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AAB College

BSc in Aesthetics and Cosmetology

REPORT OF THE EXPERT TEAM

21st of MARCH 2025, Prishtinë

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INTRODUCTION

Date of site visit: 21st of March 2025

Expert Team (ET) members:

- *Dr. Adrian Stan*
- *Dr. Fatoş Korkmaz*
- *Shadiyar Tauyemel, Student expert*

Sources of information for the Report:

- *Self-Evaluation Report, BSc in Aesthetics and Cosmetology, annexes: Curriculum Vitae of academic staff, course syllabuses, QA examples from Nursing Program, Faculty of Health Sciences activities for 202, Program holders' publication list.Financial Plan*
- *AAB Website*
- *Onsite interviews with students, stakeholders*

Criteria used for institutional and program evaluations

- *Kosovo Accreditation Agency standards*
- *National Qualifications Framework (NQF)*
- *European Higher Education Area (EHEA) guidelines*

Site Visit Program

Programme Accreditation Procedure at AAB College		
Programmes:	Aesthetics and Cosmetology, BSc Dentistry, Dr. Dent	
Site visit on:	21 March 2025	
Expert Team:	Prof. Dr. Adrian Tudor Stan Prof. Dr. Fatos Korkmaz Mr. Shadiyar Tauyemel	
Coordinators of the KAA:	Fjolle Ajeti, KAA Officer Shkelzen Gerxhaliu, KAA Department Director	
Time	Meeting	Participants
09:00 - 09:50	Meeting with the management of the faculty where the programs are integrated	Bleron Azizi, Dean of the Faculty of Dentistry Shar Xhahnemi, Coordinator for Teaching Idriz Sopjani, Dean of the Faculty of Health Sciences Edona Gara, Coordinator for Teaching
09:55 – 10:30	Meeting with quality assurance representatives and administrative staff	Furtuna Mehmeti, Head of the Quality Assurance Office Leron Berisha, Head of IT Office Mejreme Millaku, Head of Administration
10:35 – 11:30	Meeting with the program holders of the study program (separate meetings)	Dentistry Bleron Azizi Astrit Kuçi

	Aesthetics and Cosmetology, BSc Dentistry, Dr. Dent	Teuta Bicaj Mimoza Selmani Blerim Mehmeti Donika Ilijazi – Shahiqi Avdyl Shoshi Rajmonda Halili Aesthetics and Cosmetology Violeta Zatriqi Skender Zatriqi Donjeta Ahemtaj Reihane Beslimi
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11:30 – 12:30	Lunch break	
12:40 - 13:20	Visiting Facilities	
13:20 – 14:00	Meeting with teaching staff	Fatmir Dragidella Armend Avdiu Enesë Morina Fadil Sherifi Fatime Qosaj Teuta Bujupi
14:00 – 14:40	Meeting with students	Alma Grajçevci Auron Merovci Anjeza Bruçi Rrap Ostrozubi Vlera Aliu Donart Krasniqi Altina Pulaj Dafina Duraj Gramos Ahmet Edonesa Maloku
14:40 – 15:20	Meeting with graduates	Aron Kelmendi Fjolla Beqiraj Erjon Kadriu Erblin Tamva Agnesë Isufi Erjona Gashi Arieta Saraqi Drito Sadiku
15:20 – 16:00	Meeting with employers of graduates and external stakeholders	Edon Salihu Ilir Topilla, Naim Kallaba Nexhmije Gori Muharrem Arifi
16:00 – 16:10	Internal meeting of KAA staff and experts	
16:10 – 16:20	Closing meeting with the management of the faculty and program	Bleron Azizi, Dean of the Faculty of Dentistry Shar Xhahnemi, Coordinator for Teaching Idriz Sopjani, Dean of the Faculty of Health Sciences Edona Gara, Coordinator for Teaching

A brief overview of the programme under evaluation

AAB College is one of the leading private higher education institutions in Kosovo. From its beginnings, the college set out to make a real difference in the country's academic, cultural, and economic life. Over the years, it has grown steadily offering a wide range of programs that meet both local needs and international standards.

The college is home to several faculties, including the **Faculty of Aesthetics and Cosmetology**, which offers the **Bachelor of Science in Aesthetics and Cosmetology** a unique program designed to prepare skilled professionals in a growing industry.

AAB College is known for its focus on practical learning, research, and developing real-world skills. It is strongly committed to quality, innovation, and creating opportunities for students to grow academically and professionally. With modern facilities, dedicated staff, and a clear vision for the future, AAB is helping shape the next generation of professionals in Kosovo and the region.

The **Bachelor of Science in Aesthetics and Cosmetology** at **AAB College** is a forward-thinking program created to meet the growing demand for qualified professionals in the beauty and wellness industry in Kosovo and beyond. With the rise of aesthetic centers operating without formally trained staff, this program steps in to provide a much-needed academic foundation in a field that's rapidly expanding.

Offered by the **Faculty of Health Sciences**, this is a **three-year, full-time program** (180 ECTS) that combines scientific knowledge with hands-on experience. Students gain expertise in areas like dermatology, chemistry, pharmacology, and modern non-invasive cosmetic procedures. The curriculum also integrates subjects like business, ethics, and marketing to help students succeed both as practitioners and entrepreneurs.

The program is built around **student-centered learning**, encouraging active participation, critical thinking, and creativity. From small research projects to real-world clinical practice, students are supported every step of the way. They also benefit from AAB College's modern labs, digital learning tools, and partnerships with healthcare institutions for practical training.

With a strong focus on professionalism, hygiene, and safety, this degree prepares graduates not only to deliver high-quality aesthetic services but also to raise the standards of the industry. Whether aiming to open their own practice, work in established clinics, or pursue further education, students leave the program with the knowledge and confidence to make a meaningful impact.

This program is a fresh and exciting step forward for the beauty and wellness sector in Kosovo blending science, care, and creativity in one well-rounded degree.

PROGRAMME EVALUATION

1. MISSION, OBJECTIVES AND ADMINISTRATION

The **BSc in Aesthetics and Cosmetology** at AAB College is designed in direct alignment with the institution's mission to provide high-quality, innovative, and student-centered education that meets the demands of the labor market. According to the SER, "The

development of the program was based on the mission of AAB College, which emphasizes quality, innovation, and professional preparation of students in accordance with labor market needs". The **content and structure** of the program, including core subjects like dermatology, pharmacology, and practical aesthetic procedures, reflect this commitment. Furthermore, **the program is publicly available**, as it is "published on the official AAB College website and distributed through institutional promotional materials", ensuring transparency and accessibility.

The **intended learning outcomes** of the program emphasize ethical behavior, scientific knowledge, and professional competence—clearly supporting AAB's academic and strategic goals. These outcomes are "clearly described in the study program and curriculum tables", and focus on "students' ability to think critically, work in teams, and apply scientific principles in cosmetology practice". The program also considers AAB College's **geographical and societal context**, addressing a unique gap in Kosovo's higher education landscape. As highlighted in the SER, "The idea for this program arose from the current demand in Kosovo for formal education in aesthetics and cosmetology, where many beauty centers operate without academically trained staff."

The program's relevance and delivery are based on a documented **needs analysis** that involves consultations with industry stakeholders and academic experts. The SER states, "Through meetings with professionals in aesthetic medicine and representatives from the labor market, the institution confirmed the need for such a program and ensured that its content was aligned with labor demands." The number of students the institution plans to enroll **150 students annually** has been rationally justified in relation to staffing and physical resources. As mentioned in the SER, "The student intake plan is based on available infrastructure, staff capacity, and national accreditation standards."

Finally, the program is supported by adequate **facilities and equipment**, including "specialized laboratories for body and facial treatments, sterilization rooms, ICT labs, and digital learning platforms such as Moodle," which are specifically tailored to the educational and practical needs of the students. These resources are fully capable of supporting the projected number of enrolled students, fulfilling the technical and logistical requirements for effective program delivery **(1.1)**

The BSc in Aesthetics and Cosmetology at AAB College operates under well-defined institutional policies that ensure academic integrity, ethical behavior, and freedom in teaching and learning, thereby addressing all aspects of Standard 1.2. The SER confirms that "AAB College applies institutional policies related to ethics, academic honesty, and professional conduct equally to all academic units and study programs," fulfilling. These policies are detailed in the institution's Quality Assurance Manual, Statute, and Code of Ethics, and they explicitly prohibit misconduct such as plagiarism, discrimination, and manipulation of academic results. As proof of enforcement, the report states that "all written work, including bachelor theses, are checked using anti-plagiarism software," and that students and staff are informed about these standards during orientation and through the student handbook. Additionally, AAB has an established Ethics Committee that is responsible for handling reported violations of ethical norms. The SER explains that "cases of suspected violations are reviewed by the Ethics Committee in accordance with internal procedures", covering.

While these structures and tools are clearly in place, the report does not provide examples or statistics from actual cases, which limits insight into how these policies are implemented in practice. Nevertheless, the program demonstrates a strong formal commitment to upholding academic integrity and ethical standards throughout the learning and assessment process **(1.2)**.

The BSc in Aesthetics and Cosmetology at AAB College is managed in a way that feels both structured and supportive, ensuring the program runs effectively and stays aligned with the college's goals. The coordination is led by a dedicated Program Leader, whose role includes overseeing the curriculum, organizing staff, and contributing to quality assurance activities. These responsibilities are clearly described in institutional documents, giving the Program Leader the authority needed to manage the academic and practical sides of the program. The management structure also allows for clear decision-making lines, so everyone from staff to students knows who's responsible for what. Students and academic staff are regularly involved in shaping the program, including through program council meetings and quality assurance discussions, which shows that feedback is genuinely valued and used to guide improvements. We saw examples of this in practice during the site visit and through documents like student meeting minutes and staff questionnaires, which are used to evaluate and enhance the program experience. Overall, the way the program is managed reflects a healthy balance of structure, participation, and responsiveness **(1.3)**.

Administrative services for the program are well structured and help support the delivery of both teaching and learning activities. The Faculty of Health Sciences provides administrative support that includes scheduling, record keeping, and managing academic platforms like Moodle. This is supplemented by IT and secretarial services that help both staff and students navigate processes like exams, assignments, and consultations. Although administrative staff are shared with other programs, the level of support provided was found to be sufficient based on the site visit and documentation. There is also clear coordination with external clinics, which allows students to complete their professional practice component efficiently. This is well-documented in the *Professional Practice* syllabus and evidence of clinical partnerships **(1.4)**.

ET recommendations:

1. Link program objectives more explicitly to AAB's Strategic Development Plan.
2. Include labor market statistics and/or employer letters to support the demand analysis.
3. Provide staff workload breakdowns and shared lab schedules to justify the proposed student intake.
4. Explore options for program-specific administrative staff if needed in future cycles.

2. QUALITY MANAGEMENT

The program is integrated into AAB College's internal quality assurance system, which operates on a regular cycle of planning, implementation, monitoring, and revision. The

process includes contributions from faculty leaders, teaching staff, students, and the Quality Assurance Office.

Tools like student questionnaires and staff feedback forms (e.g., the ChatGPT session feedback and academic staff surveys) help assess teaching effectiveness and curriculum delivery. These findings are discussed in faculty meetings and used to make evidence-based decisions about program development. While this structure is functioning well, the SER would benefit from showing clearer examples of changes that were made based on QA data (2.1).

The design and approval of the BSc in Aesthetics and Cosmetology followed AAB College's formal internal process for new program development. This process includes drafting the program concept by a team of academic and field experts, followed by review and endorsement at faculty and institutional levels before submission for external accreditation. Supporting evidence includes documentation in the SER and initial concept notes submitted to the Faculty of Health Sciences.

The curriculum was shaped by both academic standards and market demand. Consultations with external practitioners, feedback from aesthetic medicine professionals, and benchmarking against similar European programs helped guide content decisions. These activities are documented in annexed stakeholder meeting notes and summary justifications from the program development committee.

All program syllabi, such as *Professional Ethics and Legislation*, *Advanced Laser and IPL Aesthetic Procedures*, and *Professional Practice*, were developed and approved in accordance with the college's curriculum guidelines, ensuring consistency with institutional and national qualification standards.

The program also received approval through the institutional decision-making chain, including faculty councils and the Academic Senate, before being submitted to the Kosovo Accreditation Agency for review and licensing. These steps demonstrate that the program's design and approval are not only well-documented but also aligned with expected practices in higher education (2.2).

AAB College has established a periodic review cycle for all its study programs, including the BSc in Aesthetics and Cosmetology. According to the SER, study programs are reviewed every two years through an internal evaluation process coordinated by the Quality Assurance Office. This process ensures that program objectives are consistently assessed and aligned with national qualifications frameworks and evolving industry standards.

Stakeholder engagement is central to the monitoring process. The institution gathers input from students, faculty, external experts, and industry professionals through structured surveys, course evaluations, and regular meetings. These feedback mechanisms inform ongoing improvements in curriculum design, practical training opportunities, and student support services.

While this evaluation serves as the program's initial external review, AAB College has incorporated internal evaluation practices from the outset. Program adjustments and refinements, such as enhancements to the internship structure and increased integration of emerging technologies, have already been introduced based on preliminary feedback and benchmarking activities. The institution has committed to fully implementing its monitoring plan and stakeholder feedback loop once the program is launched and operational **(2.3)**.

AAB College ensures that relevant information about the BSc in Aesthetics and Cosmetology is publicly available, clearly presented, and regularly updated. Program details including admission requirements, program objectives, curriculum content, credit distribution, academic calendar, and expected learning outcomes are accessible on the institution's official website and are also provided through printed brochures and student handbooks

Information is written in clear and objective language and is available in both Albanian and English. This includes descriptions of staff qualifications, laboratory facilities, internship opportunities, and graduate competencies. The website is updated in a timely manner, with responsibility for accuracy shared between the Faculty of Health Sciences and the Office for Communication and Public Relations.

During the site visit, the evaluation team confirmed that program information provided online and in printed materials aligned with the documentation in the SER and with the information shared during interviews. The clarity and consistency of public-facing information contribute positively to stakeholder understanding and institutional credibility **(2.4)**.

ET recommendations:

1. Strengthen the visibility of how quality assurance data leads to concrete program improvements.
2. Ensure that the planned monitoring cycle and stakeholder feedback processes are fully implemented and documented in future reviews.
3. Maintain up-to-date public information and periodically audit it for accuracy and completeness.

3. ACADEMIC STAFF

The BSc in Aesthetics and Cosmetology study program delivery is supported by qualified and diverse academic staff recruited in compliance with national legislation and AAB College's internal hiring policies. Recruitment processes for full-time and part-time academic staff are aligned with the Law on Higher Education in Kosovo and internal faculty regulations. CVs provided in the SER (e.g., Rejhane Bislimi, Violeta Zatriqi, Donjeta Ahmetaj) confirm that instructors meet academic qualification requirements and professional credentials in aesthetics, cosmetology, and medical sciences. Documentation from the SER

and institutional policies indicate that selection procedures include public calls, evaluation by academic commissions, and approval by the relevant governing bodies. Staff are selected based on qualifications, experience, and specialization areas relevant to the courses they teach.

Course syllabi (e.g., Non-Invasive Aesthetic Procedures I & II, Advanced Laser and IPL Procedures, Professional Practice) list instructors with doctoral degrees and practical expertise. The multidisciplinary background of lecturers, combining academic and clinical fields, reinforces the program's focus on evidence-based practice and practical competence.

Internal regulations require periodic evaluation of teaching staff, and the institution's quality assurance system includes oversight of qualifications and teaching performance. Consultations and mentoring hours are structured and listed in the syllabi, allowing direct engagement with students.

While staffing appears adequate for the program's initial launch, several instructors teach across different programs within the Faculty of Health Sciences. The institution plans to enroll up to 150 students annually; however, based on the physical and human resource capacity, particularly the availability of two dedicated laboratories, this number should not exceed 50–60 students annually to ensure sustainable delivery and effective student support **(3.1)**.

The teaching staff of the BSc in Aesthetics and Cosmetology program demonstrate a high level of academic qualification and relevant professional experience, aligning with both national and institutional standards. Faculty CVs confirm that most instructors possess doctoral degrees or equivalent qualifications, satisfying expectations for higher education instruction. For instance, Prof. Dr. Rejhane Bislmi and Prof. Ass. Dr. Violeta Zatriqi has extensive teaching and professional backgrounds in medical sciences, dermatology, and aesthetics, reinforcing the credibility and relevance of the program's practical and theoretical components.

The institution supports its academic staff's continuous professional development (CPD) through structured mechanisms. Evidence from the SER and staff feedback confirms that faculty are encouraged to attend scientific conferences, seminars, and training related to medical aesthetics and educational methodology. This ongoing engagement ensures that instructors remain current with trends and innovations in both pedagogy and cosmetic science. Staff development plans are updated annually in line with performance reviews and institutional quality assurance outcomes.

Teaching staff are actively involved in curriculum development and program monitoring. As seen in the program documentation and meeting records, instructors contributed to designing syllabi and aligning learning outcomes with expected competencies, including through interdisciplinary integration and benchmarking. Moreover, faculty members participate in student mentorship, committee work, and quality assurance activities that shape institutional academic culture and program enhancement.

Teaching responsibilities are clearly outlined in course syllabi and contact hours with students are consistently maintained. Each syllabus (e.g., Advanced Laser & IPL Aesthetic Procedures, Non-Invasive Aesthetic Procedures I & II) includes the lecturer's schedule, communication channels, and consultation hours, ensuring transparency and accessibility. Student feedback surveys further suggest that staff are responsive to student needs and open to integrating new teaching strategies **(3.2)**.

The academic and practical delivery of the BSc in Aesthetics and Cosmetology is structured around clearly defined staff responsibilities that support effective teaching and student learning. All course syllabi, including those for Non-Invasive Aesthetic Procedures, Professional Practice, and Advanced Laser & IPL Procedures, provide detailed information about the roles of instructors, consultation hours, teaching modes, and delivery platforms, ensuring alignment with institutional norms and transparency for students.

AAB College maintains workload allocation procedures that assign teaching, research, and administrative responsibilities in a balanced manner across departments and faculties. While several teaching staff are shared with other programs within the Faculty of Health Sciences, institutional efforts to distribute contact hours and consultation periods are visible in the timetables and the presence of assistant lecturers where needed. Nevertheless, the proposed intake of 150 students annually may risk overstressing this model, especially given the limited number of instructors assigned full-time to the program. Based on infrastructure and feedback from the site visit, a more realistic intake cap of 50–60 students is recommended to ensure that teaching loads remain sustainable, and student support is effective.

The program ensures that teaching responsibilities include a variety of academic activities such as lectures, clinical simulations, seminar work, supervision of practice, and assessment tasks. Instructors are also engaged in broader institutional responsibilities, including participation in curriculum development, mentoring of students, committee work, and contributing to program evaluations reflecting a holistic and integrated academic role.

Consultation hours are well-defined in each syllabus and are available both in person and online. These scheduled times demonstrate that the institution respects the importance of academic advising and accessibility. Students are informed of faculty availability at the beginning of the semester and are encouraged to use these channels for academic guidance and clarification **(3.3)**.

AAB College has instituted mechanisms to evaluate teaching staff performance and support continuous improvement. The system includes student course evaluations, peer observations, and administrative oversight, all of which feed into annual reviews managed by the Quality Assurance Office. Documentation reviewed in the SER, including student feedback from course-related questionnaires and ad hoc meetings, confirms that student perspectives are systematically gathered and analyzed.

The feedback process covers aspects such as clarity of instruction, subject knowledge, communication skills, and responsiveness. These evaluations are discussed during faculty meetings and shared with instructors in a constructive manner. The purpose is developmental rather than punitive, aiming to improve teaching quality through reflection and responsive

planning. Examples of staff responsiveness include adjustments to teaching modalities and integration of AI tools in class discussions, as evidenced by recent ChatGPT reflection sessions.

Professional development opportunities are aligned with performance feedback. Instructors are encouraged to attend seminars, workshops, and training programs in aesthetic medicine, laser technology, and digital pedagogy. The institution also supports faculty involvement in research and collaborative projects as a means of intellectual renewal and content advancement. These initiatives are facilitated through the institution's internal development plans and supported by academic leadership.

The college fosters a culture of improvement by encouraging faculty to reflect on their teaching practices, update syllabi, revise course materials, and incorporate emerging trends in aesthetics and cosmetology. There is evidence of staff participating in interdisciplinary teaching teams and mentorship networks that allow for knowledge sharing and joint curriculum refinement **(3.4)**.

The BSc in Aesthetics and Cosmetology program at AAB College incorporates contributions from external associates who possess appropriate academic qualifications and practical expertise in the field. Their involvement enriches the program's applied dimension and ensures that theoretical instruction is grounded in real-world practice. A review of CVs and course documents indicates that external professionals, including practitioners with specialization in dermatology, laser therapy, and cosmetic procedures, support course delivery by supervising practice modules, offering guest lectures, and participating in skill-based assessments.

These associates are carefully selected based on their credentials, with most holding at least a Master's or Doctoral degree and having verifiable clinical or salon-based experience. This background aligns with the course expectations in subjects like Non-Invasive Aesthetic Procedures II, Advanced Laser & IPL Procedures, and Professional Practice, where the emphasis is placed on current treatment methods, hygiene and safety protocols, and interaction with clients in professional settings. Evidence supporting this can be found in the SER on page 43 and in the syllabi submitted as annexes.

The institution maintains formal agreements with external experts and affiliated clinical settings such as UCK clinics, beauty studios, and specialized aesthetic centers where students complete components of their practical training. These partnerships are reviewed periodically to ensure continued relevance and compliance with academic standards.

The external collaborators participate in evaluation processes and provide feedback on student performance during internships and practice sessions. Their input contributes to the holistic assessment of student competencies and to refining the practical components of the curriculum. Moreover, the external professionals offer insights into current market demands and ethical standards, thereby enhancing the alignment between learning outcomes and labor market expectations. This process is outlined in the SER and further substantiated through the attached practice evaluation reports **(3.5)**.

ET recommendations:

1. Ensure timely recruitment of additional academic staff in anticipation of program growth and student intake.
2. Introduce a structured, continuous professional development (CPD) framework tailored to evolving trends in health education and technology-enhanced instruction.
3. Strengthen institutional mechanisms for monitoring external associate contributions through annual reviews and feedback loops.
4. Maintain student–staff ratios appropriate for laboratory-intensive programs; given current physical and human resources, avoid exceeding 50 students per year.

4. EDUCATIONAL PROCESS CONTENT

The BSc in Aesthetics and Cosmetology at AAB College aligns well with the institution’s mission to provide professionally relevant, practice-oriented education. According to the SER, the program was developed with input from faculty members, aesthetic professionals, and clinical partners, ensuring relevance to labor market expectations. The intended learning outcomes (ILOs) are clearly formulated in the SER and syllabi, categorized into knowledge, skills, and competencies. These outcomes are student-centered and aligned with core activities of the profession, such as delivering non-invasive treatments, ensuring ethical practice, and providing client-centered care.

Course syllabi—such as Non-Invasive Aesthetic Procedures I & II, Advanced Laser & IPL, and Professional Practice—illustrate progressive skill development and logical sequencing of learning. However, while the SER mentions international comparability, no concrete benchmarking evidence is presented. Furthermore, the program’s contribution to the wider academic goals of the Faculty of Health Sciences and the institution as a whole is not fully articulated **(4.1)**.

The program’s learning outcomes are generally consistent with NQF and EQF descriptors for Level 6 qualifications. They are expressed with clarity, use appropriate action verbs, and show a balanced distribution across cognitive, practical, and interpersonal domains. Courses such as Professional Ethics, Non-Invasive Procedures, and Fundamentals of Nursing reinforce these learning outcomes in structure and sequencing.

However, while outcomes are internally coherent, they are not presented in a unified, easily accessible public format. Differences in how they are communicated across syllabi and the institutional website limit visibility and transparency for external stakeholders. Furthermore, the claim of international comparability is not substantiated by detailed curriculum benchmarking or reference to specific peer programs abroad **(4.2)**.

The BSc in Aesthetics and Cosmetology presents a well-structured curriculum that integrates foundational theory, professional practice and applied aesthetic procedures across six semesters. The program includes 180 ECTS credits, with a clear progression from general

health sciences and ethics (e.g., Fundamentals of Nursing, Anatomy & Physiology, Professional Ethics) to specialized and hands-on subjects such as Advanced Laser & IPL Procedures and Professional Practice. Course sequencing supports gradual skill acquisition and scaffolding of competencies, enabling smooth academic progression and practical readiness.

The syllabi reviewed show that course content, hours, and assessment types are proportionately distributed, with adequate attention to laboratory and clinical training. Courses are evenly spread across semesters and linked to the intended learning outcomes presented in the SER fulfilling. Integration of practice components such as in Non-Invasive Aesthetic Procedures I & II and the sixth-semester internship ensures that students are not only building knowledge but also reinforcing it through real-world application. The curriculum design allows students to advance logically and manage their workload effectively without redundancy or bottlenecks (4.3).

Although the BSc in Aesthetics and Cosmetology does not qualify as a degree in a formally regulated profession under Kosovo law or EU Directive 2005/36/EC, the program does incorporate components (e.g., hygiene, client care, medical ethics) that are common to regulated health and wellness fields. The inclusion of Professional Ethics and legislation, as well as health science-based courses, shows awareness of broader European standards. Nevertheless, the program lacks formal affiliation with relevant international professional bodies such as ESCAD or EU-wide frameworks. These partnerships would enhance external validation, improve mobility, and provide clearer pathways to regulated practice in other jurisdictions (4.4).

The Professional Practice course, delivered in the final semester, is a key strength of the program. It is well-structured, with clearly defined outcomes that cover technical competence, ethical service, teamwork, and real-world decision-making. Students are informed at the beginning of the semester about practice sites, responsibilities, and expectations. These include internal labs and external partnerships with UCK's Dermatology and Plastic Surgery clinics. Students engage in reflection sessions, maintain logs, and receive formative feedback from both academic and field supervisors. However, while the implementation is effective, the program could further benefit from a clearly defined list of minimum clinical competencies and formalized tools to assess them (4.5).

The BSc in Aesthetics and Cosmetology is structured and delivered using student-centered approaches, both in classroom settings and clinical environments. As outlined in the SER, teaching methods include a mix of lectures, guided practical work, group seminars, case analysis, peer discussions, and supervised laboratory sessions. These approaches are clearly described across multiple syllabi, such as Non-Invasive Aesthetic Procedures I & II, Advanced Laser & IPL Procedures, and Professional Practice.

Student learning is further supported by consistent access to academic staff, with office hours and online consultations noted in nearly every syllabus (e.g., Fundamentals of Nursing, file). These ongoing support structures, along with transparent assessment procedures, encourage autonomy and active participation. Learning outcomes are presented at the beginning of each

course, helping students understand the goals of their education and how their work contributes to achieving those goals.

Moreover, several practice-based courses use hands-on, real-time assessments and reflective discussions that emphasize experiential learning. This is reinforced through clinical partnerships with external providers, allowing students to engage directly with professional environments. While no specific training in student-centered pedagogy for faculty is mentioned in the SER, the teaching strategies described are consistent with modern learner- focused practices (4.6).

Assessment practices across the BSc in Aesthetics and Cosmetology are generally well-structured, transparent, and aligned with the intended learning outcomes. As stated in the SER, all courses follow AAB College's regulations on grading and performance evaluation, which include a combination of written exams, practical demonstrations, seminar papers, quizzes, and case-based discussions.

Syllabi such as Non-Invasive Aesthetic Procedures II, Professional Ethics, and Fundamentals of Nursing clearly define assessment methods and grading structures, including the weight of each component and criteria for passing. These structures help ensure consistency and allow students to track their performance across different learning domains. In practical courses, hands-on assessments and performance checklists are used, especially during clinical placements and laboratory sessions, reinforcing alignment between course-level assessments and real-world skills.

Students are informed about evaluation procedures at the beginning of each course, and consultation hours are available for academic feedback. However, the SER does not reference the use of rubrics or standard moderation processes (e.g., double marking or calibration meetings), which could enhance fairness and objectivity, especially in more subjective or practice-based evaluations (4.7).

The BSc in Aesthetics and Cosmetology program clearly expresses student workload through the allocation of ECTS credits for each course, in line with national and European standards. As detailed in the SER, the program totals 180 ECTS over six semesters, with each course carrying between 3 and 10 ECTS, depending on its complexity and practical demands (indicator 4.8.1).

A review of syllabi—including Fundamentals of Nursing (10 ECTS), Professional Practice (7 ECTS), and Non-Invasive Aesthetic Procedures I & II (6 and 8 ECTS respectively) confirms that workload estimates consider contact hours, independent study, and practical/laboratory engagement. This shows a thoughtful correlation between credit value and the depth and intensity of learning activities.

However, the SER does not describe whether student feedback is systematically gathered and used to evaluate whether the estimated workload aligns with the actual time and effort required. As a result, while the ECTS framework is applied correctly on paper, there's limited evidence of its ongoing calibration through student experience (4.8).

ET recommendations:

1. To avoid discrepancies, ensure learning outcomes are consistently published and updated across all platforms (SER, syllabi, website).
2. Develop a curriculum matrix that maps course-level outcomes to program-level learning outcomes.
3. Introduce standard grading rubrics and moderation processes, particularly for practical and seminar-based assessments.
4. Establish a system for collecting and acting on student feedback regarding workload and ECTS alignment.
5. Clarify the regulatory positioning of the program and consider formal affiliations with relevant international associations.
6. Regularly monitor and update the curriculum in line with evolving technologies and ethical practices in the aesthetics and cosmetology field.

5. STUDENTS

The BSc in Aesthetics and Cosmetology program at AAB College demonstrates a well-defined and transparent admission framework, as outlined in the SER. Admission policies are articulated in the AAB Statute, Regulations for Bachelor Studies, and legal requirements from the Ministry of Education, Science, and Technology (MEST) and Kosovo Accreditation Agency (KAA).

Admission is based on a public competition, with criteria including successful completion of 12 years of schooling (certified by a diploma), passing the National Matura Test per MEST standards, completing a selection procedure (e.g., exams in biology and chemistry and GPA evaluation), and submitting required documentation. These requirements align with national standards for bachelor-level programs and are publicly accessible via the institutional website and social media platforms, ensuring transparency. The selection procedure is designed to assess candidates' prior knowledge and skills, with exams in biology and chemistry tailored to the program's focus, as noted during the site visit. The process is administered by the Dean of the Faculty of Health Sciences, and an appeal mechanism allows candidates to contest decisions within three days, with the Studies Committee providing final rulings. This structured approach ensures consistency and fairness, preventing discrimination, as confirmed by the SER's emphasis on equal application of criteria. While the framework theoretically applies to both national and international students, with website information available in English, the program's Albanian-only delivery and lack of enrolled international students suggest limited practical appeal beyond Kosovo. Pre-enrollment outreach, such as meetings with high school students across Kosovo and a student handbook on the E-Service platform, enhances accessibility for national applicants. However, the absence of specific outreach for international students indicates a gap in fully meeting the criterion for comprehensive admission processes targeting diverse applicants **(5.1)**.

As a new program, the BSc in Aesthetics and Cosmetology lacks historical progression data, but the Faculty of Health Sciences has established robust mechanisms for monitoring

student progress, which will apply to this program. Per Article 32 of the Regulations for Bachelor Studies, success reports are generated per subject after each exam term and at the program level. These are reviewed by the Dean and discussed in Faculty Council meetings to identify deficiencies and implement improvement measures, such as additional lectures, exercises, consultations, or counseling. The SER notes that student progress data contributes to semester reports and faculty performance indicators, indicating a functional system.

Progression rules are clearly defined: students need at least 30 ECTS credits from the prior year to advance (e.g., 30 ECTS from year one to enter year two), with a minimum of 50-60 ECTS annually to progress, as noted in the site visit document. The program's structure ensures logical sequencing of learning outcomes, with core theoretical and practical classes (e.g., compulsory practical hours) serving as prerequisites for advanced courses. Support for struggling students includes additional classes and professor assistance, also confirmed during the site visit that Professors will help students and compensate the class with extra classes if needed.

Transfer policies (Articles 6-8 of the Regulations) allow movement between semesters two and five, with qualifications from other institutions recognized via the Transfer Office. Site visit feedback from Faculty students praises the transparency of progression and the supportive environment, with consultations always available. However, since the program is new, there is no evidence of progression data distribution to students or staff beyond individual updates, and dropout/completion rates are not yet applicable (5.2).

AAB College prioritizes internationalization in its Development Plan, with the SER noting increased inter-institutional agreements and Erasmus+ opportunities. Students are informed about mobility options via email, the website, and social media, managed by the Office of the Vice-Rector for International Cooperation, which provides guidance and documentation. The Regulation for Academic Mobility outlines conditions for exchanges, and ECTS credit recognition is regulated, supporting outgoing students. Site visit indicated enthusiasm for

exchanges and plans to expand mobility after core professional subjects are completed. However, as a new program, Aesthetics and Cosmetology has no specific mobility data or Erasmus+ participation yet. The Albanian-only delivery and lack of foreign language courses limit incoming international student appeal, despite English-language website information. No international students are currently enrolled in the Faculty of Health Sciences, and there are no dedicated administrative structures for their support. Feedback collection from mobility participants and detailed mobility statistics (e.g., participation for up to three months or more) are not applicable due to the program's first accreditation status (5.3).

AAB College provides robust resources for the BSc in Aesthetics and Cosmetology, including a well-equipped library (with Albanian and English books), modern labs, and a digitized E-Service platform integrating schedules, materials, and regulations. The Faculty of Health Sciences has two dedicated administrative officers, supported by offices like Central Administration, IT Support, Transfer Office, and Career Office. During the site visit students praised the campus infrastructure, innovative equipment, and professor accessibility, indicating sufficient and qualified staff support.

Students receive comprehensive information via registration packages, handbooks, and digital tools, with updates displayed on campus TVs. Guidance is available through counseling offices and professors, with site visit feedback highlighting a student-centric approach. Appeal procedures, outlined in the Statute and Regulations, are transparent, with complaints escalated to the Dean via the QA office. Surveys on professors, administration, and clinical practice allow mid-semester adjustments, demonstrating responsiveness.

Extracurricular activities, such as study visits, workshops, and conferences, are supported by AAB's extensive infrastructure and the Projects Office, which funds at least three student projects annually. The site visit confirmed a balanced academic environment, though feedback is from Faculty students, not the specific program **(5.4)**.

ET recommendations:

1. Collect and distribute detailed progression statistics (e.g., completion rates) to students and staff as the program progresses.
2. Promote and track student participation in Erasmus+ and other mobility programs by offering financial aid, language instruction, and clear, accessible application support.

6. RESEARCH

The BSc in Aesthetics and Cosmetology shows preliminary alignment with AAB College's broader mission to foster applied research and professional practice. According to the SER, the institution encourages academic staff to engage in scientific publishing and supports participation in research conferences, which contributes to a research-supportive environment. The academic unit (Faculty of Health Sciences) references a research strategy that promotes interdisciplinary collaboration and practice-based inquiry, and while not explicitly tailored to this new program, its goals are broadly compatible.

In reviewed CVs and course documents, several instructors (e.g., Dr. Violeta Zatriqi, Dr. Rejhane Bislimi) are actively engaged in scientific writing and professional development, suggesting that the teaching team has both research interest and field-based expertise. Additionally, syllabi such as Non-Invasive Aesthetic Procedures II and Advanced Laser & IPL Procedures encourage students to engage in seminar work and case-based analysis, which lays the foundation for developing research habits.

That said, the program currently lacks a clearly articulated research component or roadmap that would integrate students or graduates into the institution's formal research initiatives. There are also no defined research outputs, thematic areas, or ongoing institutional projects specifically tied to the aesthetics and cosmetology field. As a new program, these gaps are understandable, but forward planning would be beneficial **(6.1)**.

The academic staff involved in the BSc in Aesthetics and Cosmetology program show clear professional engagement and emerging research activity, consistent with AAB College's mission to support applied academic work. As described in the SER, the institution encourages and supports staff to participate in national and international scientific conferences and provides limited funding opportunities for research and publishing.

CVs reviewed (e.g., Dr. Violeta Zatriqi, Dr. Rejhane Bislimi, Prof. Izet Sadiku) reveal that many lecturers bring both academic qualifications and practical field expertise in health sciences, dermatology, and cosmetic procedures. Several have published scholarly work or participated in academic conferences, particularly in medical or applied health fields demonstrating a good balance of research and professional relevance. Moreover, the strong focus on seminar papers, case studies, and literature engagement across syllabi (e.g., Professional Practise, Advanced Laser & IPL Procedures) reinforces staff awareness of academic quality and student research preparation.

However, while individual staff are active in their respective fields, there is no clear evidence of a coordinated research development plan within the program. Institutional support is available, but not targeted toward thematic priorities in cosmetology, nor is there mention of internal research mentorship, sabbaticals, or structured peer-review practices to encourage higher research output. Professional development appears to be encouraged but remains informal **(6.2)**.

The academic staff involved in the BSc in Aesthetics and Cosmetology are encouraged to engage in institutional cooperation with external partners, although this activity is still

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developing in a program-specific context. According to the SER, AAB College supports staff participation in professional networks, conferences, and partnerships, especially those relevant to the health sciences and applied aesthetics fields.

Several instructors in the program have established professional connections and roles outside the institution. For example, some are affiliated with local aesthetic clinics and health centers (e.g., UCCK), contributing to both student supervision and practice alignment. These partnerships are formalized in the context of clinical placements and practical modules such as Professional Practice and Non-Invasive Aesthetic Procedures II, helping ensure that both staff and students benefit from real-world professional exposure.

While there is evidence of national engagement, including guest lecturing and partnerships with clinical settings, international cooperation is less developed. The SER does not mention participation in EU-funded projects (e.g., Erasmus+), staff exchanges, or memoranda of understanding with international universities or research centers. As the program matures, formalizing international collaborations would enhance the academic profile and open new avenues for professional growth **(6.3)**.

The teaching staff of the BSc in Aesthetics and Cosmetology demonstrate a reasonable alignment between their teaching responsibilities and research or professional output. CVs of key academic personnel (e.g., Dr. Violeta Zatriqi, Dr. Rejhane Bislmi, Prof. Izet Sadiku) show relevant qualifications in medicine, dermatology, health sciences, and ethics, which correspond well with the subjects they deliver, such as Non-Invasive Aesthetic Procedures, Laser & IPL Treatments, and Professional Ethics and Legislation.

Some faculty have published in national or regional journals, presented at medical or professional conferences, or contributed to training workshops. These activities relate broadly to their fields of instruction and indicate a level of subject-specific engagement. However, most research outputs are not formally referenced in the SER, and there is limited evidence of recent, peer-reviewed publications directly connected to cosmetology, aesthetic technologies, or applied practice in this emerging interdisciplinary field.

Furthermore, while several instructors have strong practical backgrounds and are actively engaged in clinics or aesthetic centers, the link between clinical expertise and documented scholarly research could be more explicitly demonstrated. There is currently no centralized research profile or publication list available for the program staff, making it difficult to verify the consistency of research-to-teaching alignment across the team **(6.4)**.

ET recommendations:

1. Define a clear set of thematic research priorities relevant to aesthetics, cosmetology, and non-invasive procedures to guide staff involvement and student participation.
2. Support academic staff with research mentorship, time allocation, and incentives to publish in peer-reviewed journals aligned with their teaching areas.

3. Establish partnerships with national and international institutions to foster staff exchanges, collaborative projects, and exposure to global research practice.
4. Develop a centralized, publicly accessible record of research outputs linked to staff teaching assignments and course topics.

7. INFRASTRUCTURE AND RESOURCES

AAB College provides adequate infrastructure to support the delivery of the BSc in Aesthetics and Cosmetology, particularly in terms of instructional and practical space. As stated in the SER, the institution has dedicated two specialized laboratories specifically for this program. These labs are equipped to support practical training in non-invasive aesthetic procedures, laser applications, skincare treatments, and related simulations. During the site visit, the teaching staff and leadership confirmed that these laboratories are fully functional and designated exclusively for cosmetology instruction.

In addition to the dedicated laboratories, the program has access to shared classrooms, lecture halls, and library resources across the Faculty of Health Sciences. These facilities are modern and appear sufficient for the program's initial implementation. Equipment used in practice-based courses is reportedly up to date and aligned with the industry's basic technological standards, including devices for microneedling, IPL, oxygen therapy, and cryolipolysis (as reflected in syllabi).

However, considering the program's practical intensity, space, and equipment capacity will need to be carefully monitored once student enrollment begins. During the site visit, it was noted that with the current facilities, the intake should not exceed 50–60 students annually to maintain safe and effective hands-on instruction. This constraint is important for ensuring quality of learning and safety during technical training sessions (7.1).

AAB College offers general library services that are accessible to students of the BSc in Aesthetics and Cosmetology, including physical and digital collections. According to the SER, students have access to the central library, which provides study spaces, basic academic support services, and institutional Wi-Fi. The library is open for extended hours during weekdays and offers internet-enabled workstations.

While the library includes a growing selection of books in health sciences, ethics, and nursing—some of which are reflected in course syllabi (e.g., Potter et al., Tomja et al., Burgess, Baumann)—the available resources specific to medical aesthetics, laser technology, or cosmetology are relatively limited. There is no detailed list of field-specific holdings or access to international digital databases in aesthetics, dermatology, or cosmetic science, which limits the range of up-to-date materials students and staff can draw upon.

Furthermore, the SER does not clarify whether students receive orientation on how to navigate library resources or whether faculty are actively involved in recommending updated literature for inclusion. As the program grows and becomes more research- and practice-

driven, expanding digital access to academic journals and specialized databases will be essential for academic depth and currency (7.2).

The BSc in Aesthetics and Cosmetology program at AAB College appears to be appropriately funded for the initial phase of its delivery. As outlined in the SER, the institution ensures the provision of salaries, laboratory equipment, teaching materials, and infrastructure maintenance through internally allocated financial resources. The program benefits from two fully equipped, dedicated laboratories and teaching spaces, and the institution has already invested in devices necessary for non-invasive procedures and laser treatments suggesting targeted resource planning and financial support.

Tuition fees are the primary funding source, and the program is designed as part of the institution's long-term development strategy. This supports ongoing investments in practical modules, administrative coordination, and student services. While the funding appears sufficient for core teaching activities, there is little reference in the SER or supporting documentation to dedicated research funding or specific budget allocations for staff research projects or student-led inquiry. Similarly, no information was provided on external grant applications or financial planning for future expansion, such as research infrastructure, faculty development, or international collaboration.

Given that the program has not yet admitted its first cohort, the current level of investment seems adequate. However, future growth, particularly beyond the recommended intake limit of 50–60 students, will require careful financial forecasting to preserve quality and enable academic innovation (7.3).

ET recommendations:

1. Expand library holdings and digital resources focused specifically on aesthetics, cosmetology, and dermatology.
2. Provide training and structured access to library and research tools for both students and faculty.
3. Establish clear research budget lines and consider external funding options to support staff development and student-led inquiry.
4. Monitor infrastructure use and scale investments in laboratories, equipment, and teaching personnel proportionally with any future growth.

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	Fully compliant
Overall Compliance	<i>Substantially compliant</i>


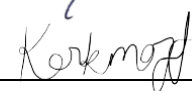
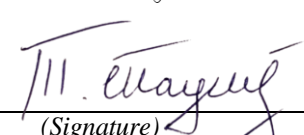
OVERALL EVALUATION AND JUDGMENTS OF THE ET

In conclusion, the Expert Team considers that the **Bachelor Study Program in Aesthetics and Cosmetology** offered by **AAB College** is **substantially compliant** with the standards included in the **KAA Accreditation Manual**. The program demonstrates a solid foundation in academic planning, qualified staff, and applied learning opportunities in alignment with the needs of the labor market.

However, as this is a newly established program, the Expert Team emphasizes the need for further development in areas such as research integration, structured student monitoring, and the formalization of stakeholder feedback mechanisms. These will be critical to ensuring sustainable quality enhancement and long-term academic excellence.

Therefore, the Expert Team recommends that the study program be accredited for a period of three (3) year, with a student admission quota of seventy-five (75) students.

Expert Team

Member	Prof. Adrian Tudor Stan		21.03.2025
Member	Prof. Fatoş Korkmaz		21.03.2025
Member	Shadiyar Tauyekel (Print name)	 (Signature)	21.03.2025 (Date)