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AAB College
PHYSICAL CULTURE AND SPORTS, MA

REACCREDITATION

REPORT OF THE EXPERT TEAM

April 13, 2022, *Munich*



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1. INTRODUCTION

1.1. Context

Date of site visit: April 13, 2022

Expert Team (ET) members:

- Dr Chris Richter

Coordinators from Kosovo Accreditation Agency (KAA):

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

Sources of information for the Report:

- Self-evaluation report: SER Master Physical Culture and Sports 2022.pdf
- Syllabuses: Syllabuses English Master - Physical Culture and Sports.docx
- Appendixes: Academic staf CV Faculty of Physycal Culture and Sport.pdf
- Appendixes: Activites of the Faculty of Physical Culture and Sports for the last 5 years.pdf
- Appendixes: List of scientific publucations of the Faculty of Physical Culture and Sports.pdf

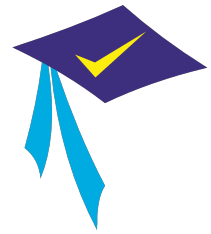
Additional requested sources of information for the Report:

- An example of the success rate of a class, that provides evidence for the following claim in the SER: "Students receive formative feedback during lectures, seminars, or via email"
- A document that clearly describes the students' admission criteria
- A list of all publications of lectures - use the MLP format, order publications by date and do not list a publication twice
- Proved the application of purchasing the "timing system" that has been submitted by AAB and evidence that AAB is endorsing it.
- Please provide any insights into the employment rate of graduates - if available.



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Received additional requested sources of information for the Report:

- 1. An example of student formative feedback for seminar work.docx
- 2. A document that explains the admission criteria.pdf
- 3. A list of all publications of lecturers.pdf
- 4. Email of the timing system purchase and other lab equipments.png
- 4.1. Offer from the equipment company LARUS.pdf
- 5. Employment details for graduates in Master.xlsx

Criteria used for program evaluation:

- The KAA Manual (with general areas and standards addressing the external evaluation of study programs).
- Information supplied by received documents.
- Information supplied by received additional documents.
- Information provided in the response to the draft:
 - 3.-Regulations-for-Masters-Studies.pdf
 - REGULATION ON INTELLECTUAL PROPERTY
- Information received during the side visit.



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1.2. Site visit schedule

Time	Meeting	Participants
09:00 – 09:45	Meeting with the management of the faculty of programme	1. Fatmir Pireva, 2. Zenel Metaj
09:50 – 10:35	Meeting with quality assurance and administrative staff	1. Besim Gashi 2. Shkelqim Miftari
10:40 – 11:40	Meeting with the heads of the study programme:	1. Blerim Sylejmani 2. Nazim Myrtaj
11:45 – 12:30	Meeting with teaching staff	1. Fadil Rexhepi 2. Luan Jaha 3. Mimoza Shkodra 4. Arben Maliqi 5. Abedin Ibrahim
13:15 – 14:05	Meeting with students	1. Xheneta Jashari 2. Gentijana Paçarizi 3. Betim Hyseni 4. Kreshnik Musolli 5. Premton Bajraktari 6. Valdrin Rashiti
14:10 – 15:00	Meeting with graduates	1. Shqipe Kqiku 2. Qendresa Ramabaja 3. Shkumbin Hoxha 4. Muhamet Mustafa 5. Valon Mehmeti 6. Blend Hajdari
15:05 – 15:45	Meeting with employers of graduates and external stakeholders	1. Afrim Morina 2. Adnan Ahmeti 3. Arsim Qirriqi 4. Rina Hoxha 5. Ismet Gashi 6. Ard Kryeziu
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	1. Fatmir Pireva 2. Zenel Metaj,



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

Overview of the Institution: AAB College is the largest non-public institution of higher education in the Republic of Kosovo and was founded in 2002 with a unique program in Journalism and Mass Communication.

AAB has expanded its services continually by offering study programs from other fields, seeking to become an impactful academic centre in the country and region. The college currently has 14 faculties that offer study programs at BA and MA levels on its campus in Prishtina, which is spread over two branches.

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

The Faculty of Physical Education and Sports is one of the oldest faculties of AAB College. The faculty was initially accredited with the Bachelor program in Physical Culture and Sports in the academic year 2007/08, while at the Master level Physical Culture and Sports in the academic year 2009/10. Finally in 2021, a third master’s program is accredited, the Fitness and Nutrition program.

Mission of the Study Programme: The mission of the study program is reported in the SER as “to develop qualified staff who meet the needs of the population for physical education services, professional sports development and preservation and improvement of health by conducting research and finding strategies for continuous improvement of processes related to the field of Physical Culture and Sports” [SER; page 9]. The program is a continuation of the BA program Bachelor program in Physical Culture and Sports and seeks to enable students to think reflexively when facing current challenges within modern society because of the lack of sufficient physical activity. Employment opportunities are, based on the SER, in:

- teaching in schools and sports schools (only private institutions)
- team coaching / fitness instructors / physical training trainer
- sports development officials



- management of recreational activities
- sports performance analyst / strategic developments disciplines for various institutions and
- researcher in various fields related to the program

Structure of the Study Programme: The evaluated program is a 1-year degree that is split in 2 semesters. The first semester has 5 compulsory courses and one elective course, while the second semester includes two compulsory courses and the completion of a master's thesis (see figure below for greater detail).

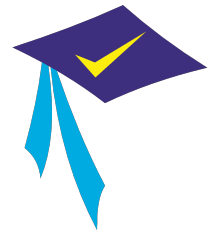
Overview of the study plan of the MA program in Physical Education and Sports

Year I						
Semester I			Hours/weeks			Professor
No.	O/E	Subjects	L	U	ECTS	
1	O	Research Methodology in Sports	2	2	7	Fadil Rexhepi
2	O	Advanced Aspects of Didactics with School Practice	2	1	6	Blerim Sylejmani
3	O	Advanced Aspects of Biomedicine and Sports Physiology	2	1	6	Luan Jaha
4	O	Theory of Training in Advanced Sport	2	1	6	Mimoza Shkodra
5	E	Elective subject				
Elective subjects						
1	E	Leadership Strategies in Sports Games	2	1	5	Fatmir Pireva
2	E	Individual Sports Leadership Strategies	2	1	5	Abedin Ibrahim
		Total ECTS points:			30	
Semester II						
Semester II			Hours/weeks			Professor
No.	O/E	Subjects	L	E	ECTS	
1	O	Measurements, Testing and Evaluation in Elite Sports	2	1	5	Fatmir Pireva
2	O	Seminar in Humanities Sciences	2	1	5	Mimoza Shkodra
	O	Master thesis			20	
		Total ECTS points:			30	



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A ECTS credit, corresponds to a 25h workload. To complete the program 60 ECTS credits must be earned, which should accumulate to a workload of about 1500-1800 hours to be awarded the degree. Didactical method used are

- lectures,
- exercises,
- internships / work placements,
- homework,
- consultations with professors,
- seminars,
- individual work (in the library or at home) and
- exams as well as other assessment activities (not stated on the SER).



2. PROGRAM EVALUATION

2.1. Mission, objectives, and administration

The Master program of Physical Culture and Sports seeks to meet labour market needs by providing the students with as many skills as possible – ensuring the employability of the students. Based on the self-evaluation report (SER), the mission of the program is to: “develop qualified staff who meet the needs of the population for physical education services, professional sports development and preservation and improvement of health by conducting research and finding strategies for continuous improvement of processes related to the field of Physical Culture and Sports”, while the mission of the AAB is to organize “... student centred and diversified studies, engages in quality basic and applied research, and partners with community and industry to provide transformational learning experiences enabling the development of the full potential of the students, staff, social and economic partners, and the society” (Standard 1.1). However, while the aims of the program and AAB aligned, the section “... who meet the needs of the population for physical education services ...”, AAB cannot fully meet the physical education services demands as under Article 16, Point 5 of the Law on Higher Education in the Republic of Kosovo (“Only the public provider of higher education could offer study programs which lead in the qualification of the teacher to be employed in a school.”)

When defining the intended learning outcomes of the study program, the SER claims that the study program was designed / is impacted by a variety of parties (staff, students, graduates, and professional sports organisations) and is in accordance with the procedures set out under the Quality Assurance Guideline and other internal regulations. Further, the SER stated that the program has been approved by the Faculty Teaching Council, the Studies Committee, and the Senate after considering the suggestions from the Quality Assurance Office. The SER also provides references to the comparability of the program to other international universities which offer similar programs in Physical Education and Sports (Standard 1.2). Further, the SER states (page 24) that learning outcomes are formulated based on the approach adopted by the NQF.

The SER describes the main didactic concept used within the program as research-based learning (Standard 1.3). Other concepts used, in connection with the program, are theoretical



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lectures, practical exercises, research projects, work in smaller groups, case studies, practical work outside the institution.

Based on the SER and the conducted interviews, the faculty seems to be well organised in respect to available formal policies, guidelines and regulations that deal with procedural and academic issues (SER page 10, 11; Standard 1.4; 1.5). The behaviour principles are defined in the Code of Ethics and the Code of Ethics for Scientific Research, and both are publicly available (Standard 1.5). All policies, regulations, terms of reference and statements of responsibilities regarding program management and distribution are regularly reviewed (based on SER every 3 years) and changes are made if necessary (Standard 1.6).

Compliance level: Partially compliant (4 out of 6; 83%; FAILED 1.1 and 1.6)

ET recommendations:

1. Lobby against Article 16, Point 5 of the Law on Higher Education in the Republic of Kosovo for a change for that also private provider of higher education could offer study programs which lead in the qualification of the teacher to be employed in a school.
2. Change your policy review cycle from at least every 3 years to at least every 2 years to meet standard 1.6



2.2. Quality management

During the meeting with the quality assurance team, the ET felt that the team is a very honest and competent element of the program. The quality assurance team was not shy to state limitations or problems and presented solution pathways to address the stated problems, while moving within a realistic space and context.

From the conducted interviews and the SER, there is evidence that there is a well-done evaluation process in place. Questionnaires are conducted regularly (self-assessment of academic staff in respect of their goals, teaching process, research and satisfaction with opportunities offered by the College; Standard 2.1). Results of these questionnaires seem to be internal documents and the ET could not find them to be publicly available (Standard 2.6).

Multiple evaluation processes are conducted based on a semester work plan (questionnaires of staff, students, partners, evaluation of internships etc; SER p. 14-15) seeking to provide a continuous quality control of the program in respect to limitations as well as planning and delivery of services (Standard 2.2, 2.3, 2.5). Reports are generated utilising the data collected to capture the overall program as well as of different components within it (Standard 2.4). The quality of these reports, which were requested as additional documents, could not be evaluated by the ET as they are in Albanian, and no student survey was sent. Improvements within the process could be made by including a conclusion of each report, which seems not to be within the received reports, as well as focusing more on checking if the learning outcomes of courses/the program are met (QA instruments linked to the academic process should also verify if the intended learning outcomes of a discipline/programme were met until the graduation moment).

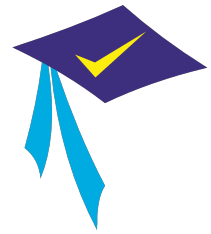
Based on the SER and the conducted interviews, the ET believes that the results of the quality assessments are considered for further development of the study program, including evaluation results, investigation of the student workload, academic success, and employment of graduates. In the interviews specific examples could be given about improvements made in the evaluation process (e.g., in respect to student lifestyle wishes, English language content was increased; Standard 2.7).

A comprehensive assessment of a program takes place regularly in accordance with the Kosovo Accreditation Agency (KAA). Policies and procedures for carrying out this assessment are published and as such, the institution ensures that reports on the overall quality of the



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program are prepared periodically for consideration within the institution indicating its strengths and weaknesses and that the quality assurance arrangements for the program are themselves regularly evaluated and improved (Standard 2.8 and 2.9).

Compliance level: Substantially compliant (8 out of 9; 83%; FAILED 2.6)

ET recommendations:

1. Make assessment reports public / publicly available, along with a plan on how to address the identified issues.
2. Consider including conclusions in your reports. Within the conclusion, do focus on learning outcomes (QA instruments linked to the academic process should also verify if the intended learning outcomes of a discipline/programme were met until the graduation moment).
3. To increase the response rate of questionnaires of industrial partners, consider having the dean / the direct contact to send the questionnaires.
4. Consider focusing some of the QA instruments on checking whether the learning outcomes of a course or the program are reached as well as the fitness for purpose of the assessment methods used.



2.3. Academic staff

From the conducted interviews and the SER, it is evident that academic staff at the faculty can deliver learning experience that is on an academic level through inclusive, relevant programmes and curricula while being professional and collaborative. This in turn fosters students' ability to advance their competences to develop individual careers in the field of sport, physical activity, and education. The SER outlines that the faculty has 20 full time and 4 part time members, employment conditions and clearly reports all full and part time staff (SER p25; Standard 3.1; 3.4; 3.5; 3.7). Based on the SER, the employment is done in full compliance with the Labour Law, the Statute of AAB College as well as the Administrative Instruction on Accreditation of HEIs (Standard 3.2; 3.10; SER p19 & p24), while no staff member is reported to work for another institution or more than two teaching positions (Standard 3.3; SER p20).

Staff are provided development plans, publication fees are supported, workshops for plagiarism software, scientific writing are scheduled as well as trainer licences are supported (Standard 3.6).

In respect to staff evaluations (Standard 3.8), surveys are conducted at the end of each semester and the work of the academic staff is evaluated from a self and students' perspective. The evaluation team cannot recall any evidence for peer or superiors' evaluations nor is there any in the SER. This is also the case for public results of the evaluation.

Compliance level: Substantially compliant (7 out of 8; 87%; FAILED 3.8)

ET recommendations:

1. Include peer and superiors' evaluations to your assessments to measure the quality of teaching and grading etc.
2. Make reports publicly available.



2.4. Educational process content

Based on the SER, the study program is designed to provide skills for the needs of analysis and research in the field of Physical Culture and Sports, which are not defined in the SER, and to give student employment opportunities in the following areas: teaching in schools and sports schools (only private institutions), team coaching / fitness instructors / physical training trainer, sports development officials, management of recreational activities (Standard 4.1). How these skills are provided has not been stated explicitly in the SER, nor were they explicitly stated in the conducted interviews.

The learning outcomes of the study program are formulated based on the approach adopted by the National Qualifications Framework (NQF). Based on the SER, the learning outcomes of the MA program in Physical Culture and Sports reflect the indicators of Level 7 / NQF and provides practical and theoretical knowledge to students, developing their skills for independent research work within the narrow field of sports, collecting and interpreting relevant data to come to judgments, as well as applying their knowledge to problem solving within the narrow field of specialisation. In accordance with the requirements of the NQF, the MA program in Physical Culture and Sports in addition to providing to students the foundation for further study progress, it provides them with employment possibilities after their graduation (SER page 24; Standard 4.2).

Based on the ET's reasoning, based on the SER, the disciplines within the program are in line with the to be developed general and specific competencies, while the logical the SER does not give any evidence about a logical flow of the program. The conducted interview made the ET believe that there is a thought process behind the flow of the classes. In respect to listed learning outcomes, the SER states far more than 7 learning outcomes (Standard 4.3).

The supplied syllabuses clearly stated a class's aim, schedule, learning outcome, literature, teaching methodology, evaluation criteria, policies (Standard 4.4, 4.11). While the SER reports on an internship (Standard 4.11), no internship is included in the structure of the program, nor did the SER state explicitly when and where practical experiences are made.

While the submitted documents in the SER were in English, classes are taught in Albanian (Standard 4.5), which presents a "hurdle" for exchange programmes. The faculty should consider developing the program in English, in the future, to encourage foreign students to apply. Of the interviewed students, more than half were not comfortable speaking English

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and most of the interviewed staff members could speak English sufficiently, while some could not communicate without a translator. However, the evaluation team did only meet a small selection of staff members and consequently cannot comment on the English level of the staff members. The college should continue its efforts to improve the English proficiency of both its academic and administrative staff and offer support for students to learn English. All these could complement the efforts already done by the institution to initiate and foster international partnerships in both teaching and research.

Based on the conducted interviews, the relationship between students and teachers is good and the students reported to be supplied with help whenever they needed it and information about career development (Standard 4.6).

The SER mentioned some flexibility in terms of changing due dates or exam dates at the request of students (page 33). The conducted interviews indicated that there are many students that are either professional athletes or work next to their degree, which indicates that there is a flexibility within the program that meets the needs of students with extracurricular activities/fixed schedules outside the university. However, while there is a regulation about irregular exam deadlines ([Regulation of Master Studies](#); Article 24), there is no specification provided about the treatment of students in special situations like medical leave (e.g., during the COVID19 pandemic) or who had a death in the family (Standard 4.7). Moreover, learning resources could be adapted to answer the needs of other groups of students - e.g., students with different impairments.

Based on the SER, assessment performed assess student achievement not only in academic learning outcomes but also the preparation of students for the workplace, for the later no evidence could be found in the SER or in the conducted interview. Academic learning outcomes are assessed using written and practical skills exams, project work, assignments, and presentations. Various methods used to assess student performance were created to assess the following: literature search and review skills, data processing, application, research methods, computer knowledge, ability to contextualise and evaluate, skills of presentation and professionalism, and collaboration and teamwork – no explicit examples were given in the SER. Students receive formative feedback during lectures, seminars, or via email (Standard 4.8, 4.9). The success rate (grades) was examined in a report after the class and stored in an E-service platform [SER page 29]. In case the achievements of students are not satisfactory or adequate, the Regulation on Master Studies provides for actions such as: organising additional hours of lectures and exercises, reducing the number of students in groups, providing additional

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preparatory hours before the exam, additional individual consultations with assistants, etc. (Standard 4.10). While there seems to be a great effort in seeking to perform appropriate, valid, and reliable grading mechanisms no random peer-grading is performed to minimise the risk of subjective or temporal effect to the students' grade (Standard 4.9).

In respect to Standard 4.12, the SER and the conducted interviews provided sufficient evidence that there are cooperation agreements, contracts with institutions, organisations, and practical training units.

Compliance level: Substantially compliant (10 out of 12; 83%; FAILED 4.1, 4.11)

ET recommendations:

1. When writing the SER focus on the most important learning outcomes.
2. Define guidelines that clarify how students in special situations like medical leave or who had a death in the family are to be treated.
3. Introduce a random peer grading - e.g., 5% of all exams are also graded by another staff member or external expert.



2.5. Students

Based on the SER, a clear and transparent student admission procedure is applied (Standard 5.1). AAB's Statute stipulates that the decision for admission and registration of new students for each academic year must be taken by the Senate. In June or July of the respective year, AAB announces the competition for the admission of new students of Master level. In the published competition, the criteria for admission of new students are set, which are determined based on the Statute of AAB College, but also based on the legal regulations established by MEST and KAA. The admission criteria and procedures for new students are consistent and apply fairly to all students regardless of their background. Students that are enrolled within the program must have completed a bachelor's degree with 240 ECTS (Standard 5.2).

Based on the provisions of AABs' statute, a group of students cannot be more than 60 students in lectures and no more than 12 students for practical exercises (Standard 5.3), this was confirmed during the interviews.

Feedback in respect to a student's performance is preferably given by personal communication and should be done within 7 days from the exam based on the Regulation for Studies (SER; page 33). Upon receipt of the grade the students have the right to refuse the grade through the electronic system within 48 hours. Grading is done electronically by the professor and the transcript of records can be accessed by the student and can be generated from the system at any time (Standard 5.5, 5.7).

Students can request an extension of deadlines or change of exam date, within the provisions of the regulation (Standard 5.6). Based on the SER requests are always approved. However, this contradicts with a fair assessment as a single student could always delay an exam to ask for feedback from friends. No clear answer / procedure could be given during the conducted interviews when questioning the procedure and how decisions are being made.

Based on the SER (page 33), AAB has rigorous policies to ensure that students supply original work and avoid plagiarism (Standard 5.8). These procedures include the use of the anti-plagiarism software "Turnitin". The SER fails to report on what documents are being checked (seminar works or thesis) nor does it mention that AAB compared a document against previous work. Further, it is unclear if a collection of previous thesis / works is collected by AAB. Stakeholders mentioned that a percentage of 20% similarities are accepted.



Both rights and obligations of the students are recorded by the AAB Regulation of Master studies, in accordance with the AAB Statute, as well as in the contract they signed with the college (Standard 5.9). The main responsibility of students is to know the regulations of the college and follow them. This also means to avoid violating the “*personality of the professor and any other employee of the College, ethical-moral norms, such as: copying in exams, falsification of various documents, immoral acts, theft etc.*” (SER, page33). The ET recommends the faculty to promote more the rights of students, not only their responsibilities.

Student transfers are allowed both between institutions and study programs (Standard 5.10.). A procedure is described by the SER (page 33 and in the [Regulation of Master Studies](#): see Article 9, 10 and 11).

According to the SER, teachers are obliged to set up two consultation hours per week for students (Standard 5.11). There is no mention of tutorial assistance. However, the online discussions indicated that some of these consultations were held online since the COVID19 pandemic break-out, thus making them more accessible to all students (including those from outside of town who are commuting for their studies).

Compliance level: Substantially compliant (9 out of 11; 81%, Failed 5.6; 5.9)

ET recommendations:

1. Students should be informed about Article 16, Point 5 of the Law on Higher Education in the Republic of Kosovo.
2. Define clear regulations when an exam deadline can be postponed. Based on the SER requests are always approved. However, this contradicts with a fair assessment as a single student could always delay an exam to ask for feedback from friends.
3. Consider offering flexible treatment to students in special situations – e.g., students missing their exams because they are on medical leave.
4. Continue the efforts of informing students about their rights and responsibilities.
5. Consider revising the appeal policy and procedure so that they are clear regarding the grounds on which academic appeals might be based on, criteria for decision and available remedies. They should also guarantee impartial consideration by persons or committees independent of the parties involved.
6. Continue efforts of developing policies and procedures for recognition of prior learning.

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7. Consider developing tutorial programs as a mechanism for assistance of the students in meeting their learning objectives (based on the feedback they receive from their teachers).



2.6. Research

Based on the SER, the AAB College has formulated a (new) Regulation for Scientific Research recently (not date given in SER). Further, 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 that include the participation of at least two MA level students and diploma theses. While the faculty has defined a research plan that is much richer in detail than comparable academic institutions, the research plan lacks the definition for clear success measures, data to be collected and pathways (Standard 6.1).

Based on the SER, scientific research at AAB is contractually regulated for staff members and is linked to the academic advancement of the personnel. The employment contracts stipulate that staff is obliged to produce at least one scientific paper within a year and to engage in other scientific projects which aim to increase the quality of research at AAB College (Standard 6.2; 6.7), which is unrealistic high expectations in the opinion of the ET - even if this means not fulfilling Standard 6.7. The Regulation on Scientific Research acts as a policy that defines what is recognized as research and the ET believes this is consistent with international standards (Standard 6.3; 6.6)

As stated in the academic staff section, staff members are well educated within their field of expertise (based on SER and conducted interviews) and hence we believe, the staff can be considered to have a proven track record of research results on the same topics as their teaching activity (Standard 6.4). However, in the conducted interviews we noticed that not all staff members are not up to date with current research or available technologies. The ET understands that the focus on research is new, however, the faculty should invest in training staff members to upskill their knowledge about latest technology trends to ensure the best research and teaching experiences for the students.

The SER reported several scientific projects being completed. Additionally submitted documents that should have stated all publications in MPL were submitted but not analysed in detail as it was not provided in the requested format (sorted by publication date). As previous requests like this have been containing duplicates (based on title) and other issues, the ET concluded that there are less than 1 publication per person and year. Research was published under AAB affiliation and staff members are encouraged to include their research in their



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lectures. Students have been participating in conference paper proceedings (Standard 6.5, 6.8, 6.10).

Further, policies established for ownership of intellectual property are defined under the faculty research regulations article 14 (SER) and the Regulation on Intellectual Property, which includes academic and non-academic staff as well as students (Standard 6.9).

Compliance level: Substantially compliant (8 out of 9; 88%, Failed 6.7)

ET recommendations:

1. Reduce the number of scientific papers in contracts and make sure you increase the research quality
2. Provide better publication materials for future evaluations. List papers only one time and order them by date.



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2.7. Infrastructure and resources

The long-term implementation of the evaluated study program is guaranteed by the premises of the faculty that are allocated for this program. They consist of a campus of more than 40.000 m² and are adequate for the teaching and learning purposes of the program.

The campus includes spaces for the administration of the faculty as well as for the support services (e.g., the office for IT support).

The physical resources are complemented by online resources that ensure the smooth implementation of the program – e.g., the E-platform provides access to regulations, teaching materials and academic records.

The online interviews indicated that there is a general feeling, among the academic community, that there is an institutional commitment to financially support this program in the future, from the level of the college management.

The SER did not mention a three-year financial plan but enumerated the sources for the financial resources needed for the long-term implementation of this program. Among them there: the tuition fees, payments for commercial services /other services offered by the faculty, funds from the public budget of Kosovo, donations etc.

Even though the faculty does not have an individual budget - as this is a service centralised at college level, there seems to be a general feeling of confidence that the college will ensure financial sustainability. This feeling is based mainly on the provisional collected student fees.

Nevertheless, upon asking the different stakeholders why some necessary investments - e.g., in equipment needed for teaching - were not already made, the ET was left with the impression that the optimism of the heads of the program regarding the financial sustainability of the program is not founded on real grounds. Many of the needed investments, though requested by the teaching staff, were not yet implemented, and there was no future projection on when they could be foreseen in the institutional budget.

The faculty should consider developing a financial plan that includes provisions of the incomes and expenses associated with the program. A decentralisation of the budgeting of the college could help each program know if they are financially sustainable or not.



The ET recommends the college to decentralise the budget, but even if the institution decides against this idea - given it is a rather small institution and maybe a centralised budget is easier to keep, than more transparent and clear procedures should be outlined and explained to the academic community so that different faculties know when and why some investments for some programs are prioritised in the detriment of others and when will their turn come to receive funds for investments in equipment.

The SER mentions (page 40): “AAB College facilities have lecture halls, laboratories, student corners, quiet reading rooms, cafeteria, sports halls, etc. Regarding the accommodation of groups of students, the AAB premises are sufficient for the number of students of the BA program in Physical Culture and Sports` The faculty has at its disposal a sports hall of 540m2 equipped with a BSL System with MP36 for dynamic lessons and experiments, a gym of 300m2 and a swimming pool”. This was confirmed both by the video sent by the institution, presenting the premises, and by the online interviews.

However, these facilities are also shared with other programs of the college and there is no evidence to help a real assessment of whether the available space resources are enough for a future growth of the program or the development of new/other programs of the college. The ET recommends the college to continue its efforts in monitoring the space loads (space and equipment utilisation) and investing in both premises and equipment (as shown above, there are plenty of very relevant - for teaching - equipment still missing). These measures could help decision makers reallocate resources in response to potential changing requirements of the study program(s).

On page 41 in the SER was the complete inventory of the equipment of the sports hall and fitness room listed.

The faculty offers the students the possibility of using the two libraries of the college which are on the Pristina campus. Each of them “*offer excellent conditions for study and sufficient materials and spaces to meet the needs of students, academic staff and other library user`* [SER, page 42]. The library offers technical support for its users, a reading room with seats for “*10% of the total number of students for the sports programs. Also, the teaching materials cover at least 50% of the subjects and / or disciplines which are foreseen within the study curriculum*” [SER, p.42]

AAB College facilities “*have lecture halls, laboratories, student corners, quiet reading rooms, cafeteria, sports halls, etc. Regarding the accommodation of groups of students, the*



AAB premises are sufficient for the number of students of the MA program in Physical Culture and Sports” [SER, .40]. Though no exact numbers were provided, this was confirmed during the online interviews.

The AAB College has two libraries: the Central Library has 100 seats, while the New York Library has 80 reading places. The SER mentions that the library ensures enough seats in the library to cover 10% of the students of the program, enough books for at least half of the students and a book stock sufficient to cover the needs of all students. However, it is difficult for the ET to evaluate whether the number of available seats is enough for this study program and its sustainability as it is not evident what is the total number of students that use these facilities, from all AAB study programs.

The college has paid subscriptions for foreign publications/databases/journals – like J-STORE, EBSCO etc. – and the students and teachers confirmed they access it for their work. The college should continue its efforts in ensuring access to relevant resources to its academic community by monitoring their usage and adapting the list of subscriptions to the potentially changing requirements/needs.

To conclude, if the current facilities meet the needs of the program, the college should carefully monitor the load of these facilities and the correlation with the needs of the study programs offered by the college. Monitoring procedures should be developed to ensure the fitness-for-purpose of these facilities. Unfortunately, there was little evidence of subject specific books in the library as well as the capacity of class and seminar rooms.

As seen in the presented video, the faculty has an accessible facility that ensures access for potential students or teachers with physical disabilities thanks to “*flat entrances, elevators, special toilets, emergency exits and all relevant infrastructure for students with special needs*” [SER, page 42].

Compliance level: Partially compliant (4 out of 6; 67%, failed 7.2 and 7.5; Note 7.3 is questionable but was judged met)

ET recommendations:

1. Develop a budget of the program which includes the provisions in terms of incomes and expenses.



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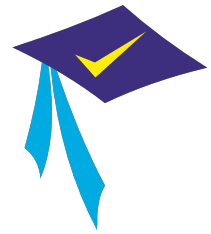


2. Discuss/take into consideration the possibility of having a separate budget per faculty or even study program (decentralise the college budget) to see whether a program is financially sustainable or not and to reduce the degree of bureaucracy for buying the needed resources/covering the needed expenses.
3. Monitoring procedures should be developed to ensure the fitness-for-purpose of these facilities.



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3. OVERALL EVALUATION AND RECOMMENDATION OF THE ET

<i>General Area</i>	<i>Compliance level</i>
<i>Mission, objectives and administration</i>	<i>Partially compliant</i>
<i>Quality Management</i>	<i>Substantially compliant</i>
<i>Academic staff</i>	<i>Substantially compliant</i>
<i>Educational process content</i>	<i>Substantially compliant</i>
<i>Students</i>	<i>Substantially compliant</i>
<i>Research</i>	<i>Substantially compliant</i>
<i>Infrastructure and resources</i>	<i>Partially compliant</i>

In conclusion, the Expert Team considers that the study program PHYSICAL CULTURE AND SPORTS, MA offered by AAB College is **substantially compliant** with the standards included in the KAA Accreditation manual. Therefore, the ET recommends accrediting the study program for a duration of **5 years** with **70** students to be enrolled in the program.



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4. APPENDICES *(if available)*

1. none



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Expert Team

Dr Chris Richter


(Signature)

Chris Richter
(Print Name)

16.05.2022
(Date)
