set out for commercialization of ideas developed by staff and students.		X
Standard 6.11. Students are engaged in research projects and other activities.	X	

Compliance level: (92%) Fully compliant



ET recommendations:

No recommendations

2.7. Infrastructure and resources

AAB College possesses modern infrastructure and equipment that guarantees long-term implementation of the study program. The program is delivered in three branches of the College but the ET familiarized itself with the Prishtina campus infrastructure. All premises, classrooms, laboratories, software equipment and libraries are owned by AAB that also guarantees long-term implementation of the program.

The ET requested for the financial plan of the study program to be submitted to allow for the evaluation of its sustainability for the next three years, but the financial plan of the faculty of Foreign Languages has been presented instead. The Faculty explained that the finances are centralized at AAB College. The finance plan of the faculties is drafted by the Office of the Vice-rector considering the development annual plans of faculties, which is then approved by the Board of AAB College. The Faculty also clarified that there is a financial plan for each study program which proves the financial viability of the study programs. However, the ET did not have access to this plan and the faculty financial plan did not include information on number of students or expenditures for the program of English Language. This made it impossible for the ET to comment on sustainability of the study program in terms of financial resources.

AAB College offers sufficient number of rooms along with library resources for teaching and learning. Majority of core study literature indicated in the syllabi represent recently published resources that are available to students from AAB College library. Online study resources can only be accessed on-campus and the institution could consider enabling access to these resources off-campus too.

The building of AAB College in Pristina is equipped with electric stairs and elevators that makes the premises of the institution accessible to students with special needs.



Standard	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 minimum three years.		X
Standard 7.3. The higher education institution must demonstrate with adequate documents (property deeds, lease contracts, inventories, invoices etc.) that, for the study program submitted for evaluation it possesses the following, for the next at least three years: a) owned or rented spaces adequate for the educational process; b) owned or rented laboratories, with the adequate equipment for all the compulsory disciplines within the curriculum, wherever the analytical syllabus includes such activities; c) adequate software for the disciplines of study included in the curriculum, with utilization license; 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 specialty 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 specialty literature, enough to cover the disciplines within the curricula, out of which at least 50% should represent book titles or specialty courses of recognized publishers, from the last 10 years; d) a book stock within its own library with a sufficient number of books so as to cover the needs of all students in the cycle and year of study the respective discipline is provided for; e) a sufficient number of subscriptions to Albanian and foreign publications and periodicals, according to the stated mission.	X	
Standard 7.6. The infrastructure and facilities dedicated to the implementation of the program is adapted to students with special needs.	X	

Compliance level: (83 %) Substantially compliant

ET recommendations:

1. *Ensure accessibility of a financial plan at the level of the study program for a clear demonstration of sustainability at program level.*
2. *Ensure access to library resources for students and staff off-campus*



Republika e Kosovës
Republika Kosova - Republic of Kosovo



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

3. OVERALL EVALUATION AND RECOMMENDATION OF THE ET

Overall, the program caters well for the specific situation in Kosovo, with an environment for study which is well appreciated. The program is showing increasing focus on development and improvement, with efforts having been made for curricular redesign and engagement with a variety of stakeholders; however, there are still areas which would be relevant for consideration in subsequent review rounds. Quality assurance processes are also gaining in robustness but still demonstrate some variability. The staff cover three campuses and this may eventually take a toll on the delivery of the program, given the high numbers of students admitted. Research has been given a strong strategic direction and staff and students are aligning with a relevant response in this area.

In conclusion, the Expert Team considers that the study program **BA Program in English Language** offered by AAB College is *Substantially compliant* with the standards included in the *KAA Accreditation manual* and, therefore, recommends *to accredit* the study program for a duration of **3 years** with a maximum number of **180** students to be enrolled in the program on an yearly basis. The number has been determined also by consideration of existing number of academic staff and overall workload arrangements, distribution of staff across all campuses and infrastructural descriptors.



Republika e Kosovës
Republika Kosova - Republic of Kosovo



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

Expert Team

Chair

Prof. habil. dr. Anca Luminita Greere

16 May 2022

(Signature)

(Print Name)

(Date)

Member

Lali Giorgidze

16 May 2022

(Signature)

(Print Name)

(Date)

Member

(Signature)

(Print Name)

(Date)

Member

(Signature)

(Print Name)

(Date)

Member

(Signature)

(Print Name)

(Date)