



*AAB College*  
*Faculty of Arts*

**Re/accreditation of BA program in Applied Arts in Spatial Design**

## **REPORT OF THE EXPERT TEAM**

*28<sup>th</sup> April 2025, Zagreb*

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## INTRODUCTION

**Date of site visit: 13 March 2025**

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

- *Prof. dr. Diana Milčić*
- *Prof. Dr. Fedja Vukić*
- *Mr. Shadiyar Tauyemel*

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

- *Fjolle Ajeti, KAA Officer*
- *Shkelzen Gerxhaliiu, KAA Department Director*

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

#### **a) Received documents**

- *Self-evaluation report Faculty of Arts re/accreditation of BA program in Applied Arts in Spatial Design*
- *Staff CVs (Full time, part time)*
- *Financial Plan for the BA Applied Arts in Spatial Design*

#### **b) Documents (some) available on the website in English <https://aab-edu.net/en/>**

- *Statute*
- *Regulation for Master Studies*
- *The Quality Assurance Regulation*
- *Code of Ethics*
- *Rules of Procedure of the Study Commission*
- *Rules of procedure of the committee for quality assurance*
- *Regulations for scientific-research activities*
- *Regulation on the promotion of academic staff*
- *Regulation on the report of the examination results*

### **Received documents:**

*All required documents have been submitted*

### **Criteria used for institutional and program evaluations**

- *Kosovo Accreditation Agency, Regulation (KAA) No. 04/2024 for the Manual of Accreditation/Reaccreditation and Validation of Higher Education Institutions and Study Programs at the Bachelor's and Master's Level / Accreditation manual, February 2024*
- *Kosovo Accreditation Agency, Programme Compliance calculation*

## Site visit schedule

Programme Accreditation Procedure at AAB College	
Programmes:	<b>Applied Arts in Spatial Design, BA</b>
Site visit on:	<b>13 March 2025</b>
Expert Team:	Prof. Dr. Diana Milcic Prof. Dr. Fedja Vukić MR. Shadiyar Tauyekel
Coordinators of the KAA:	Shkelzen Gerxhaliu, Director of Department at KAA Fjolle Ajeti, Senior Officer at KAA

Time	Meeting	Participants
<b>09:00 - 09:45</b>	Meeting with the management of the faculty where the programs are integrated	Fitim Aliu Elisa Nikolla Bujar Demjaha
<b>09:50 – 10:30</b>	Meeting with quality assurance representatives and administrative staff	Furtuna Mehmeti Flaka Krasniqi Engjellusha Osmani
<b>10:35 – 11:25</b>	Meeting with the program holders of the study program <b>Applied Arts in Spatial Design, BA</b>	Nora Ahmeti Hektor Vokshi Bujar Selimi Diba Celina
<b>11:25 – 12:30</b>	Lunch break	
<b>12:45 – 13:20</b>	Meeting with teaching staff	Valon Xhelili Gazmend Vokshi Florian Kurteshi Dita Ethem Armend E Fazliu Enver Hoxhaj Donika Ahmetaj
<b>13:25– 14:05</b>	Meeting with students	Dren Sadullahi Bleta Ferati Hana Kastrati Argjenta Bicaj Leondra Shkodra Erizgona Bajraktari Rita Selaci Djellrina Kasami
<b>14:10 – 14:50</b>	Meeting with graduates	Era Kujtimi Vlera Gashi Anjeza Fetaj Blert Agushi Fatjon Hoti Armend Lesevic
<b>14:55 – 15:35</b>	Meeting with employers of graduates and external stakeholders	Living Architecture – Elira Beqaj Hexa – Driton Kukalaj MA Studio – Kreshnik Berisha Shehu Group – Ylber Gjoci Arke studio - Burim Cakolli

		Fiona shpk Croatia – Abedin Gashi
<b>15:35 – 15:45</b>	Internal meeting of KAA staff and experts	
<b>15:45 – 15:55</b>	Closing meeting with the management of the faculty and program	Fitim Aliu Elisa Nikolla Bujar Demjaha

## A brief overview of the programme under evaluation

AAB College, founded in 2002, is the largest private higher education institution in Kosovo and the surrounding region. It offers programs through 14 faculties, one of which is the Faculty of Arts. The Faculty of Arts, like the rest of the college, provides both BA and MA level study programs.

The Faculty of Arts oversees and executing teaching and research activities within its accredited programs. It enjoys a degree of independence, as certain responsibilities have been delegated from the central AAB College, allowing the Faculty to organize events, conduct research, and manage academic affairs. This autonomy is ensured by the college's Statute and relevant policies. However, despite this level of independence, the Faculty of Arts is not a standalone budgetary unit, and budget decisions are made at the central level of AAB College.

The Faculty of Arts has several key objectives, as detailed in the SER. These goals include implementing modern teaching methods and ensuring that practical arts training stays aligned with current trends in both art and technology. The faculty is also working to establish partnerships with European universities, providing students with more opportunities for internships and hands-on learning. Furthermore, there is a strong emphasis on investing in the professional development of academic staff to enhance teaching quality and research capabilities. Finally, the faculty aims to strengthen its societal impact by organizing artistic events, exhibitions, and cultural activities in Kosovo and the surrounding region, thereby contributing to the wider artistic community.

The study program under evaluation is BA program in **Applied Arts in Spatial Design**.

Name of the Institution:	AAB College
Faculty/Department:	Faculty of Arts
Main and/or Branch Campus:	Main Campus
Specify the Branch you are applying for:	Prishtinë
Name of the Study Programme:	Applied Arts in Spatial Design
Person in charge of the study programme:	Fitim Aliu
Accreditation/Reaccreditation:	Accreditation
Level of qualification according to NQF:	ISCED 6
Academic degree or the name of the Diploma:	Bachelor of Arts in Applied Arts in Spatial Design
ECTS:	180
Specialization/Concentration:	N/A
Erasmus Subject Area Code (ESAC):	03; 03.9
Form of studies:	Full Time
Minimum duration of studies:	3 years; 6 semesters
Number of study places / Quote:	140
Permanent scientific/artistic personnel for the study programme (at least 3 PhDs):	Nora Ahmeti Alan; Diba Celina; Hektor Vokshi; Bekim Kryeziu

## PROGRAMME EVALUATION

*The programme evaluation consists of 7 standard areas through which the programme is evaluated.*

### 1. MISSION, OBJECTIVES AND ADMINISTRATION

**Standard 1.1 The study program is in line with the higher education institution's mission and strategic goals, needs of society and it is publicly available. (ESG 1.1)**

According to the SER: the mission of the Faculty of Arts is to provide high-quality student-centered education in various arts disciplines, through contemporary teaching methodologies and practical experiences, ensuring students develop the skills, knowledge, and professionalism necessary for success in their artistic careers. The mission of the BA study program Applied Arts in Spatial Design is to: "To prepare qualified specialists for the professional needs of Kosovar society and beyond through quality education and contemporary teaching methods. The program aims to equip students with advanced technical, creative, and analytical skills to identify and solve the challenges of spatial design, offering innovative and sustainable solutions that support the development of this field."

The BA program Applied Arts in Spatial Design is fully in line with AAB College's mission, as it aims to develop skilled professionals ready for the labor market.

Bachelor of Arts (BA) program in Applied Arts in Spatial Design is based on the experiences of contemporary programs at international universities such as Parsons School of Design in New York, NABA in Milan, the Academy of Design in Ljubljana, and universities in Turkey and Austria.

The intended learning outcomes of the study program align with the mission and strategic goals of the institution.

The Faculty of Arts confirmed that there are few institutions in the region offering foundational studies in this field, which has led to significant demand from neighboring countries like Montenegro, southern Serbia, and Albania for this study. Being a relatively new field, the program has sparked considerable interest among younger generations eager to participate. The Faculty of Arts offers a learning environment that encourages creativity and collaboration, while also providing graduates with the knowledge and professional skills necessary to make a positive impact on both local and global communities and environments.

The faculty believes it has determined the optimal number of students to enroll, as national accreditation standards stipulate that for every group of 60-80 students and each 60 ECTS, a qualified full-time academic staff member with a doctoral degree must be assigned. To meet these standards, the Faculty of Arts has appointed four program coordinators, ensuring high-quality teaching and mentoring.

The target number of students the Faculty intends to enroll in aligns with both the academic and infrastructural capacities of AAB College, as well as local accreditation standards and requirements. The Faculty plans to hire 12 full-time academic staff members and ensures that learning spaces and resources are fully equipped to meet the academic and professional needs of students.

**Standard 1.2 The study program Is subject to policies and procedures on academic integrity and freedom that prevent all types of unethical behaviour. The documents are publicly available, and staff and students are informed thereof. (ESG 1.1)**

According to the SER and additional documents from the website, as well as during meetings with the management, faculty, and students, significant information was provided regarding formal policies, guidelines, and regulations related to plagiarism, academic dishonesty, and discrimination.

All rights and obligations are publicly available through documents such as the AAB College Statute, Study Regulation – AAB, and the AAB College Code of Ethics. An Ethics Committee has also been established. The College uses specialized plagiarism detection software and has procedures in place for managing the results from this software.

Procedures and mechanisms for addressing academic plagiarism and dishonesty, including the use of Turnitin, are introduced to students during their first year of studies. All these documents are accessible on the main website of AAB College.

As mentioned earlier, submitted works and final papers are thoroughly checked for plagiarism using software, and faculty members also monitor plagiarism based on the nature of individual student works. The Ethics Committee takes appropriate actions in cases of plagiarism, following the AAB College Code of Ethics, and evaluates each case individually.

**Standard 1.3 Relevant information is collected, analysed and used to ensure the effective management of the study program and other relevant activities and such information is publicly available. (ESG 1.7)**

According to the SER, the college has an information management system in place that ensures the accuracy and currency of data, along with clear action plans for monitoring study programs. Ethical standards and data protection policies are adhered to, and the institution complies with national data protection laws.

Both students and staff play a role in providing and analyzing information, as well as planning support activities. They participate in surveys and focus group discussions to evaluate the effectiveness of the curriculum and workload distribution. Faculty and administration use this feedback to adjust teaching methods and enhance the overall learning experience for students. Both students and staff have confirmed in meetings that their input has had a direct impact on decision-making and has contributed to improvements in the program.



**Standard 1.4 The delivery of the study program is supported by appropriate and sufficient administrative support to achieve its goals in teaching, learning, research, and community service. (ESG 1.6)**

The SER does not provide details on how administrative staff monitor the activities and operations of the study program. However, during the panel discussion and based on the website data, it was noted that three individuals are designated as administrative staff, and they are also involved in quality assurance tasks. According to Article 11 of the Statute, the organizational structure shows that administrative staff are managed at the central level of AAB College. It can be concluded that the study program has sufficient administrative support to meet the needs of students and academic staff in terms of teaching and learning.

A professional development plan for administrative staff could not be found in the available documentation. However, during the panel discussion with administrative staff, it was mentioned that they participate in conferences, which can be seen as a form of professional development.

**Standard 1.5 The recommendations for quality improvement of the study program from previous internal and external quality assurance procedures are implemented. (ESG 1.10)**

It is not applicable because this is the first accreditation of the program.

**ET recommendations:**

- 1. Define personal professional development plan for administrative staff engaged in the delivery of the study program within six months.*

## **2. QUALITY MANAGEMENT**

**Standard 2.1 The study program delivery is subject to an established and functional internal quality assurance system, in which all relevant stakeholders are included. (ESG 1.1)**

The SER outlines how quality management is implemented at AAB College and the Faculty, highlighting the tools used in the process.

AAB College has developed a comprehensive internal quality assurance system that is in line with national regulations, such as the Law on Higher Education and the Accreditation Manual, as well as international standards (ESG). This system includes clear procedures for evaluating program effectiveness and promoting continuous improvement (PDCA). The Quality Assurance Office operates at the central level, while the Faculty of Arts has its own Quality Assurance Committee. The chair of this committee also serves as the quality coordinator and works at the faculty level. The study program is overseen by a dedicated quality assurance coordinator, whose responsibilities are focused solely on monitoring the program, without any teaching duties.

As highlighted in the SER and confirmed during the site visit discussions, quality assurance is a top priority at AAB College and the Faculty. This commitment is evident through various regulations, including the Regulation for Quality Assurance, the Guide for Quality Assurance, and the Strategic Development Plan.

Every semester, the AAB Head Office provides the Faculty of Arts with a Quality Assurance Activity Plan, detailing the tasks necessary for monitoring and enhancing quality. These tasks include standardizing syllabi, overseeing their implementation, evaluating the availability of required and supplementary literature, managing the online platform (including ensuring academic staff upload electronic materials), conducting student evaluations of faculty, assessing administrative and student services at the semester's end, and monitoring student success, among others.

Discussions with the faculty's management and the Quality Assurance Coordinator at the faculty level revealed that all quality assurance processes receive full support from the institution's management, both financially and materially. The outcomes of internal evaluations and reports prepared by the Quality Assurance Office play a key role in guiding decision-making and strategic planning at the institution.

**Standard 2.2 The study program is subject to a process of design and approval established by the HEI. (ESG 1.2)**

The development of the study program is in line with the mission and strategic goals of the faculty and has followed all internal regulations, including the Manual for Quality Assurance.

According to the Statute, study programs are drafted based on a broad consultative process that involves gathering input from the internal academic community as well as relevant external stakeholders, including students, academic staff, graduates, and employers.

**Standard 2.3 The study program is periodically monitored and reviewed to ensure its objectives are achieved. The monitoring of the study program involves stakeholder participation. (ESG 1.9)**

The programs at the Faculty of Arts are regularly evaluated to ensure they meet societal needs. Every two years, surveys are conducted with employers and industry professionals to assess the knowledge, skills, and competencies graduates acquire and how effectively they are applied in the workplace. Additionally, employers and industry representatives have the opportunity to propose new content for the program through surveys or formal meetings, ensuring that the program remains aligned with labor market demands.

Student workload and learning outcomes are assessed through surveys and periodic formal meetings with students. These discussions ensure that the workload is manageable and that the courses in the curriculum are appropriate and align with students' expectations. Students feel that the ECTS credits are accurately assigned in relation to the workload.

Students, staff, and employers have all confirmed in meetings that their feedback is considered when adjusting the program, supporting continuous improvement.

The faculty has established procedures to regularly conduct surveys with all stakeholders, using their feedback to improve study programs. After each evaluation by the Quality Assurance Office, reports and action plans are created based on the data gathered through questionnaires. These reports, along with suggested improvements, are forwarded to the Faculty and College management, forming the basis for enhancing study programs, student services, and teaching methods. However, the results of the monitoring process and the corresponding action plans are not shared with all stakeholders. Information is selectively distributed among stakeholders and is only partially published on the website. Some survey data is only accessible to students through the e-student platform.

**Standard 2.4 All relevant information about the study program is clear, accurate, objective, up-to-date and is publicly available. (ESG 1.8)**

All regulations and institutional policies governing the study program are available on the official website. This includes regulations and institutional policies such as the Statute, Regulations on Bachelor Studies, and the Regulation on Quality Assurance.

The admission criteria, recognition of qualifications, and enrollment quotas are determined through a public competition, with the selection process and evaluation criteria clearly outlined by the Senate.

The website information is regularly reviewed to maintain its accuracy, reliability, and timeliness. The College has a Public Relations Office, which is staffed by at least five professionals responsible for updating the website and social media with new information.

**ET recommendations:**

1. *All relevant information about the study program should be made publicly available, ensuring it is accurate, objective, and regularly updated.*

This activity should be prepared for the first academic year, checked and reported to management regularly.

### 3. ACADEMIC STAFF

**Standard 3.1 The study program delivery is supported by teaching staff who are recruited in line with national legislation, and internal regulations in effect, and it is based on objective and transparent procedure. (ESG 1.5)**

The employment of academic staff is regulated by national laws, internal university policies, and accreditation standards.

AAB College has established a clear and structured policy for staff recruitment and management, which includes formal regulations defining the terms of employment for teaching staff.

In line with Article 26 of Law No. 04/L-037 on Higher Education in Kosovo and the provisions of the Statute, the Senate approved the Regulation on Appointment, Reappointment, and Promotion of Academic Staff during its meeting on 17/12/2021. According to this regulation, announcements for open positions are publicly posted on the college's website.

During the meeting, it was highlighted that all potential candidates are provided with detailed information about the available positions, including the terms and conditions of employment, ensuring transparency in the process. The selection of teaching staff is based on various factors, including their academic and research achievements, as well as their contributions to society.

Furthermore, in accordance with the Regulation on the Systematization of Workplaces, every employee receives a detailed description of their job duties and employment conditions. Each academic staff member is provided with a contract and job description that outlines their responsibilities concerning students, research, and administrative tasks. Documents such as the Statute, Code of Ethics, and Regulation for Master's Studies, among others, are publicly accessible on the AAB College website.

**Standard 3.2 The study program is supported by sufficient permanent academic staff who are adequately qualified to deliver the study program. (ESG 1.5)**

The SER mentions that the BA Applied Arts in Spatial Design study program employs a total of 12 regular academic staff members on 1-3 years contracts, with possibility of extension. It is assumed that most of the academic staff will have full-time employment contracts.

The faculty includes one full professor, two associate professors, and nine lecturers in the study program. Additionally, one foreign professor is hired on a special one-semester contract, with the option for renewal.

The teaching workload for staff is between 8 and 16 teaching hours per week, according to the table on page 24. However, according to the data on page 22, the teaching workload is

listed as 8-10 hours. This discrepancy needs clarification. In the program Applied Arts in Spatial Design program, full-time faculty members are responsible for teaching more than 50% of the subjects in the curriculum.

According to the Administrative Instruction on Accreditation, the Faculty of Arts employs three (3+1) program holders with a doctorate for every 60 ECTS of the Applied Arts in Spatial Design.

The student-to-teacher ratio in the evaluated program is deemed adequate for achieving the desired learning outcomes. The academic staff involved in the program holds qualifications that are in line with the Bachelor's degree field. Based on the panel discussion and the submitted staff CVs, the academic team can deliver a high-quality learning experience through relevant and inclusive programs, maintaining professionalism and collaboration.

Faculty members are not overloaded, which contributes to their ability to maintain teaching quality and job satisfaction. The academic staff's workload is well-distributed, allowing them to effectively manage their teaching, mentoring, and advising duties, while also balancing research/artistic activities and administrative tasks.

Based on the data and feedback from the student panel discussion, the study program has an adequate number of qualified mentors who provide support to students in their learning and progress, including supervising final theses.

It seems that all employees clearly understand their roles and responsibilities. Their tasks, which are mutually agreed upon, involve regular teaching, preparing materials, and providing student consultations.

**Standard 3.3 The study program is supported by teaching staff who are subject to advancement and reappointment based on objective and transparent procedures which include the evaluation of excellence. The advancement of staff arises from the higher education institution's strategic goals and is in line with the legislation and internal regulations in effect. (ESG 1.5)**

The academic staff in the study program can advance and be reappointed through a clear and transparent process. Promotions follow specific procedures outlined in the Regulation on Election, Reelection, and Academic Advancement, which aligns with the legal standards set by the Ministry of Education, Science, and Technology (MEST) and the Kosovo Accreditation Agency (KAA).

To qualify for promotion, academic staff must meet certain criteria related to their research and artistic contributions. This includes publishing a set number of papers: one for assistant professors, three for associate professors, and five for full professors, all in WoS or Scopus journals. Artistic activities and public performances, such as exhibitions and events, are also considered.

Additionally, evaluations based on student feedback are an integral part of the promotion process.

**Standard 3.4 The academic staff engaged in the delivery of the study program is entitled to institutional support for professional development. (ESG 1.5)**

AAB College has established the Center for Professional Training and Innovation (QAPI), which offers certified professional training and support for academic staff. This includes training in didactics, scientific research methodologies, and the management of higher education organizations.

However, the faculty does not have an annual plan for the professional development of academic staff involved in the study program, nor is there clear evidence showing their participation in development activities.

The faculty does provide support to academic staff in developing skills related to testing and assessment methods. For example, as noted in the SER, they organized a session on 'Assessment of students based on competence and grade construction.' According to the panel discussion with teachers, it was noted that attendance at these professional development programs is not mandatory.

There is no clear evidence that newly hired teachers receive adequate training to improve their teaching skills before starting their roles at the institution. Nevertheless, the faculty does encourage interdisciplinary collaboration and promotes international mobility through programs such as Erasmus+.

**Standard 3.5 External associates who teach at the study program have adequate qualifications and work experience for the delivery of the study program and achievement of the intended learning outcomes. (ESG1.5)**

According to the SER, when hiring academic staff, the Faculty ensures that all external associates possess the necessary qualifications and expertise to effectively deliver the program and achieve the intended learning outcomes.

All external collaborators should receive specific training on topics such as ECTS credits, learning outcomes, and teaching methods. A plan for this training should be developed, and records of the training should be kept.

Furthermore, in the table "List of part-time academic staff", one visiting professor are mentioned, but their specific workload, duties, and responsibilities are not clarified.

**ET recommendations:**

1. *Develop an annual professional development plan for full-time academic staff and external collaborators and maintain records of attendance/completion of professional development activities.*

This activity should be prepared for the first academic year, checked and reported to management regularly.

2. *Improve the strategy of staff mobility and follow up on yearly basis.*

This activity should be prepared for the first academic year, checked and reported to management regularly

3. *Clearly define the responsibilities of visiting professors.*

This activity should be prepared for the first academic year, checked and reported to management regularly



#### **4. EDUCATIONAL PROCESS CONTENT**

**Standard 4.1 The study program intended learning outcomes are formulated clearly, precisely, and comprehensively according to the best practices; they are aligned with the published institution's/academic unit's mission and strategic goals and are publicly available. (ESG 1.2)**

As declared in SER and checked throughout the meetings with the management, program holders and teaching staff, there is a strong notion of the need to develop the program to meet the needs of industry. Learning outcomes are well structured, clearly aligned with the HEI's unit strategy and filtered with the stakeholder's perspective. The competencies are in line with the skills specified and reflect management and program holders' vision of incorporating design practices within the contemporary industry.

**Standard 4.2 The study program intended learning outcomes comply with the National Qualification Framework and the European Qualifications Framework level descriptors. (ESG1.2)**

The learning outcomes of the study program overall comply with the National Qualifications Framework and the descriptors of the European Qualifications Framework (EQF) belong to this level of study. The program and curriculum are adequately structured with the classification of learning outcomes to three components: knowledge, skills, and competencies, and these outcomes are in line with the level and profile of qualification gained by the students.

**Standard 4.3 The content and structure of the curriculum is coherent and enable the students to achieve the intended learning outcomes and to progress smoothly through their studies. (ESG 1.2)**

The structure of the curriculum is developed along the consideration of fundamental "pillars" which stand as key elements of profession. These fundamentals are well represented through syllabuses of courses which gradually develop intended skills and competencies, from simple to more complex ones.

That said, overall, it is sufficiently justified, that the core disciplines of the field are incorporated into the curriculum, and the expected learning outcomes can be obtained by this curriculum.

**Standard 4.4 If the study program leads to degrees in regulated professions, it is aligned with the EU Directives and national and international professional associations. (ESG 1.2)**

SER claims that the BA program Applied Arts in Spatial Design is academic and not regulated

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by local laws. Therefore, standard 4.4 does not apply. But from the meeting with the program holders and the stakeholders it is evident that the study program has been designed along with recommendations of the industrial sector through the Entrepreneurship Advisory Board.

**Standard 4.5 The intended learning outcomes of the student practise period are clearly specified, and effective processes are followed to ensure that learning outcomes and the strategies to develop that learning are understood by students (if applicable). (ESG 1.2)**

Throughout the SER and the meetings with the QAO, program holders, and stakeholders from industry it is evident that the students practice is envisioned only as Studio Practice on both semesters of final year. So, this standard has yet to be prepared as plan for the entirety of the study.

**Standard 4.6 The study program is delivered through student-centred teaching and learning. (ESG 1.3)**

Following mostly the meeting with students, it shows that the study program has a concept that focuses on the simultaneous development of students' theoretical, practical design and technical competencies, which proves as good practice. The achievement of outcomes in the learning process is well planned. The concept of the study program overall adequately integrates teaching methods and techniques, lectures, practice and labs, that include active, collaborative, and student-oriented learning, ensuring full student involvement in the learning process. Due to the very nature of the study program, the delivery of the courses is ensured through the use of modern technology.

**Standard 4.7 The evaluation and assessment used in the study program are objective and consistent and ensures that intended learning outcomes are achieved. (ESG 1.3)**

The assessment criteria of the courses and the program are adequately presented. Students will be informed about the assessment method and achievement criteria at the beginning of each course by the professor of the relevant course. Evaluation methods and criteria are also specified in the course syllabi. The nature of the assessment criteria and methods is well defined, as well as the grading criteria for the study program, and these are publicly available for all students in advance. This is in line with the regulations.

**Standard 4.8 Learning outcomes are evaluated in terms of student workload and expressed in ECTS. (ECTS 1.2)**

The learning activities are all credited, and the table of ECTS is provided and following the meetings with the teaching staff and the students it proves that both parties understand the ECTS system, use it in planning of the teaching activities and asses it throughout the QAO in every academic year.

## ET recommendations:

1. *Students' practice needs more focus from the HEI's unit bodies and offices. A set of learning outcomes needs to be defined and set upon criteria established by management and program holders.*

The learning outcomes should be established before the beginning of the first academic year.

2. *The practice period needs to be monitored and evaluated by dual authorities: from HEI's unit and from the institution that conducts practice.*

This activity should be prepared for the first academic year, checked and reported to management regularly.

3. *Final evaluation of the practice is combined by reports from both parties plus student's questionnaire.*

This activity should be prepared for the first academic year, checked and reported to management regularly.

4. *The literature in several syllabuses is outdated and needs to be revised to incorporate state-of-the-art developments and contemporary issues.*

This activity should be prepared for the next academic year, checked and reported to management regularly.

## 5. STUDENTS

### **Standard 5.1 Clear admission policies, including requirements, criteria and processes for the study program are clearly defined and are publicly available. (ESG 1.4)**

The statute determines that admission to studies is based on public competition and the selection procedure set by the Senate. Meanwhile, the Governing Council has decided to announce the competition. Bachelor studies have the right to enroll all candidates who have completed secondary education, possessed the necessary documentation, and fulfilled the minimum admission criteria determined by the Senate.

According to Article 5 of the Regulations for Bachelor Studies, the conditions for admission to Bachelor studies are: Successful completion of primary and secondary school with at least 12 years of schooling certified by a relevant diploma. Successful completion of the National Matura Test according to the criteria defined by the Ministry of Education, Science, and Technology, which is proven by relevant evidence. Successful completion of the selection procedure. Completion of the file with formal documentation as defined by MEST.

A student selection procedure is applied for the Applied Arts in Spatial Design to ensure that candidates with appropriate prior knowledge and skills are enrolled in BA studies. This includes exams such as perception of space and freehand drawing. The admission process to BA studies follows a public and transparent procedure that is consistent and applies fairly to all students equally. The Dean of the Faculty administers the student admission process. Candidates who fail to be admitted to bachelor studies can appeal to the Dean of the Faculty within a period of three days while the Studies Committee makes the final decision on the appeal.

Furthermore, before enrolling new students, the Faculty of Arts organizes meetings with high school students across all municipalities in the Republic of Kosovo to provide information about the curricula, career and employment opportunities, and other relevant details. At the beginning of the new academic year, opening days are hosted for first-year students to meet with the Faculty's management, academic staff, and other AAB College officials. Additionally, a student handbook is made available and uploaded to the E-service platform

During the site visit, students expressed satisfaction with the transparency of the admission process and the availability of information. They noted that clear guidelines and published criteria helped them navigate the application process smoothly. Additionally, they appreciated

the structured appeal system, which allows applicants to contest decisions in a fair and timely manner.

**Standard 5.2 Student progression data for the study program are regularly collected and analyzed. Appropriate actions are taken to ensure the student's completion of the study program. (ESG 1.4)**

The Faculty of Arts has established mechanisms for monitoring student progress, which involves collecting and analyzing student success data. Article 32 of the Regulations for Bachelor Studies states that success reports are generated for each subject in summary form after each examination term and success reports at the study program level.

Initially, the Dean of the Faculty reviews the student success results and then presents them for discussion in the Faculty Council meeting with the academic staff. The discussion of student progress results in the Teaching Council (TC) meeting aims to identify potential deficiencies and propose improvement measures, which may include the organization of additional hours of lectures and exercises, individual or group consultations with students, additional hours of academic counseling. Furthermore, student progress data is documented in semester reports and contributes to the Faculty's performance indicators.

Student progress is determined by articles 28, 19, and 30 of the Regulations for Bachelor Studies. According to the regulation, students are eligible to register in the second year if they have secured at least 30 ECTS from the first year; similarly, they are eligible to register in the third year if they have completed all requirements from the first year and have secured at least 30 ECTS from the second year. The structured progression ensures that learning outcomes are logically and sequentially aligned, allowing students to build upon their knowledge and skills efficiently.

During the site visit, students widely expressed that they feel heard and supported at AAB College. Unlike experiences at other institutions, where some felt like just a number, students highlighted the accessibility of professors and the supportive learning environment. They appreciated that faculty members are always willing to help when concepts are unclear and that semester-long assignments provide continuous learning support beyond final exams.

In Kosovo, the recognition of qualifications in higher education is possible through the transfer of studies. The Statute of AAB College, the Regulation for Bachelor Studies (articles 6, 7, and 8), and MEST administrative instructions define transfer periods for students from other HEIs or within AAB College. Students can transfer to the Applied Arts in Spatial Design program through the Transfer Office, with transfers permitted between the second and fifth semesters; transfers in the first and last semesters are not allowed.

**Standard 5.3 The study program ensures appropriate conditions and support for outgoing and incoming students (national and international students). (ESG 1.4)**

The SER outlines that international student mobility is supported through cooperation agreements, but Erasmus+ opportunities for this specific program are not yet in place. However, AAB College has expanded the number of inter-institutional agreements with international partners, aiming to create more opportunities for students to participate in mobility programs.

During the site visit, discussions with students from other majors within the same faculty as it is only first accreditation revealed that some had participated in Erasmus+ exchanges, while others were international students from Serbia and Montenegro. Although the program is currently offered only in Albanian, students expressed a strong interest in international mobility opportunities. Additionally, students have participated in summer schools and international exhibitions, but overall, mobility options remain limited.

AAB College is committed to increasing internationalization as outlined in its Development Plan, which includes building sustainable partnerships with both local and international organizations to improve the quality of teaching and learning. The Office of the Vice-Rector for International Cooperation manages the selection process for candidates seeking academic mobility and provides all necessary information and documents to facilitate the process. Information about mobility opportunities is shared through email notifications, the official website, and social media channels.

The institution has a Regulation for Academic Mobility, which defines the conditions and procedures for student exchanges between accredited institutions, both nationally and internationally. Additionally, Article 12 of the Regulation for Master's Studies addresses student mobility. Despite these frameworks, not a lot of international students are currently enrolled in the Faculty of Arts, and there are no administrative structures specifically designed for their support. Furthermore, while the institutional website provides information in English, no foreign language courses are offered for international students, which may limit accessibility.

**Standard 5.4 The study program delivery is ensured through adequate resources for student support. The needs of a diverse student population (part-time students, mature students, students from abroad, students from under-represented and vulnerable groups, students with learning difficulties and disabilities, etc.) are taken into account. (ESG 1.6)**

AAB College ensures that students enrolled in the BA in Applied Arts in Spatial Design have access to adequate resources and support services. The institution provides a well-equipped library, digital learning resources, and sufficient professional, administrative, and technical staff to assist students. The Faculty of Arts has several dedicated administrative officers who support students throughout their studies, while additional services are provided by departments such as the Central Administration, IT Support Office, Transfer Office, and Career Office.

During the site visit, students expressed high levels of satisfaction with the accessibility of professors for academic and personal guidance. They highlighted the ease of submitting feedback and complaints through transparent procedures, noting that the system allows them to remain anonymous if desired.

Additionally, before exams, students complete a questionnaire regarding their academic experiences, and they report that their feedback is taken responsibly. One example mentioned was the request for whiteboards and markers in specific classrooms, which was addressed promptly, reinforcing the institution's responsiveness to student needs.

Students also mentioned the accessibility of facilities for wheelchair users, noting that the campus provides necessary accommodations to ensure equal access for all students. This includes ramps, wider doorways, and adapted restroom facilities, which significantly improve the overall student experience for individuals with mobility challenges.

AAB College actively supports extracurricular activities, including exhibitions, workshops, and competitions. A key event organized by the Faculty of Arts is the Prishtina Arts and Architecture Festival (PAAF), which serves as a platform for students to showcase their work, engage in cultural exchange, and gain exposure in the artistic and architectural fields. Furthermore, the Faculty organizes educational trips both in Pristina and beyond, allowing students to learn on-site about art, architecture, and urban design. These trips offer valuable practical experience and provide students with the opportunity to study art and design in real-world settings, enhancing their learning and broadening their understanding of spatial design.

AAB has fully digitized its administrative and academic services through the E-Service platform, which integrates student accounts, academic schedules, course materials, and institutional regulations. This system enhances efficiency and accessibility, ensuring that students can access important information at any time. Class schedules and institutional updates are also displayed on digital screens throughout the campus, keeping students informed about important announcements.

**ET recommendations:**

1. Actively encourage and support more students to participate in international mobility programs by offering financial assistance, language preparation courses, and clear guidance on application procedures.

This activity should be prepared for the next academic year, checked and reported to management regularly.



## **6. RESEARCH**

### **Standard 6.1. The study program aligns with the institution's/academic unit's mission and the research strategic goals.**

Throughout the SER and in the meetings with the management, program holders and teaching staff there is a strong sense of realization that the research activities are of utmost importance for maintaining the quality level of teaching and achieving the learning outcomes. This sense is projected towards the future and described well in SER as strategic objectives for the future. But in the present reality of HEI's unit there is not sufficiently documented organized research activity over the last accredited period visible. It would be important to establish structured strategy and execution plan for the development of the research component. To obtain the full meaning of the research for the benefit of education process and the learning outcomes, the strategy must be created and established by teaching staff from both respective fields, art and science.

### **Standard 6.2. The academic staff engaged in the study program is committed and supported to achieve high-quality research work and/or professional activity.**

There are no documented policies and financial incentives to enhance research competitiveness, international visibility, and scientific/artistic advancement, other than statements in SER, regarding the recognized difference between the scientific and artistic research and paths within both areas. There is a need to develop content on web pages or other databases to establish, present and evaluate structured research activity. As it shows in CVs of teaching staff, there are significant differences in their previous experiences with the research activities. So, it seems important to develop clear policies and procedures to follow regarding both science and artistic research activities.

### **Standard 6.3 The academic staff engaged in the delivery of the study program is encouraged to participate in different aspects of cooperation with national and international partners.**

In SER the Project Office is mentioned, but there is no documentation to demonstrate the activities of it. Considering the last accredited period of the existing MA comparable program two projects are mentioned, but with no further documentation to consider its scope and importance for HEI's unit.

### **Standard 6.4 The teaching staff engaged in the study program has a proven record of research results on the same topics as their teaching activity.**

The teaching staff of the study program does not have a clear enough documented track record of research in their respective fields.

### **ET recommendations:**

1. *Following the good practice examples from standards within HEI around the region and EU, the Project Office needs to be transformed to Office for Research and Projects as to not only encourage but also to facilitate research activities of teaching staff, based on formulated strategy.*

This transformation should be conceived over the six months before the first academic year and checked upon in the next six months and regularly over every academic year.

2. *A research policy of HEI's unit needs to be updated with the clear definition of scientific and artistic research. This will support better understanding of both fields by teaching staff.*

This activity should be prepared for the first academic year, checked and reported to management regularly, with the updates as needed.

3. *A database is to be set up to present the research activities for the next period to be accredited.*

This activity should be prepared for the first academic year, checked and reported to management regularly, with the updates as needed.

4. *A strategy for research activities needs to be developed and disseminated internally and externally, with milestones and measurable goals defined.*

This activity should be prepared for the first academic year, checked and reported to management.

5. *A clear difference between science and artistic research needs to be defined and developed within the teaching staff, with more structured activities by management and Projects Office to foster research components. The research policies, activities and results of specific projects need to be visible Not only within the teaching process but also within the teaching staff life-long learning activities to improve skills and competencies, beyond public events. Of course, public events play an important role in HEI's unit public mission but are not enough to replace structured research activities.*

Within six months and prior to the beginning of first academic year a strategic document should be conceived to clarify orientation and guidelines regarding both scientific and artistic research as well as policy towards the public roles of the program, with industrial and social roles included.

## **7. INFRASTRUCTURE AND RESOURCES**

### **Standard 7.1. The HEI ensures adequate premises and equipment for performing education processes and research. ESG (1.6)**

HEI spans a total area of 50,000 sq meters and the division of space for the program is clearly displayed within the tables on page 42 of SER, along with the equipment list. Following the meetings with the students and teaching staff it shows that both are satisfied with the space and the equipment, the only remark being that some of the equipment perhaps needs an update or to be replaced with newer models.

### **Standard 7.2 The HEI ensures adequate library resources for study program. (ESG 1.6)**

Both libraries are available to students six days a week, from morning till evening. Both are adequately equipped with reading rooms for individual work, spaces for group work and its own book stock according to the courses included in the study program. The variety of books in the field of teaching methodology of various disciplines as well as pedagogical aspects of primary education is sufficient. In addition to physical books, the AAB College library has access to various platforms such as J-STORE, EBSCO, Edward Elgar, Duke Journals Scholarly Collection -Duke University press Journals, Directory of Open Access Books, DOAJ – Directory of Open Access Journals, Cambridge Journals, IMF eLibrary, Science Commons, IOP Electronic Journals, ASTM Compass abstracts, BioOne Research evolved.

### **Standard 7.3 The study program is appropriately funded to deliver its intended educational activities and research. (ESG 1.6)**

As the faculty of Arts is part of HEI which is a privately funded institution, a financial plan is provided in documentation. The plan is sound, effective and in line with the strategy and infrastructure. The income is based on the scholarship fees mostly.

#### **ET recommendations:**

- 1. The only remark here could be to stimulate the management to pursue more ambitious income from the projects, in line with the need to develop more structured research activities.*

Establishing the Project office is a long-term goal, and it should take six months to have it running and six more to establish the activities which would help the HEI to improve financials with the income from the projects.

## OVERALL EVALUATION AND RECOMMENDATION OF THE EXPERT




### FINAL RECOMMENDATION OF THE EXPERT TEAM

1. MISSION, OBJECTIVES AND ADMINISTRATION	<i>Substantially Compliant</i>
2. QUALITY MANAGEMENT	<i>Substantially Compliant</i>
3. ACADEMIC STAFF *Mandatory	<i>Substantially Compliant</i>
4. EDUCATIONAL PROCESS CONTENT	<i>Substantially Compliant</i>
5. STUDENTS	<i>Substantially Compliant</i>
6. RESEARCH	<i>Partially Compliant</i>
7. INFRASTRUCTURE AND RESOURCES *Mandatory	<i>Fully Compliant</i>
<b>Overall Compliance</b>	<b><i>Substantially Compliant</i></b>

The expert team (ET) would like to commend management, the quality assurance team, teachers, students and other external stakeholders for their proactive engagement during the validation event. The ET is very pleased with the strong teamwork and the positive atmosphere among all the groups interviewed, as well as the high level of optimism displayed.

In conclusion, the Expert Team considers that the study program **BA program in Applied Arts in Spatial Design** offered by **AAB College Faculty of Arts** is **Substantially compliant** with the standards outlined in the KAA Accreditation manual. Therefore, the ET recommends **to accredit** the study program for a duration of three (3) years, with an enrollment of up to **110** students per year.

### Expert Team

<b>Member</b>	<b>Prof. Diana Milčić</b>		<b>28.04.2025.</b>
<b>Member</b>	<b>Prof. Fedja Vukić</b>		<b>28.04.2025.</b>
<b>Member</b>	<b>Shadiyar Tauyemel</b>		<b>28.04.2025.</b>
<i>(Print name)</i>	<i>(Signature)</i>	<i>(Date)</i>	