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AAB COLLEGE
FACULTY OF ARTS

MUSICOLOGY, BA

REACCREDITATION OF THE STUDY PROGRAMME

REPORT OF THE EXPERT TEAM

Zagreb, 29th June 2022



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1. INTRODUCTION

1.1. Context

Date of site visit: 23rd of May 2022

Expert Team (ET) member(s):

- A red. prof. art. Marina Novak, University of Zagreb Academy of Music, Croatia
- B Cristina-Ramona Fiț, student expert, Romania

Coordinators from Kosovo Accreditation Agency (KAA):

- A Leona Kovaçi, KAA Officer
- B Arianit Krsniqi, KAA Officer
- C Ilirjane Ademaj Ahmeti, KAA Officer

Sources of information for the Report:

- A Self-evaluation Report (SER) AAB College Faculty of Arts
- B additional documents (Statute AAB¹, Strategic Plan AAB 2022-26, The National Qualifications Framework, CV, Syllabuses, other legislative documents)
- C supplemental documents requested by expert (27/5/2022)
- D Information obtained during the on-line meetings with management of the institution, teaching and administrative staff, students, graduates, external stakeholders and employers of graduates; visiting relevant websites, video presentation of the facilities

Criteria used for institutional and program evaluations

- A KAA Accreditation Manual

¹ <https://aab-edu.net/wp-content/uploads/2022/01/1.-Statute.pdf>



1.2. Site visit schedule

Time	Meeting	Participants
09:00 – 09:45	Meeting with the management of the faculty where the programme is integrated	<ul style="list-style-type: none">- Bujar Demjaha, Rector of the College- Kushtrim Jakupi, Vice Dean- Elisa Nikolla, Vice Dean
09.50 – 10.35	Meeting with quality assurance representatives and administrative staff	<ul style="list-style-type: none">- Furtuna Mehmeti, head of QA Office- Medina Ceko, QA Coordinator of the Faculty- Saranda Rifati, Head of the Administration
10:40 – 11:40	Meeting with the heads of the study programme	<ul style="list-style-type: none">- Driton Bejta- Ismet Bexhepi- Astrit Stafaj- Arbnor Gashi
11:45 – 12.30	Meeting with teaching staff	<ul style="list-style-type: none">- Valbona Petrovci- Violeta Krasniqi- Kushtrim Jakupi- Adhurim Rasimi- Memli Kelmendi- Naile Demiri
12:30 – 13:15	Lunch break	
13:15 – 14:05	Meeting with students	<ul style="list-style-type: none">- Dafina Haziri- Ardiana Dermaku- Blerim Brahimi- Arta Elezi- Drin Ahmeti- Marigone Bajrami- Alma Haxhiu- Durim Tahirukaj- Flutura latifaj- Taulant Sllamniku
14:10 – 15:00	Meeting with graduates	<ul style="list-style-type: none">- Ana Frangu- Elvis Korodolami- Albina Lepaja- Endrit Rexhepi- Gresa Sylejmani- Nazan Kerveshi- Qendrim Hashani
15:05 – 15:45	Meeting with employers of graduates and external stakeholders	<ul style="list-style-type: none">- Faton Aliu- Adrian Qehaja- Hekuran Krasniqi



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-
- Astrit Halimi
 - Genc Morina
 - Miranda Ismajli
 - Hajrullah Syla
 - Naser Dula
- 15:45 – 15:50 Internal meeting of KAA staff and experts
- 15:50 – 16:00 Closing meeting with the management of the faculty and program

*All meetings were held through Zoom video-communication service.



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1.3. A brief overview of the institution under evaluation

AAB College (AAB) was established in 2002, and is the largest non-public institution of higher education in the Republic of Kosovo and the region. AAB College organizes studies in 14 faculties, and one of them is The Faculty of Arts (FA) which was founded in 2005 and is settled on the Pristina campus.

The Faculty of Arts has five accredited Bachelor programs and a study program at Master level:

- Graphic Design and Visual Arts / BA
- Fashion Design / BA
- Painting and Visual Arts / BA
- Musicology / BA
- Choreography / BA, and
- Graphic Design / MA

The main goals of the study programs are:

- to recognize, support and develop the individual visual intelligence of the student;
- to build in each student a way of understanding the arts through information and critical attitude related to the context of their creative and intellectual needs;
- to provide, through practical work in the studio and discussions, the intellectual and technical resources that enable each student to fulfil his creative potential as a professional artist;
- provide quality teaching, promote a critical study, and enable ongoing debates that serve students to dialogue and articulate professionally.

The program in musicology pedagogy within the FA was established in 2006. The study program was revised, and therefore the first accreditation of the Musicology program was conducted in 2012, the second reaccreditation procedure was performed in 2013, and the following reaccreditation in 2016.

The Musicology study program aims to interact with other theoretical and practical disciplines of music and other fields, as mentioned earlier, to operate as follows:

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- In the First Cycle of studies to prepare high specialists for general musicological research;
 - In the Second Cycle of studies, to prepare close specialists for fundamental research and studies in the fields as mentioned earlier, to form habits and opportunities for independent scientific research.

Students who graduate in Musicology should have demonstrated skills, knowledge and artistic understanding in the field of music. They can apply their skills, knowledge and their artistic understanding in the field of music in a way that shows a professional approach to their work or profession and also have the ability to gather and interpret relevant data (in the field of music) to give their judgments on the art of music.

They will be able to communicate artistic understanding, ideas, information, problems and solutions for the two audiences- specific and non-specific.

Students of Musicology have developed these practical/creative study skills necessary for them to continue further studies with a high degree of autonomy.



Name of the institution	AAB College
Faculty / Department	Faculty of Arts (FA)
Main and/or Branch Campus:	Main Campus / Prishtinë
Name of the study program	Musicology (BA)
NQF Qualification Level	NQF Level Six
Accreditation / Reaccreditation	Reaccreditation
Academic degree and title of diploma in long and short form	Bachelor of Arts in Musicology
Program profile (specialization)	Arts and Humanities
Erasmus Code	03.2 Music and Musicology
Profile of the academic program (specialization)	A. Musicology ² B. Theories of Music C. Music Technology
The minimum duration of the study	4 years / 8 semesters
ECTS	240
Type of study	Regular/Full-time
Modules/Courses (titles)	Core subjects: Musicology I-IV, Music History I-IV, Ethnomusicology I-II, Albanian Music I-II, Music of the 20th century, Jazz and Popular music I-II, Music aesthetics, Movie, theatre and marketing music, Theory and Harmony Basic, Harmony, Styles Harmony, Polyphony, Musical Forms, Instrument Knowledge, Introduction to composition, Music Arrangement, Basics of Music Pedagogy I-II, Music Teaching Methodology I Choral Conducting I_II Sound Projection, Introduction to sonology, Electroacoustic and acousmatic music General subjects: Solfege, Piano, Computer science of music, Academic Writing, Language and writing style

² Study profile in 3rd and 4th years of study program



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	Elective subjects: English Language, Sight Reading, Computer Skills, Psychology, Knowledge of music literature, Journalism
Number of students	30 students per year
Full time scientific / artistic staff (Number of staff per category)	Lecturers: Driton Bejta Ismet Bexheti Arbnor Gashi Elizabeta Musliu Astrit Stafaj
Tuition Fees	no specific data provided



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2. PROGRAM EVALUATION

2.1. Mission, Objectives and Administration

Standard 1.1. The study program mission is in compliance with the overall mission statement of the institution.

The vision and mission of AAB College are to be “the leading university institution in the region in applying innovative approaches in the field of higher education, science and technology”.

According to the Statute³ (Article 3), of the AAB College, and the Strategic plan 2022-2026⁴ the mission is to “organise student-centred, diversified and quality studies, engages in quality applied and theoretical research, and provides services to the community and industry for purposes of providing transformational experiences for the full development of students, staff, social and economic partners and society at large.

In addition, to enable the achievement of relevant and qualitative studies and in the framework of the fulfilment of its third mission, AAB College:

- encourages creativity, critical thinking, and universal values with its students to bring about innovative initiatives and projects,
- provides a learning environment that enables social, academic, and professional mobility and helps in developing traits of a responsible member of the community in their students,
- focuses on activities in the field of publishing, culture, and media,
- engages in a dynamic dialogue with social partners and community, and
- joins in most relevant networks of higher education and science, Europe, and the world.”

³ <https://aab-edu.net/wp-content/uploads/2022/01/1.-Statute.pdf>

⁴ <https://aab-edu.net/wp-content/uploads/2022/01/AAB-College-Strategic-Plan-2022-2026-web-page.pdf>



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As stated in additional documents, FA does not have its own faculty's vision and mission but uses the vision and mission of AAB College.

One of the strategic objectives of the FA is to actively cooperate with relevant actors so that students receive knowledge of the latest and best relevant fields that are constantly changing.

Other strategic objectives within the FA are:

- Creating more professional curricula and literature so that they can incorporate the latest trends from the field of arts in the faculty curriculum;

- Development of new teaching methodologies and monitoring of professional practical work following the latest developments;
- Signing of memoranda of cooperation with European universities where the focus will be on expanding opportunities for internships for students;
- Capacity building and profiling of academic staff;
- Organising study visits abroad for students and academic staff in universities and vocational institutes and increasing the academic mobility of students with European universities through various exchange programs;
- Increasing the contribution of the Faculty of Arts to the community through the organisation of various activities and events in Kosovo and the region that address different fields of art.

The mission and the objectives of the study program Musicology (BA) align with AAB's mission.

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.

According to The National Qualifications Framework descriptors for the level 6 of the NQF "Individuals must have advanced knowledge in and about the field of work or study, including a critical understanding of theories and principles, advanced practical, cognitive and creative

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skills and be able to demonstrate mastery and innovation to solve complex and unforeseen problems in the specialized field of work or study. At this level, students should carry out tasks or studies that include managing complex technical and professional activities or projects, which may include decision-making responsibility in unforeseen work or study contexts, or manage the professional development of individuals and groups.

... Programmes in formal higher education Level 6 programmes offer in-depth knowledge and skills that are consistent with first cycle study programmes. They can be professional or academic in content and have credit value, and can last three or four years of full-time study.

These qualifications are in accordance with the first cycle of the Bologna process and relevant Dublin descriptors and lead to a Bachelor's degree. Based on the knowledge and skills necessary for professional practice and may be the basis of a license to practice the profession.”

(pp 45- 46)

The study program is broadly harmonized with the NQF of the Republic of Kosovo in terms of duration (4 years, 240 ECTS).

The proposed study program's learning outcomes are general and very broad. Therefore, they should be elaborated on in more detail. Clearly defining which general learning outcomes each subject contributes to is advisable.

Standard 1.3. The study program has a well-defined overarching didactic and research concept. The study of Musicology has the first two years in common, after which students are focused on three profiles: Musicology, Theories of Music and Music Technology. The curriculum is structured by a combination of compulsory and elective courses. The first and second years of study each have seven subjects in which basic interdisciplinary knowledge is obtained and corresponds to all profiles. The other two years acquired more in-depth knowledge according to the specific requirements of the profiles. There are a group of core subjects: *Musicology I-IV, Music History I-IV, Ethnomusicology I-II, Albanian Music I-II, Music of the 20th century, Jazz and Popular music I-II, Music aesthetics, Movie, theatre and marketing music, Theory*

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and Harmony Basic, Harmony, Styles Harmony, Polyphony, Musical Forms, Instrument Knowledge, Introduction to composition, Music Arrangement, Basics of Music Pedagogy I-II, Music Teaching Methodology I Choral Conducting I-II, Sound Projection, Introduction to sonology, Electroacoustic and acousmatic music. General subjects are Solfege, Piano, Computer science of music, Academic Writing, Language and writing style. Elective subjects widen knowledge in more specific areas: English Language, Sight Reading, Computer Skills, Psychology, Knowledge of music literature, and Journalism. Some of them are obligatory in other profiles.

The concept of scientific research is more represented in the profile Musicology than in the two other profiles.

The study program does have a well-defined overarching didactic concept. The concept of artistic/scientific research is partially represented in the program.

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.

According to the submitted documents, there are regulations and procedures related to academic affairs (enrolment, course of studies, exams, manner of completing studies, etc.). They are regulated at the level of the AAB College. All documents are publicly available in the Albanian (mainly) and English language on the website of the AAB.

Formal policies, guidelines and regulations dealing with recurring procedural or academic issues, stated in the SER and other submitted documents, follow general principles applicable to the performance of the activities at the FA and AAB.



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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.

Based on the Statute (Article 117) and Code of Ethics⁵ of AAB, the academic and administrative staff and students must show courtesy and have high ethics in their research work, teaching and assessment. According to these regulations, all parties must act following academic freedom by respecting the diversity of opinions, ideas and methods and stimulating the development of critical, free and creative thinking. Moreover, all academic and administrative employees should be characterized by honesty when carrying out their activities and guided by the principles of scientific and artistic truth.

Teachers, associates, staff, and students comply with the AAB Code of Ethics and other related documents.

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.

According to SER, policies, regulations, terms of reference and statements of responsibilities regarding program management and distribution are reviewed at least once every three years. Changes are made, when necessary, in certain circumstances, for instance: based on the reviews of the Strategic Plan, Statute or other governing/strategic documents; review of the national legislation (Law on Higher Education and/or Administrative Instructions on Accreditation); based on various evaluations which are carried out by the Quality Assurance Office or the management structures of the college; in accordance with the new circumstances emerged in situations of force majeure (such as the case of the COVID 19 pandemic).

⁵ <https://aab-edu.net/wp-content/uploads/2022/01/10.-Code-of-Ethics.pdf>



A review of the policies, regulations, terms of reference and statements of responsibility relating to the management and delivery of the program is carried out regularly at least once every three years. Still, they are flexible due to unavoidable circumstances.

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

Compliance level: substantially compliant



ET recommendations:

- 1. define QA procedures and indicators of QA specifically for art/music-related study programs*
- 2. develop procedures and regulations specifically for the field of art/ music, for example for the entrance exam, skill-based exams etc.*
- 3. define precisely practical (skills-based), theoretical (knowledge-based), and generic outcomes and link the learning outcomes of each subject with the general learning outcomes at the study level*
- 4. develop a concept of artistic and expand scientific research in the study program*

2.2. Quality Management

Standard 2.1. All staff participate in self-evaluations and cooperate with reporting and improvement processes in their sphere of activity.

According to the SER and Regulation on Quality Assurance, **all staff participate in their evaluation and quality improvement processes** by holding regular meetings with academic staff where syllabi, learning outcomes, assessment forms, assessment results, and overall student performance are discussed. The academic staff is also involved in the self-assessment processes through questionnaires conducted by the Quality Assurance Office. FA has also conducted a double evaluation and self-evaluation, done by the department head and the staff member.

Standard 2.2. Evaluation processes and planning for improvement are integrated into normal planning processes.

This document explains each QA stakeholder's quality policies, procedures, processes, and responsibilities. The documentation shows that the quality management system is centralized.

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The Quality Assurance Office manages it at the AAB level and has coordinators at each of the faculties. However, the QA reports are not publicly available. **The FA did not provide evidence that evaluation processes and planning for improvement are integrated into normal planning processes.**

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.

According to SER, quality assurance processes are carried out through questionnaires and/or focus groups. As mentioned in standard 2.3., the QA processes are centralised at the college level. FA stated that the Quality Assurance Office, based on the results of evaluations (primarily questionnaires), drafts recommendations which are sent to the faculty management to be taken into account when drafting and reviewing the study curricula. However, the FA did not provide tangible evidence of how these recommendations fit into the regular cycle of reviewing and improving the study program and its performance.

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.

Quality Assurance Office at the AAB College level carried out the evaluation processes. They are responsible for regular, periodic evaluations with a particular and clear focus. Depending on the type of evaluation, the Office formulates questionnaires and provides information on the evaluation process. They also analyse other data types, such as grades and pass rates and student population characteristics. The evaluation may also include the overall functioning of the College in terms of the functioning of management, administration and other services. Unfortunately, the content of QA reports is not publicly available.



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Standard 2.5. Quality assurance processes ensure both that required standards are met and that there is continuing improvement in performance.

Article 10 of Regulation on Quality Assurance state that, besides others, the duty and responsibility of the QA Office are to ensure that European Standards and Guidelines for Quality Assurance (ESG), as well as other applicable documents in the European Higher Education Area (EHEA), are widely implemented within the institution. ET did not provide access to a document that would explain in detail and define how these criteria apply to individual faculties or areas of study programs.

Although the SER states that the QA Regulation of AAB College defines minimum criteria under the Quality Assurance Regulation of AAB College and the national legislation on Quality Assurance and Accreditation, they are not specified, nor are they explained in other available documents. The Strategic Plan⁶ envisages that specific measures will achieve improvement, but they are not visible in a publicly available document.

Standard 2.6. Survey data is being collected from students, graduates and employers; the results of these evaluations are made publicly available.

FA in SER reports that AAB has developed several questionnaires for collecting data from academic and administrative staff, students, graduates and employers /industry. Student surveys are conducted twice a year, while academic and administrative staff surveys are performed yearly. SER reports that last year the Quality Assurance Office conducted a questionnaire with graduates as well as a questionnaire with employers/industry.

The results of evaluations are not publicly available.

⁶ <https://aab-edu.net/wp-content/uploads/2022/01/AAB-College-Strategic-Plan-2022-2026-web-page.pdf>



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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.

FA reports that the result of internal evaluations and reports prepared by the Quality Assurance Office serves as a guide for the decision-making and strategic planning of AAB College and the improvement of study programs. After evaluations are carried out by the Central Office for Quality Assurance, with the help of the FA coordinator, reports are compiled based on the data that has been gathered from the questionnaires. The data in these reports are assembled in the form of a summary and sent to the management of the Faculty and College along with recommendations, which serve as a basis for improving the study programs, student services, teaching and learning, etc.

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.

According to the SER, a review and evaluation of the program occur during the reaccreditation process, which occurs at least once within five years.

Standard 2.9. The quality assurance arrangements for the program are themselves regularly evaluated and improved.

SER reports that in the past year, some changes in QA at the AAB level have been implemented: revision of some documents (QA Regulations, Manual, Action Plan) and student questionnaire (and his online version), update of the composition of Central Commission for QA, organisation of the training with international experts on the basics of internal QA. However, there is no evidence of measures taken for this faculty and particular study program.



<i>Standard</i>	Compliance	
	Yes	No
<i>Standard 2.1.</i> All staff participate in self-evaluations and cooperate with reporting and improvement processes in their sphere of activity.	X	
<i>Standard 2.2.</i> Evaluation processes and planning for improvement are integrated into normal planning processes.		X
<i>Standard 2.3.</i> Quality assurance processes deal with all aspects of program planning and delivery, including services and resources provided by other parts of the institution.		X
<i>Standard 2.4.</i> Quality evaluations provide an overview of quality issues for the overall program as well as of different components within it; the evaluations consider inputs, processes and outputs, with particular attention given to learning outcomes for students.	X	
<i>Standard 2.5.</i> Quality assurance processes ensure both that required standards are met and that there is continuing improvement in performance.		X
<i>Standard 2.6.</i> Survey data is being collected from students, graduates and employers; the results of these evaluations are made publicly available.		X
<i>Standard 2.7.</i> Results of the internal quality assurance system are taken into account for further development of the study program. This includes evaluation results, investigation of the student workload, academic success and employment of graduates.	X	
<i>Standard 2.8.</i> The institution ensures that reports on the overall quality of the program are prepared periodically (eg. every three years) for consideration within the institution indicating its strengths and weaknesses.		X
<i>Standard 2.9.</i> The quality assurance arrangements for the program are themselves regularly evaluated and improved.		X

Compliance level: partially compliant



ET recommendations:

- 1. develop QA relevant documents, e.g., QA Manual, set of standards and performance indicators*
- 2. make publicly available relevant QA reports and summaries*
- 3. make more visible work of the QA Coordinator at FA*
- 4. consider the possibility of establishment of a Quality Assurance Office at the faculty level (according to the Article 15 of Regulations QA)*
- 5. define specific standards and elaborate quality indicators appropriate to the art fields, especially music*
- 6. develop new QA procedures based on the results of self-evaluations and external evaluations of quality assurance systems*
- 7. increase student participation in academic life, including active involvement in the design and implementation of QA processes*
- 8. involve all academic and administrative staff in training in the area of QA*
- 9. develop additional activities that would monitor the professional development of graduates*

2.3. Academic Staff

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.



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SER provides proscribed data about full-time (FT) and part-time (PT) academic staff. Five (5) FT and seven (7) PT members of the academic staff are listed. FA also has three (3) visiting professors without assigned courses in the study program under reaccreditation. According to the provided data, FT academic staff are all in the academic degree of lecturers. Accordingly, they have a contract of employment for a period of one to three years. Table 1 does not list the courses taught by academic staff in this study programme.

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. Procedures, selection criteria and evaluation of regular staff and associates are defined and developed following the Law on Higher Education, Labour Law, Statute, Regulation on Appointment, Re-Reappointment and Promotion of Academic Staff⁷.

These legal criteria are considered for election, re-election, and advancement in academic titles. **FA provides evidence that teaching staff comply with all legal requirements.**

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.

The holder of the study program claims that the teaching staff that are part of this program comply with the legal requirements related to the profession and teaching positions. Article 62 of the AAB Statute proscribes that staff in regular employment may not establish another full-time employment. They may only be engaged part-time in another institution after obtaining the AAB College Rector's written consent.

⁷ <https://aab-edu.net/wp-content/uploads/2022/01/9.Regulation-on-Appointment-Reappointment-and-Promotion-of-Academic-Staff.pdf>



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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.

A total of 12 teachers, five full-time employees, and seven external associates are involved in the performance of this study program. FA declares that in the Faculty of Arts, the regular staff covers more than 70% of the courses within the curriculum in all study programs.

However, a comparison of the teaching load of FT and PT teachers in the study program Musicology showed that **PT teachers perform about 61% of the total teaching load** (excluding from the calculation courses Piano I-IV due to the inability to accurately determine the teaching load which depends on the number of students)

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.

So far, FA **has four full-time teachers specialising in the narrow field of music** and finished Master Degree. Due to the nature of the study field, in which are student groups smaller, for some courses, they are taught individual (one-to-one) the workload of the teaching staff is dependent mainly on the number of students.

Standard 3.6. Opportunities are provided for additional professional development of teaching staff, with special assistance given to any who are facing difficulties.

AAB provides teaching staff opportunities for additional professional development by organising training on specific topics. According to the SER, in 2021, AAB established and operationalised the Centre for Professional Advancement and Innovation (QAPI). The Centre provides certified training and professional support services for academic and administrative staff at AAB and other higher education institutions in Kosovo to increase the quality of teaching, research and institutional management. This Centre offers professional advancement



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programs in the didactics of higher education, projects and methodology of scientific research and management of the higher education organisations.

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.

The Regulation on Systematization of Jobs⁸ regulates the responsibilities of the academic staff. According to the tasks, the staff is obliged to work related to the teaching process, research, student engagement, and community engagement. In addition to the teaching load, staff duties include holding exams, consultations and other administrative activities, as well as assignments for research, articles and participation in scientific conferences organized by the faculty and international conferences.

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.

FA reports a regular assessment of teachers and associates by students twice a year. The dean's office makes another assessment. The dean completes the evaluation questionnaire for staff based on six performance factors. The staff member then completes the same questionnaire and makes a self-assessment of the same performance factors by looking at the dean's assessment of it. **Any part of the assessment results is not publicly available.**

⁸ <https://aab-edu.net/wp-content/uploads/2022/01/21.-Regulation-on-sistemization-of-the-work-Kolegji-AAB.pdf>



Standard 3.9. Strategies for quality enhancement include improving the teaching strategies and quality of learning materials.

The FA reports that AAB has organized training for teaching staff. These training consist of separate modules and the topics discussed are critical thinking in higher education, blended learning, student assessment context, feedback and assessment, learning outcomes and relationship with methodology, etc. **SER does not report on activities related to improving the quality of learning materials**

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.

According to the Labor Law of the Republic of Kosovo, a member of the academic staff retires at age 65, but with the possibility of part-time engaging in the teaching process even after retirement.

<i>Standard</i>	Compliance	
	Yes	No
<i>Standard 3.1.</i> Candidates for employment are provided with full position descriptions and conditions of employment. To be presented in tabular form data about full time (FT) and part time (PT) academic/ artistic staff, such as: name, qualification, academic title, duration of official (valid) contract, workload for teaching, exams, consulting, administrative activities, research, etc. for the study program under evaluation.	X	
<i>Standard 3.2.</i> The teaching staff must comply with the legal requirements concerning the occupation of teaching positions included in the <u>Administrative instruction on Accreditation</u> .	X	
<i>Standard 3.3.</i> Academic staff do not cover, within an academic year, more than two teaching positions (one full-time, one part-time), regardless of the educational institution where they carry out their activity.	X	



<i>Standard 3.4.</i> At least 50% of the academic staff in the study program are full time employees, and account for at least 50% of the classes of the study program.		X
<i>Standard 3.5.</i> For each student group (defined by the statute of the institution) and for every 60 ECTS credits in the study program, the institution has employed at least one full time staff with PhD title or equivalent title in the case of artistic/applied science institutions.	X	
<i>Standard 3.6.</i> Opportunities are provided for additional professional development of teaching staff, with special assistance given to any who are facing difficulties.	X	
<i>Standard 3.7.</i> The responsibilities of all teaching staff, especially full-time, include the engagement in the academic community, availability for consultations with students and community service.	X	
<i>Standard 3.8.</i> Academic staff evaluation is conducted regularly at least through self-evaluation, students, peer and superiors' evaluations, and occur on a formal basis at least once each year. The results of the evaluation are made publicly available.		X
<i>Standard 3.9.</i> Strategies for quality enhancement include improving the teaching strategies and quality of learning materials.		X
<i>Standard 3.10.</i> Teachers retired at age limit or for other reasons lose the status of full-time teachers and are considered part-time teachers*	X	

Compliance level: substantially compliant

ET recommendations:

1. *increase the number of full-time teaching staff, especially in the specialized scientific field of musicology,*
2. *encourage FT teachers to enrol in doctoral studies and receive doctorates in the specialized scientific field of musicology or music pedagogy,*
3. *increase the number of teachers in higher academic titles (assistant professors, associate professors, full professors),*



4. *define in more detail within the QA system indicators related to the development of teaching and related skills, their transfer within the FA and other collaborating institutions,*
5. *encourage continuous improvement of teaching and other academic skills,*
6. *encourage the development of new and improvement of existing teaching materials.*

2.4. Educational Process Content

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.

The study programme is based on the objectives and needs of the labour market. It includes aspects related to the future vocation and acquiring disciplinary, pedagogical and generic skills and knowledge. Individual components of the study programme are comparable to similar study programs at the University of Arts in Tirana-Albania, the University "New Bulgarian University" in Sofia-Bulgaria, and the faculty "Mimar Sinan" in Turkey, but is also heavily based on the demands of the labour market in Kosovo and the region.

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.

As mentioned in standard 1.2., the study program is broadly harmonized with the NQF of the Republic of Kosovo in terms of duration and general learning outcomes. Individual program



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components are combined to best meet the specified training objectives and provide acceptable forms of teaching and learning.

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.

Disciplines within the study program are provided in a logical flow. As mentioned in standard 1.2., learning outcomes for the proposed study program are general and very broad.

It is preferable to interconnect the learning outcomes of each subject with appropriate, general learning outcomes at the study programme level. Learning outcomes at the study level are described quite generally. This way, it isn't easy to monitor and evaluate their realization through the study.

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.

In SER, some courses are not listed in the description of the study program, some occur under a different name, and some syllabuses are missing.

There are differences in the data in the tables of study descriptions by semesters and syllabi (in the course title, the semester, and the number of teaching hours).

Syllabuses are mainly correct, with detailed descriptions of the purpose, weekly distribution of the course program, achievement, literature, teaching methods, evaluation and academic politics. For some courses, only syllabi in Albanian are attached.

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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.

The program is offered in Albanian, but the study material in some subjects is in other languages. The study program provides the English language as an elective course.

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.

Through discussion with the students and teaching staff on the existing study program, it was noted that communication between them is clear and that the goals and learning outcomes at the individual level of communication are well explained.

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.

Teaching strategies correspond to the specifics of this study program and individual subjects.

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.

Assessment methods are mainly appropriate. As mentioned, teachers communicated all information clearly at the beginning of the course. Regulations for BA studies⁹ regulate procedures regarding assessment, exams and appealing to the grades.

⁹ <https://aab-edu.net/wp-content/uploads/2022/01/2.-Regulations-for-Bachelors-Studies.pdf>



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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.

According to the proposed study program, student engagement between 26 -29 hours of lectures and exercises per week and 30 ECTS per semester. After the end of each exam period, success reports are generated for each subject in summary form, where for each subject, data are generated for the number of students presented in the exam, the number of students who have passed the exam, in the whole and separately for each grade, as well as the number of those who have not passed the exams. These reports are sent to the Office of the Pro-Rector for Teaching, which analyses and evaluates each case and, in cooperation with the Dean of the Faculty, intervenes where necessary.

Regulations of BA Studies in Article 19 describe models of evaluation from 5 (F, FX) (negative / no passing) to 10 (A) (excellent).

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.

SER explains that FA considers organizing additional hours of lectures and exercises, reducing the number of students in groups, providing additional preparatory hours before the exam deadline, and further individual consultations with assistants as some of the most common examples of improving results of student achievement in situations where standards are inadequate or inconsistently assessed.

Standard 4.11. If the study program includes practice stages, the intended student learning outcomes are clearly specified and effective processes are followed to ensure that those learning outcomes and the strategies to develop that learning are understood by students. The practice stages are allocated ETCS credits and the work of the students at the practical training

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organisations is monitored through activity reports; students during practice stages have assigned tutors among the academic staff in the study program.

During meetings with teaching staff and students, they stated that practical internships in the music industry as a part of some courses are required. However, practice stages do not have allocated ETCS credits, and the students' work at the practical training organisations is not officially monitored through activity reports.

Unfortunately, neither the syllabuses nor the SER describes how the training occurs and its monitoring and evaluation procedures.

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.

SER does not explicitly underline this area. Conversation with external stakeholders provided evidence of cooperation with FA and support for student practical training.

<i>Standard</i>	Compliance	
	Yes	No
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, 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		X



specific competencies, as well as the compatibility with the study programs and curricula delivered in the EHEA. To be listed at least 7 learning outcomes for the study program under evaluation.		
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.	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.	NA	NA
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 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		X
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Compliance level: Substantially compliant

ET recommendations:

1. *consult AEC recommendations¹⁰ when defining more specific outcomes at the study program level*
2. *link learning outcomes in individual courses with general outcomes at the study level, the learning outcomes need to become more complex over the years of study*
3. *update the literature with recent editions*
4. *reduce and optimize the number of teaching hours of individual subjects, include and evaluate students' independent work with ECTS credits*
5. *harmonize the data in the tables with the description of the study program with those in syllabi (course titles, semesters in which they are performed, teachers, number of hours and ECTS), add descriptions of missing courses, and write in the tables the subjects that are omitted,*
6. *describe more precise elements of student practice outside the FA in individual courses, assign ECTS workload and evaluation method*
7. *develop procedures related to the monitoring of student practice (protocols, selection of mentors, reports, methods of monitoring and evaluation)*
8. *include more courses that strengthen pedagogical competencies (for Musicology, Music Theory profiles)*
9. *include (elective) courses for Musicology profile that give competencies to work in libraries and archives*

¹⁰ https://www.aec-music.eu/userfiles/File/customfiles/aec-learning-outcomes-2017-english_20171218113003.pdf



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- 10. formalize cooperation with educational and cultural institutions and related industries through signed agreements*
 - 11. Consider structured dialogue with industry in order to better understand and meet their needs and recommendations in terms of program curricula.*
 - 12. Consider signing agreements with companies and corporations not only for internships but also for research projects.*

2.5. Students

Standard 5.1. There is a clear and formally adopted admission procedure at institutional level that the study program respects when organising students' recruitment. Admission requirements are consistently and fairly applied for all students.

There is a clear and formally adopted admission procedure at institutional level, Faculty of Arts and that the study program respects when organizing students' recruitment. This procedure is public, students are aware of it and they concluded that admission requirements are consistently and fairly applied for all students. The decision for admission is taken by the Senate of AAB (according to SER p 34). There was also provided the Statue of AAB College which stipulates details about the admission of students.

Standard 5.2. All students enrolled in the study program possess a high school graduation diploma or other equivalent document of study, according to MEST requirements.

According to the SER all students enrolled in the study program possess a high school graduation diploma and have successfully passed the Matura test and possess personal documentation, such as school certificates, identity cards etc. The admission procedure consists

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of two parts: theoretical and practical. All those who apply have to take the exam entrance in the Theory with Introduction to Harmony, Solfege and a written essay. Details are also provided in the Statue of AAB College (art.90, 91) provided by the AAB college.

Standard 5.3. The study groups are dimensioned so as to ensure an effective and interactive teaching and learning process.

According to SER, the number of students divided into groups for lectures and exercises for mandatory and optional courses is regulated in accordance with the statue of the AAB. A group of students cannot exceed 60 students in lectures and this also depends on the specifics of the courses and subjects taught within the curricula. As well, the division of student groups corresponds to the number of full-time academic staff and the number of program managers.

On the other hand, according to the Statue of AAB College “The group of students per academic staff inside a class may not exceed the number of 80 (eighty) students in theoretical lectures and 40 (forty) students in practical exercise classes. The size of the groups is determined based on the specifics of the study program.” (art.56)

Standard 5.4. Feedback to students on their performance and results of assessments is given promptly and accompanied by mechanisms for assistance if needed.

According to SER academic staff is available for consultations or assistance if needed at least 2 hours per week but they can be contacted by students at any time for questions, consultations and this was confirmed by AAB students. Students agree that the evaluation process is discussed at the beginning of the year at each course and they can contribute if they want to change something. As well, they agreed they have no objections about exams, or any assessments. Details about assessments can be also find within the syllabus for each course.

Standard 5.5. The results obtained by the students throughout the study cycles are certified by the academic record.

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In accordance with the Regulation for Studies of AAB College, the communication of student evaluation results is done no later than 7 days from the date of the exam, according to the official schedule. Students have the right to refuse the grade within 72 hours through the electronic system, and to be subject to the final evaluation in the next following deadline. According to the regulation, if even in the second case the student is not satisfied with his grade, he has the right to make a written complaint to the deans and request evaluation through the commission. The assessment of the student is done from grade 5 (five) which is insufficient to grade 10 (ten) which is excellent. “In certain cases a student may be evaluated by only noting “passing” or “did not pass” “, according to the Statue of AAB College (art.100, al.2). Grading is done electronically by the professor of the subject and the totality of the student's grades constitutes the transcript of grades which the student can generate from the system at any time. According to SER, interviews and syllabuses the results obtained by the students throughout the study cycles are certified by the academic record and are evaluated through course interactivity, participation in learning, communication and presentation activity, practical work and seminars tests, and final exam. Each result is registered in the system and recorded in the student management system (SMU).

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.

According to SER, the exam schedule for students is done by the Central Administration of the College. According to teachers and students interviews during study visit, when students have requests for extension of deadlines or change of exam date, within the provisions of the regulation, these requests are always approved.

According to the interviews during the study visit the Regulation of Bachelor Studies, students can take an exam 5 times. In case the student does not pass for the 5th time and also fail before the commission, the student will repeat the course. Still, for the ET it was unclear how students in different circumstances are treated with due flexibility.

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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.

According to SER records of number of students presented in the exam, the completion rate, the number of those who did not pass the exam are kept for all courses and for the program as a whole in the e-service platform. These reports are sent to the Office of the Vice-Rector for Learning for evaluation in cooperation with the Dean, in order to intervene when necessary.

Standard 5.8. Effective procedures are being used to ensure that work submitted by students is original.

According to SER and interviews the AAB has purchased a software to detect plagiarism and similarities in student work. There is adequate check for plagiarism in submitted works or final papers. Article 11 from the Code of Ethics has defined general measures in case of ethical violations such as: written admonition; warning of dismissal; ban on taking exams for a period of ----- (?) or longer; suspension from the Faculty for a period of 1 (one) year; permanent dismissal from the Faculty; revocation of the degree and annulment of the diploma. As well, the Code of Ethics in Research defines in article 14 unacceptable conduct which refers as well to plagiarism. There is still need to clearly define and publish antiplagiarism measures and sanctions in the Code of Ethics.

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.

The Statue of AAB College was provided and it contains students' rights and duties (art. 88) and is also available electronically. The Regulation for Bachelor studies (in Albanian) was also provided. Students' rights and obligations are made publicly available and students confirmed that they are informed and they know about its existence. According to SER (p36) students' obligations are also placed in the study contract which is signed upon enrolment, as well as

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through the electronic platform E-Student. Students are also informed about these documents in the first meeting by dean, and through electronic platforms to which students have access. As well, the Student Handbook (Annex 9) also contains details about student' rights and obligations. If case of rights violations students have the right to academic appeals and “to file a complaint on academic issues related to the lecture, assessment as well as administrative and technical issues, as well as to be treated fairly and without discrimination in case of any complaint and/ or procedure initiated against him/her” (p.19, Student Handbook).

The ET learned during the students meeting that students were aware of the existence of student organizations but were not part of them. Occasionally they have meetings with student representatives. Students are represented in all academic bodies and in every decision-making process of the university, according to art.88 of the Statue of AAB College.

Standard 5.10. The students' transfer between higher education institutions, faculties and study programs is clearly regulated in formal internal documents.

According to SER, Regulation of Bachelor Studies (art.6,7,8), Statue of AAB College (art.98) and Annex 9 – Student Handbook AAB, the students' transfer is clearly regulated in formal internal documents.

“The transfer of students to the Musicology program is done through the transfer office which in cooperation with the quality coordinator within the FA verifies the files of each candidate. Each transfer candidate is issued a transfer decision through which the candidate is notified how many courses (ECTS) have been received by the institution where he has already been studying and the number of additional courses which must be given to transfer to FA. According to the Statute of AAB College, transfer candidates must spend at least one academic year at AAB College prior to their graduation.” (SER, p36)



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.

According to SER and meetings with students and graduates, academic staff is available at sufficient scheduled times for consultation, assistance and advice to students at least 2 hours per week but students and teachers admitted that academic staff is available at any time in case of need and that they can be contacted via email, WhatsApp or any other mechanisms and that they are responding positively. According to SER, in case the requests for consultations are high, the academic staff is obliged to raise the number of consultations per week (physically or via electronic platforms). Mentoring support is also provided. Students and graduates mentioned that they have and had good communication with their teachers. As a whole, graduates see a lot of involvement in the campus and the need for this program.

<i>Standard</i>	Compliance	
	Yes	No
<i>Standard 5.1.</i> There is a clear and formally adopted admission procedure at institutional level that the study program respects when organising students' recruitment. Admission requirements are consistently and fairly applied for all students.	X	
<i>Standard 5.2.</i> All students enrolled in the study program possess a high school graduation diploma or other equivalent document of study, according to MEST requirements.	X	
<i>Standard 5.3.</i> The study groups are dimensioned so as to ensure an effective and interactive teaching and learning process.	X	
<i>Standard 5.4.</i> Feedback to students on their performance and results of assessments is given promptly and accompanied by mechanisms for assistance if needed.	X	
<i>Standard 5.5.</i> The results obtained by the students throughout the study cycles are certified by the academic record.	X	



<i>Standard 5.6.</i> Flexible treatment of students in special situations is ensured with respect to deadlines and formal requirements in the program and to all examinations.		X
<i>Standard 5.7.</i> Records of student completion rates are kept for all courses and for the program as a whole and included among quality indicators.	X	
<i>Standard 5.8.</i> Effective procedures are being used to ensure that work submitted by students is original.	X	
<i>Standard 5.9.</i> Students' rights and obligations are made publicly available, promoted to all those concerned and enforced equitably; these will include the right to academic appeals.	X	
<i>Standard 5.10.</i> The students' transfer between higher education institutions, faculties and study programs is clearly regulated in formal internal documents.	X	
<i>Standard 5.11.</i> Academic staff is available at sufficient scheduled times for consultation and advice to students. Adequate tutorial assistance is provided to ensure understanding and ability to apply learning.	X	

Compliance level: Fully compliant

ET recommendations:

- 1. Improve the promotion of the Erasmus+ program for students and encourage more students to attend these program.*
- 2. Introduce university-wide support for mobility and make sure faculties and students are aware of the existing agreements. Developing more (both qualitative and quantitative) cooperation agreements with institutions from abroad is highly recommended.*
- 3. Improve outgoing and incoming mobility for the program.*
- 4. Try to adapt the course literature to the present and use more recent and more up to date books and articles.*



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5. *Adequate regulation with regards to flexible treatment of students in special situations should be developed.*
6. *ET recommends to clearly define and publish antiplagiarism measures and sanctions in the Code of Ethics.*
7. *Descriptions of all support services (e.g. regarding the study program for e.g. e-portal, student counselling in case of emotional, financial or family-related problems if available, career guidance, international matters, legal advice, availability of scholarships if any) should all be publicly available on the university website in order for potential students to have all information before and after enrolment.*

2.6. Research

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.

The study program has courses that introduce students to scientific research, and students are expected to develop competencies in this area as well. The SER states that the AAB is organized primarily as an educational institution but that it has a vision for the development of scientific research activities. Following the state Administrative Regulation of 2018, the international grant structures at AAB College promote the publication of scientific research in journals indexed through the recognized databases of Web of Science (Clarivate) and Scopus. An institutional fund for science and research has been put in place. This fund awards yearly grants for the ten best multidisciplinary scientific research projects, including the participation of at least two MA-level students and diploma theses.

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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.

The evaluation criteria and the promotion of academic staff include research and scholarly activities and, if applicable, artistic (music) performance. AAB staff contract obliged academic staff to the scientific research, which is also linked to the academic advancement. The employment contracts stipulate that each academic staff member is obliged to produce at least one scientific paper within a year and to engage in other scientific projects that aim to increase the quality of research at AAB.

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.

Regulation on Scientific Research¹¹ regulates this area at AAB. FA does not have any policies specially developed for this scientific and artistic research field.

Standard 6.4. The academic staff has a proven track record of research results on the same topics as their teaching activity.

In the CVs of full-time teachers, some evidence of their artistic and professional activity in the field they teach is provided. However, FT teachers cover only a part of the field of study. According to the submitted materials, PT teachers have a much more significant scientific activity than FT staff.

¹¹ <https://aab-edu.net/wp-content/uploads/2022/01/6.-Regulations-for-scientific-research-activities.pdf>



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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.

SER describes standards at the whole College level, which respects Administrative Instruction of MEST No. 01/2018 on the Principles of Recognition of International Research Journals. Only academic staff who meet the criteria of scientific publications according to this AI of MEST can be promoted in the advancement of academic staff organized by AAB College. No appropriate activities have been described at the FA level.

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.

There is no specific evidence about achieving this standard.

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.

Provided information about academic staff scientific and/or artistic activities is scant. Therefore, it is impossible to determine whether this standard is reached.

Standard 6.8. Academic and research staff publish under the name of the institution in Kosovo they are affiliated to as full-time staff.

Academic and research staff publishes under the name of the AAB College

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.

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Academic staff are encouraged to include in their teaching relevant information about research and artistic and scientific activities relevant to the course they teach.

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.

Issues related to intellectual property are regulated in the contract of academic staff, which stipulates that intellectual property rights in any work related to or created by the employee during the employment relationship (during working hours) and in the workplace are counted as the work of the employer and is given the full guarantee of the holder.

Standard 6.11. Students are engaged in research projects and other activities.

SER describes, that students have opportunities to be engaged in a research project in the fields of study. In addition, FA provides logistical and intellectual support such as using national and international libraries and archives, visiting National Music Institutions (symphony orchestra, Kosovo opera), various local and regional festivals and state music ensembles. In the future, FA plans to organize several artistic events and masterclasses.

Standard	Compliance	
	Yes	No
<i>Standard 6.1.</i> The study program has defined scientific/applied research objectives (on its own or as part of a research centre or interdisciplinary program), which are also reflected in the research development plan of the institution; sufficient financial, logistic and human resources are allocated for achieving the proposed research objectives.	X	
<i>Standard 6.2.</i> Expectations for teaching staff involvement in research and scholarly activities are clearly specified, and performance in relation to these expectations is considered in staff evaluation and promotion criteria.	X	
<i>Standard 6.3.</i> Clear policies are established for defining what is recognized as research, consistent with international standards and established norms in the field of study of the program.		X



<i>Standard 6.4.</i> The academic staff has a proven track record of research results on the same topics as their teaching activity	X	
<i>Standard 6.5.</i> The academic and research staff publish their work in speciality magazines or publishing houses, scientific/applied/artistic products are presented at conferences, sessions, symposiums, seminars etc. and contracts, expertise, consultancy, conventions, etc. are provided to partners inside the country and/or abroad.		X
<i>Standard 6.6.</i> Research is validated through: scientific and applied research publications, artistic products, technological transfer through consultancy centres, scientific parks and other structures for validation.		X
<i>Standard 6.7.</i> Each academic staff member and researcher has produced at least an average of one scientific/applied research publication or artistic outcome/product per year for the past three years.		X
<i>Standard 6.8.</i> Academic and research staff publish under the name of the institution in Kosovo they are affiliated to as full time staff.	X	
<i>Standard 6.9.</i> Academic staff are encouraged to include in their teaching information about their research and scholarly activities that are relevant to courses they teach, together with other significant research developments in the field.	X	
<i>Standard 6.10.</i> Policies are established for ownership of intellectual property and clear procedures set out for commercialization of ideas developed by staff and students.	X	
<i>Standard 6.11.</i> Students are engaged in research projects and other activities.	X	

Compliance level: partially compliant

ET recommendations:

1. *draw up an appropriate research development plan for FA*
2. *develop specific criteria according to which FA would evaluate the scientific/artistic research of FT staff*
3. *establish a system for recording and evaluating the scientific and artistic activities of FT academic staff*
4. *introduce formal measures to encourage research in and about the arts among the FT staff at the FA*



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5. *encouraging teachers to publish their scientific/artistic works in relevant publications*
 6. *promote student involvement in the formal research projects*
 7. *organizing of professional development training related to research in the field of music*



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2.7. Infrastructure and Resources

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.

There is sufficient and qualified staff for the adequate long-term implementations of the study program. According to SER, students, and the information received the educational space of the program is well equipped with the necessary facilities for study, research, teaching laboratories, instruments for the practical seminars/hours, IT equipment. As for the available student services, according to the SER, interviews and the Student Handbook there is a Student Service department available for students every working day from 7.30 – 19.00 which deals with administrative work. As well, have a list of services dedicated to them such as e-student portal, e-corners, electronic recording of teaching hours, Central Office for Students, university library, career center, call center (available from 7.00 to 20.00) for any information students may need, information TVs, ATV Television and Radio.

There is a range of scholarships and financial support for students. As stipulate in the Statue of AAB College - According to Article 120, a university scholarship means any financial assistant or exemption from the payment of the respective semesters. Scholarships are earned by students who meet the formal criteria and which are determined by the AAB Steering Council.

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.

According to SER (p.41) has human and dedicated offices for financial planning and management. The main sources of funding are revenues from tuition fees, administrative and other payments by students, payments from commercial servies and other services, funds from the Ministry of Budget of Kosovo for teaching and scientific-artistic research, donations, gifts and grants, from the use of AAB intellectual property, contracts with national, international

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public or private organizations in the field of teaching, any other sources allowed by the law .
A document with the budget plan for the Faculty of Arts was provided. The budget had six categories with provision for 2023 until 2026.

Standard 7.3. The higher education institution must demonstrate with adequate documents (property deeds, lease contracts, inventories, invoices etc.) that, for the study program submitted for evaluation it possesses the following, for the next at least three years:

- a) owned or rented spaces adequate for the educational process;
- b) owned or rented laboratories, with the adequate equipment for all the compulsory disciplines within the curriculum, wherever the analytical syllabus includes such activities;
- c) adequate software for the disciplines of study included in the curriculum, with utilisation licence;
- d) library equipped with reading rooms, group work rooms and its own book stock according to the disciplines included in the curricula.

According to SER (p41) premises of AAB College are investments and property of the college founders and there are no obligations to third parties together. Spaces such as classrooms, laboratories, software equipment and libraries are owned and rented by AAB. A list with software programs used in teaching process was provided together with a list of instruments and other teaching equipment, therefore the study program has 5 piano, 2 clarinet, 2 violin, 2 flute, 1 set of drums, 2 guitars, recording systems, microphone, 8 projectors, 20 PCs. According to students there are enough instruments available.

The AAB college has adequate educational process spaces, laboratories with the adequate equipment and two libraries with around 40 books for specific needs of the program. According to SER, students have access to online academic journals such as Edward Elgdar, EBSCO, DOAJ, SCIENCE COMMONS, JSTOR, IOP Electronic Journals, Oxford Reference, OECD iLibrary, Directory of Open Access Books, The New England Journal of Medicine, ASTM COMPASS, IMF eLibrary, e-Duke Journals Scholarly Collection, eIFL Kosovo Consortium.

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It is not very clear if the availability to these resources is free of charge for students. The university library is open from morning to evening every working day is dedicated to all students, there is no specific library for the faculty students. The number of seats in reading rooms and the number of seats in group work rooms corresponds to 10% of the total number of students for the arts programs. No other details about libraries was provided to the ET.

Standard 7.4. The number of seats in the lecture rooms, seminar rooms and laboratories must be related to the study groups' size (series, groups, subgroups); the applicative activities for the speciality disciplines included in the curricula are carried out in laboratories equipped with IT equipment.

According to SER and the document Cover letter the AAB college has lecture halls, laboratories, reading rooms, cafeteria, sports hall, sufficient accommodation for the BA program in Musicology. The campus from Pristina has large and small classrooms, amphitheatres, laboratories, special places for students, sanitary and recreational spaces for students. According to SER in the last year (2021) 10.000m² additional space was added and is available for the teaching process for the Faculty of Arts. Students have access to adequate space such as one concert hall (1000m²), one amphitheatre (300 m²), 2 performance rooms (70m²), 4 group classes (60m²), 4 individual classes (40m²), 2 recording studios (30m²).

Standard 7.5. The education institution's libraries must ensure, for each of the study programs:

- a) a number of seats in the reading rooms corresponding to at least 10% of the total number of students in the study program;
- b) a number of seats in the group work rooms corresponding to at least 10% of the total number of students in the study program;
- c) their own book stock from Albanian and foreign speciality literature, enough to cover the disciplines within the curricula, out of which at least 50% should represent book titles or speciality courses of recognised publishers, from the last 10 years;

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- d) a book stock within its own library with a sufficient number of books so as to cover the needs of all students in the cycle and year of study the respective discipline is provided for;
- e) a sufficient number of subscriptions to Albanian and foreign publications and periodicals, according to the stated mission.

The university library has sufficient seats in the reading room corresponding to 10% of the total number of students in the program, this also applies for the group work rooms. No other details about libraries was provided to the ET. The book stock of the library (40 books) seems to cover the needs of all students in the cycle and year of study the respective discipline is provided for together with the access to online journals. The book stock from foreign specialty literature is not very clear, and it is not unclear if at least 50% represent book titles or specialty courses of recognized publishers, from the last 10 years since not all titles were provided with year of publish. Moreover, according to the syllabi and the list of received books (that have year provided) more than 60% are older than 10 years. A sufficient number of subscriptions to Albanian and foreign publications and periodicals was provided in SER.

Standard 7.6. The infrastructure and facilities dedicated to the implementation of the program is adapted to students with special needs.

According to SER, the faculty has “flat entrances, elevators, special toilets, emergency exits and all relevant infrastructure for students with special needs.” No pictures or any other details or proof was provided to ET in order to match the SER statements. The ET learned from the study visit that there are 1-2 students with special needs in the program per academic year to which the faculty provide hearing aid.

<i>Standard</i>	Compliance	
	Yes	No
<i>Standard 7.1.</i> The adequate long-term implementation of the study program is ensured in quantitative terms as regards premises, human resources and	X	



equipment. At the same time, it is guaranteed that qualitative aspects are also taken into account.		
<i>Standard 7.2.</i> There is a financial plan at the level of the study program that would demonstrate the sustainability of the study program for the next minimum three years.	X	
<i>Standard 7.3.</i> The higher education institution must demonstrate with adequate documents (property deeds, lease contracts, inventories, invoices etc.) that, for the study program submitted for evaluation it possesses the following, for the next at least three years: a) owned or rented spaces adequate for the educational process; b) owned or rented laboratories, with the adequate equipment for all the compulsory disciplines within the curriculum, wherever the analytical syllabus includes such activities; c) adequate software for the disciplines of study included in the curriculum, with utilisation licence; d) library equipped with reading rooms, group work rooms and its own book stock according to the disciplines included in the curricula.	X	
<i>Standard 7.4.</i> The number of seats in the lecture rooms, seminar rooms and laboratories must be related to the study groups' size (series, groups, subgroups); the applicative activities for the speciality disciplines included in the curricula are carried out in laboratories equipped with IT equipment.	X	
<i>Standard 7.5.</i> The education institution's libraries must ensure, for each of the study programs: a) a number of seats in the reading rooms corresponding to at least 10% of the total number of students in the study program; b) a number of seats in the group work rooms corresponding to at least 10% of the total number of students in the study program; c) their own book stock from Albanian and foreign speciality literature, enough to cover the disciplines within the curricula, out of which at least 50% should represent book titles or speciality courses of recognised publishers, from the last 10 years; 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	
<i>Standard 7.6.</i> The infrastructure and facilities dedicated to the implementation of the program is adapted to students with special needs.	X	



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Compliance level: Fully compliant

ET recommendations:

- 1. Increase the acquisition of new scientific books and publications specific for the program and include more up to date books and publications in the curriculum.*
- 2. Consider investing and adapt the rest of the space, infrastructure and facilities to the needs of persons with disabilities.*
- 3. Make available all the student services provided by the university directly on the website*
- 4. Consider initiating collaborations with institutions from other areas since this is a multidisciplinary domain.*



3. FINAL RECOMMENDATION OF THE ET

The QA system at the AAB College level has developed policies, legal frameworks and procedures. However, there is a lack of transparency because the reports on the conducted evaluations and their analyses are not publicly available. The publicly available version of the strategic plan for the next period does not show concretely elaborated measures to achieve the set goals.

At the level of the Faculty of Arts and the level of the study program in reaccreditation, the quality assurance processes according to the available documents are not explicitly developed, and there is space for progress.

The BA study program in Musicology, with its structure, connects the theoretical and practical field of music art uniquely. By analysing the labour market's needs and predicting trends in the near future, study profiles could be more specialized, considering the regulation of the number of students in each profile. Profiles Musicology and Music Theory must have courses that develop students' pedagogical competencies well. Although highlighted as an essential component of the study, professional practice with future potential employers must be better regulated and valued.

FA should take special care of full-time academic staff. Their number should be increased, considering the age structure and scientific/artistic profile. Priority should be given to hiring teachers to cover the field of musicology. Encouraging scientific/artistic excellence should be stimulated by the possibility of advancement in academic titles.

Standard	Compliance level
1. Mission, objectives and administration	substantially compliant
2. Quality management	partially compliant
3. Academic staff	substantially compliant
4. Educational process content	substantially compliant



5. Students	fully compliant
6. Research	partially compliant
7. Infrastructure and resources	fully compliant
Overall compliance	substantially compliant

Therefore, recommendations follow that could contribute to that:

1. *Define QA procedures and indicators of QA specifically for art/music-related study programs*
2. *Develop procedures and regulations specifically for the field of art/ music, for example for the entrance exam, skill-based exams etc.*
3. *Define precisely practical (skills-based), theoretical (knowledge-based), and generic outcomes and link the learning outcomes of each subject with the general learning outcomes at the study level*
4. *Develop a concept of artistic and expand scientific research in the study program*
5. *Develop QA relevant documents, e.g., QA Manual, set of standards and performance indicators*
6. *Make publicly available relevant QA reports and summaries*
7. *Make more visible work of the QA Coordinator at FA*
8. *Consider the possibility of establishment of a Quality Assurance Office at the faculty level (according to the Article 15 of Regulations QA)*
9. *Develop new QA procedures based on the results of self-evaluations and external evaluations of quality assurance systems*
10. *Increase student participation in academic life, including active involvement in the design and implementation of QA processes*
11. *Involve all academic and administrative staff in training in the area of QA*
12. *Develop additional activities that would monitor the professional development of graduates*



13. *Increase the number of full-time teaching staff, especially in the specialized scientific field of musicology,*
14. *Encourage FT teachers to enrol in doctoral studies and receive doctorates in the specialized scientific field of musicology or music pedagogy,*
15. *Increase the number of teachers in higher academic titles (assistant professors, associate professors, full professors),*
16. *Define in more detail within the QA system indicators related to the development of teaching and related skills, their transfer within the FA and other collaborating institutions,*
17. *Encourage continuous improvement of teaching and other academic skills,*
18. *Encourage the development of new and improvement of existing teaching materials.*
19. *Consult AEC recommendations¹² when defining more specific outcomes at the study program level*
20. *Ink learning outcomes in individual courses with general outcomes at the study level, the learning outcomes need to become more complex over the years of study*
21. *Update the literature with recent editions*
22. *Reduce and optimize the number of teaching hours of individual subjects, include and evaluate students' independent work with ECTS credits*
23. *Harmonize the data in the tables with the description of the study program with those in syllabi (course titles, semesters in which they are performed, teachers, number of hours and ECTS), add descriptions of missing courses, and write in the tables the subjects that are omitted,*
24. *Describe more precise elements of student practice outside the FA in individual courses, assign ECTS workload and evaluation method*

¹² https://www.aec-music.eu/userfiles/File/customfiles/aec-learning-outcomes-2017-english_20171218113003.pdf



25. *Develop procedures related to the monitoring of student practice (protocols, selection of mentors, reports, methods of monitoring and evaluation)*
26. *Include more courses that strengthen pedagogical competencies (for Musicology, Music Theory profiles)*
27. *Include (elective) courses for Musicology profile that give competencies to work in libraries and archives*
28. *Formalize cooperation with educational and cultural institutions and related industries through signed agreements*
29. *Improve the promotion of the Erasmus+ program for students and encourage more students to attend these program.*
30. *Introduce university-wide support for mobility and make sure faculties and students are aware of the existing agreements. Developing more (both qualitative and quantitative) cooperation agreements with institutions from abroad is highly recommended.*
31. *Improve outgoing and incoming mobility for the program.*
32. *Try to adapt the course literature to the present and use more recent and more up to date books and articles.*
33. *Adequate regulation with regards to flexible treatment of students in special situations should be developed.*
34. *ET recommends to clearly define and publish antiplagiarism measures and sanctions in the Code of Ethics.*
35. *Descriptions of all support services (e.g. regarding the study program for e.g. e-portal, student counselling in case of emotional, financial or family-related problems if available, career guidance, international matters, legal advice, availability of*



scholarships if any) should all be publicly available on the university website in order for potential students to have all information before and after enrolment.

- 36. Draw up an appropriate research development plan for FA*
- 37. Develop specific criteria according to which FA would evaluate the scientific/artistic research of FT staff*
- 38. Establish a system for recording and evaluating the scientific and artistic activities of FT academic staff*
- 39. Introduce formal measures to encourage research in and about the arts among the FT staff at the FA*
- 40. Encouraging teachers to publish their scientific/artistic works in relevant publications*
- 41. Promote student involvement in the formal research projects*
- 42. Organizing of professional development training related to research in the field of music*
- 43. Increase the acquisition of new scientific books and publications specific for the program and include more up to date books and publications in the curriculum.*
- 44. Consider investing and adapt the rest of the space, infrastructure and facilities to the needs of persons with disabilities.*
- 45. Make available all the student services provided by the university directly on the website*
- 46. Consider initiating collaborations with institutions from other areas since this is a multidisciplinary domain.*



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In conclusion, the Expert Team considers that study program *Musicology BA*, offered by AAB College Faculty of Arts is *Substantially compliant* with the standards included in the *KAA Accreditation manual* and, therefore, recommends *to accredit* the study program for a duration of 5 years with a number of 30 (thirty) students per academic year to be enrolled in the program.

Compliance level: Substantially compliant

Student quota: 30 (thirty) students per academic year

Duration of reaccreditation Five Years

Expert Team

Chair

(Signature)

(Marina Novak)

(29.06.2022)

Student Expert

(Signature)

(Cristina Fit)

(29.06.2022)

